

West Hall High School
An IB World School



CAS
And
Extended Essay

Handbook





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**IB Students at the 2008 Hall County
Relay for Life**

WHHS INTERNATIONAL BACCALAUREATE CAS PROGRAM

CAS stands for **Creativity, Action, and Service**, and is a fundamental part of the International Baccalaureate Programme for all diploma students. The CAS requirement takes seriously the importance of life outside the world of scholarship. It is the IB framework that involves students in new roles in their communities. Emphasis is placed on learning by doing activities that have real consequences in everyday life and reflecting on those experiences over time. CAS allows students to extend what they have learned in the classroom and apply that knowledge to service activities for other people while improving the living conditions for a person or an entire community. CAS encompasses an interesting variety of activities that students find intrinsically worthwhile and rewarding and which are mutually beneficial to students and their communities.

The Nature of Creativity, Action and Service (CAS)

In order to reinforce the International Baccalaureate (IB) philosophy that there is more to education than what occurs in the classroom, students pursuing the IB diploma are required to complete the CAS requirement of the IB Diploma Programme (DP). The emphasis of CAS is on experiential learning. Students learn by doing real tasks that have real consequences and then reflect on these experiences over time.

Students will be engaged in a combination of creative, aesthetic, athletic, and community service activities. Students should select activities that they find intrinsically worthwhile and rewarding, as well as mutually beneficial to themselves and their communities. While students are required to earn 150 hours of CAS activities (approximately 50 hours of creativity, 50 hours of activity, and 50 hours of service) during the duration of the Diploma Programme (DP), it is not an “hour counting” exercise.

Students should select activities that are congruent with their own interests, skills, passions, and abilities. The activities should represent a good balance of creativity, action, and service, while enhancing students’ personal and interpersonal skills. These activities are to be done gradually, to be appropriately adapted to situations, and to take into account the students’ aptitudes and interests. When carried out well, CAS projects should build self-esteem, self-confidence, autonomy, and self-reliance.

The CAS Coordinator assists students in selecting activities that are in the “spirit of CAS.” **All proposed CAS activities must 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

Creativity, Action, Service Guide, IBO 2007

Successful completion of CAS is a requirement to earn the IB diploma. Students must document all CAS activities according to the school’s CAS procedures and provide evidence that they have met all eight of the CAS learning outcomes to earn credit for the CAS component of the IB DP.

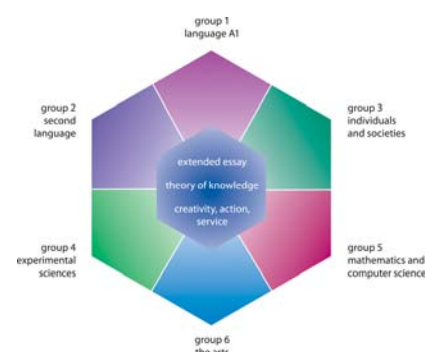
The Mission Statement of CAS

“The Diploma Programme aims to develop in students the knowledge, skills and attitudes they will need to fulfil the aims of the IB, as expressed in the organization’s mission statement and the learner profile. Teaching and learning in the Diploma Programme represent the reality in daily practice of the organization’s educational philosophy.”

Creativity, Action, Service Guide, IBO 2007

International Baccalaureate 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 IBO 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.



International Baccalaureate Learner Profile

The goal of the IB Diploma Programme is for students to become:

Inquirers	Who acquire the skills necessary to conduct purposeful, constructive research.
Thinkers	Who exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.
Communicators	Who receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.
Risk-takers	Who approach unfamiliar situations without anxiety, have confidence and independence, are courageous and articulate in defending things in which they believe.
Knowledgeable	Who have spent time in school exploring themes with global relevance and importance, and have acquired a critical mass of significant knowledge.
Principled	Who have sound grasp of the principles of moral reasoning, integrity, honesty and a sense of fairness and justice.
Caring	Who show sensitivity towards the needs and feelings of others and have a personal commitment to action and service.
Open-minded	Who respect the views, values and traditions of other individuals and cultures and who are accustomed to seeking and considering a range of points of view.
Well-balanced	Who understand the importance of physical and mental balance and personal well-being.
Reflective	Who give thoughtful consideration to their own learning and who analyze their personal strengths and weaknesses in a constructive manner.

The Learning Outcomes of CAS

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

- 1. 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
- 2. Undertaken new challenges**
 - A new challenge may be an unfamiliar activity, or an extension of 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 part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.
- 4. 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.
- 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**
 - 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)
- 7. 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, include journal entries and conversations with CAS advisers.
- 8. Developed new skills**
 - As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

“All eight outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is some evidence for every outcome.

“This focus on learning outcomes emphasizes that it is the quality of a CAS activity (its contribution to the student’s development) that is of most importance. The guideline for the minimum amount of CAS activity is approximately the equivalent of half a day per school week (three to four hours per week), or approximately 150 hours in total, with a reasonable balance between creativity, action and service. ‘Hour counting’, however, is not encouraged.”

What is CAS?

CAS is experiential learning, involving students in new roles with set goals and ongoing reflection.

The goals behind the philosophy of Creativity, Action, and Service are to...

1. Share talents with others in a community
2. Experience education beyond the classroom
3. Develop positive attitudes and values
4. Serve the community as a complement to intellectual development
5. Develop the ability to work with others
6. Promote international understanding
7. Encourage the development of new skills and interests
8. Develop links with local, national, and international communities
9. Develop a sense of responsibility and discovery



Creativity

Creativity is interpreted as imaginatively as possible to cover a wide range of arts (dance, theatre, music, art), including creative thinking in the design and carrying out of service projects. This covers the performances of music, dance, choir, theatre, debate, the creation of art, and activities that may include creative planning or design. An ideal CAS project is one that a student creates, designs or plans. Creative experience must involve creative thinking. One could make a documentary over a serious topic or make something for sale to raise funds for a charity. Other examples include the creation of websites, brochures, or bulletin boards; the development of agendas, programs, or signs for events; or the designing or developing of plans for activities with senior citizens or children. Of course, students may also be creative in coming up with their own ideas for creativity in CAS!

Action

This category involves physical activity that results in personal growth. Key words are *doing* and *moving*. West Hall will focus on hours where the participant is involved in a *new role*. Action includes projects involving physical exertion such as hikes, individual and team sports, or the activity involved in carrying out creative and service projects. This can include coaching, a “Labor Day” for an adult service organization, planting trees, political canvassing, or organized cleanup projects. Other examples include team sports and fine arts.

Service

Service is the essence of CAS; it involves interaction, such as the building of links with the individuals or groups in the community (school, local community, or on a national or international level). Service activities involve doing things for others in school, community, national or international projects. It should also involve interaction with others. Service does not mean exclusively social service, but can include environmental and international projects as well. Service includes any activity where a contribution is being made without any form of compensation. This category involves actions on the part of the student that benefits others and improves their existing situation. Service activities may also be incorporated in other categories. Some examples include preparing and serving food in a homeless shelter or tutoring students before/after school or on the weekends.

What CAS is Not:

CAS is not a checklist of tasks to complete the IB diploma requirements. Students must remember the “spirit of CAS” (see The Nature of CAS section, p. 2) at all times.

Below is a list of examples of inappropriate CAS activities:

- Anything for which money is paid or other credit is given
- Doing simple, repetitive or tedious tasks, such as filing, replacing books on library shelves, club meetings and routine activities
- All forms of duty within the family
- Passive pursuits such as visits to sports events, exhibits, concerts, conventions or museums
- Fund-raising attempts with no clearly defined purpose
- Work experience (internship) that benefits the student only
- Activities where there is no responsible adult on site to evaluate and confirm the candidate’s performance.
- Any course that is part of your IB Diploma Programme.

Guiding Questions

Students may ask themselves the following questions to determine whether or not an activity qualifies as CAS:

- *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 doing this activity?*
- *How can this activity benefit other people?*
- *How does this CAS activity address the Learning Outcomes of CAS?* (see p. 6)

IB students at West Hall High School are expected to seek appropriate CAS activities. Mrs. Kelly Woodham, WHHS CAS Coordinator, is available for advice. The three areas of CAS described are designed to assist students in classifying their activities. Whenever possible, please direct approval and advice questions to Mrs. Woodham before undertaking the potential CAS activity.

It is the student’s responsibility to have parent permission and an adult supervisor at all CAS endeavors that are not school-sponsored activities. Hall County Schools does not officially sponsor any outside CAS activities and students assume their own risk for these events.

Responsibilities of Students

“The relevant section of the IB Programme standards and practices document states that students should have opportunities to choose their own CAS activities and to undertake activities in a local and international context as appropriate. This means that, as far as possible, students should ‘own’ their personal CAS programmes. With guidance from their mentors/advisers, students should choose activities for themselves, initiating new ones where appropriate.”

“Students are required to:

- Self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS programme
- Plan, do and reflect (plan activities, carry them out and reflect on what they have learned)
- Undertake at least one interim review and a final review with their CAS adviser
- Take part in a range of activities, including at least one project, some of which they have initiated themselves
- Keep records of their activities and achievements, including a list of the principal activities undertaken
- Show evidence of achievement of the eight CAS learning outcomes”

Creativity, Action, Service Guide, IBO 2007

For West Hall High School CAS, students’ responsibilities include:

1. Students must complete a minimum of 150 hours **before March of their senior year**. Students are strongly urged to complete 75-100 hours by the end of the junior year. For the summer of 2008, students may complete up to 50 hours in June and July.
2. Whenever possible, CAS activities should be pre-approved by Mrs. Woodham in order to confirm that the experience will qualify as a CAS activity. It is the student’s responsibility to find, select, and organize your CAS activities during the two-year program
3. Reflection and signatures for CAS hours follows completion of the activity, preferably within one week so that the impressions made will be fresh in your mind. Forms cannot be written up in advance.
4. For each of your CAS activities, reflect in your journal focusing on one or more of the Learning Outcomes of CAS (p.4). You may also reflect using the Global Classroom, Advisement Discussions, Videos, or presentations.
5. Students are responsible for maintaining a well-organized and up-to-date CAS Notebook for documentation and reflection. It is the student’s responsibility to keep up with all of his or her CAS activities and to make sure that he or she completes the CAS requirement for the IB Diploma. See the Documentation Guidelines on p. 9 for specific information.
6. **It is the student’s responsibility to have parent permission and an adult supervisor at all CAS endeavors that are not school-sponsored activities. Hall County Schools does not officially sponsor any outside CAS activities and students assume their own risk for these events.**

Documentation Guidelines for CAS

- ✚ Prior to enrolling in the WHHS IB-CAS Program, students and parents will sign a statement of acknowledgement and acceptance.
- ✚ Students should meet with Mrs. Woodham throughout the year as they propose their CAS activities and receive advice and approval. She will be available during advisement and will also plan individual meetings with students. Students should make appointments with Mrs. Woodham, or email her at Kelly.woodham@hallco.org whenever they need approval or advice.
- ✚ Students should complete the Proposed CAS Project Proposal forms or meet with Mrs. Woodham to discuss proposed events. Students will then embark on their CAS activities, keeping in mind the 8 learning outcomes of CAS (p. 4). Whenever possible, please take pictures for our CAS bulletin board and for your CAS journal.
- ✚ Your CAS Notebook is the key for reflection, for planning, and for keeping up with your CAS hours. This notebook will be in the Library Reading Room, available to you during advisement or any time. It is your responsibility to keep a well-organized and accurate CAS Notebook.
- ✚ Reflect upon your CAS activities as soon as possible. Ideally, it would be within one week. Students may reflect in their journals and should address one or more of the 8 Learning Outcomes in their reflections. Students will also have opportunities to reflect and share with others on the Global Classroom Forums, structured Advisement discussion times, and through CAS presentations.

CAS Timeline

1. **Junior Year:** Propose, complete, document, and reflect on CAS activities. Your goal should be to complete 75 or more hours by the end of your junior year.
2. **Prior to summer before Senior Year:** Present your plan of summer activities and turn in project proposals to Mrs. Woodham in your end-of-year conference. Continue adding to your journal and portfolio throughout the summer.
3. **Senior Year:** Much of your CAS time will be accumulated in grade 11, but you must continue your commitment to CAS during grade 12. Complete your CAS journal and documentation file before March 1.
4. **Spring of Senior Year:** You will meet individually with Mrs. Woodham for a final discussion about your CAS journey and to complete final documentation for IB.



Keep in mind the best CAS projects are organized and implemented by students. If you see an opportunity or need, seek the advice and approval of the CAS coordinator and put your own project together.

Specific Guidelines for WHHS CAS

- CAS hours should be distributed among the three areas (Creativity, Action, Service) as much as possible. Activities frequently involve more than one category. For instance, if a 20-hour activity includes both creative and action components, hours would be accurately divided between those two components.
- CAS hours should be earned through a variety of activities. Students may work in groups on CAS projects. Try to find one or more projects with an international focus.
- Playing on a sports team: all hours on the field or court count; sitting on the bench does not. A total of **20 hours of practice time counts per sport**. Students need to take on a **new role** or **set goals** within their sport that reflect the CAS learning outcomes (see CAS Learning Outcomes on p. 4).
- Playing an instrument: All hours playing as a formal group count. (A total of **20 hours of practice time per instrument count**.) Students need to take on a **new role** or **set goals** within his/her musical talent (instrument already learned) that reflect the CAS learning outcomes (see p. 4).
- Participating in a drama production: This includes on and off the stage. Offstage activities may involve other categories, but only the hours spent in the process of drama performance or practice count. Sitting and waiting does not. (A total of **20 hours of practice time counts**.) Students need to take on a **new role** or **set goals** within that reflect the CAS learning outcomes (see p.4).
- Participating in a group art activity: All hours working on the group project can count. Up to a **total of 20 hours of individual development can count**. Students need to take on a **new role** or **set goals** within their artistic talent that reflect the CAS Learning Outcomes (see p. 4).
- Participating in an outdoor/exercise activity: Walking, running, hiking, biking, kayaking, or horseback riding with an organization or in a supervised activity can count. Students need to take on a **new role** or **set goals** that reflect the CAS Learning Outcomes (see p. 4).
- Religious activities that have a purpose of helping others MAY qualify as CAS. However, if such activities primarily devote time to the advancement of the religion, they do not qualify as CAS.
- After students' submit their CAS documentation on March 1 of their senior year, the CAS Coordinator evaluates each candidate's CAS activities with the candidate in a final individual meeting. The activities are evaluated based on evidence that **all eight of the CAS learning outcomes** (see CAS Learning Outcomes section on p. 4) **have been met** and hours have been **verified**. **Inadequate hours or inadequate performance will prevent awarding of the IB diploma.**



Some Ideas for Good CAS Activities

- Designing and constructing bulletin boards for other students with messages encouraging reflection about important subjects (war, poverty, landmines, etc.) (C,S)
- Teaching children with disabilities to swim (a, s)
- Designing or developing plans for activities with senior citizens or children (going to the activity is not creativity, but planning is) (c)
- Teaching an instrument to a younger class (a, s)
- Working with children to paint murals (c, s)
- Walking, running, hiking, biking with an organization (a)
- Organizing a "walk-a-thon" to raise money for guide dogs for the blind (c, a, s)
- Creating a website as a service to others (c, a)
- Assisting victims of natural disasters (c, a, s)
- Writing and performing a play (c, a, s)
- Running a science fair for younger children (c, a, s)
- Taking on a new role in band, chorus, drama, or art (c, a)
- Helping in a soup kitchen (s)
- Dancing, singing, or performing (c)
- Development of agendas, programs or signs for events (c)
- Working with special needs children to paint (c, a, s)
- Organizing a "walkathon" to raise money for the training of service dogs (C,A,S)
- Playing on a sports team—see guidelines (a)
- Coaching or managing a sports team (a, s)
- Writing for the school newspaper or yearbook (c, s)
- Joining a running club (a)
- Making a documentary movie (c, a)
- Tutoring younger students (s)
- Planting trees (a, s)
- Raising funds for international organizations (c, s)
- Teaching a language to recently arrived immigrant children (c, s)
- Clearing a river or lake of litter (a, s)
- Raising funds for a non-profit organization (c, s)
- Building a house for Habitat for Humanity (c, a, s)
- Starting and implementing a recycling project (c, a, s)
- Being a camp counsellor (c, a, s)
- Volunteer with a local non-profit or other organization (c, a, s)
- Working with the city of Flowery Branch or Oakwood on a community project (c, a, s)
- Taking a mission trip to build a school (a, s)



Contact Information for Organizations

We would like for all IB students to gain an understanding and appreciation of global issues through their CAS involvement. Please visit the United National Millennium Development Goals website at:

<http://www.un.org/millenniumgoals/>.



Children from the Clarkston International Refugee Camp

Websites and Contacts

Name of Organization/Resource	Phone/Website
American Red Cross	www.negaredcross.org
American Cancer Society	770-297-1176
American Heart Association	770-534-3442
Boy Scouts	www.nega-bsa.org
Boys/Girls Clubs	www.boysgirlsclub.com
Center Point	www.centerpointgainesville.com
Challenged Child & Friends	www.challegedchild.org
Good News Clinics	770-297-5040
Girl Scouts	www.girlscoutsnegeorgia.org
The Guest House	www.theguesthouse.org
Habitat for Humanity	www.habitathallcounty.org
Hall County Humane Society	770-532-6617
Keep Hall Beautiful	www.KeepHallBeautiful.org
March of Dimes	clance@marchofdimes.com
Northeast Georgia Medical Center	770-535-3394
Safe Kids Gainesville/Hall County	www.safekidsgainesvillehall.org
Salvation Army	770-534-7589
Service Learning	www.servicelearning.org
Special Olympics	770-414-9390 x120
United Way of Hall County	www.unitedwayhallcounty.org
Volunteer Match	www.volunteermatch.org
YMCA	770-297-YMCA

WHHS Chart of CAS Ideas and Opportunities

Creativity	Action	Service
Participate in a school play (outside of drama class) Contact: Ms. Lindahl	Fulfill a leadership role or a new role on a sports team Contact: Head Coach	Organize and Fundraise for Relay for Life Contact: Mrs. Woodham
Design a website for the Academic Team Contact: Mrs. Whelchel	Participate in a Cycling Race for the first time Contact: Dr. Sauret	Work in Jenny's Garden Contact: Mrs. Jarrard or Mrs. Margavich
Translate the Parent Newsletter into Spanish: Contact: Mrs. Toledo	Travel to a 3 rd world country for a medical mission trip	Mentor an elementary or middle school student Contact: Ms. Whetstone
Assist a middle or elementary teacher in teaching a class: Contact: Principal of school	Provide trail assistance for Elachee Nature Center Contact: Elachee Nature Center	Read to Lyman Hall ESL students Contact: Dr. Sauret
Participate in after School singing ensembles Contact: Dr. Gale	Provide support to students who transfer to West Hall Contact: Guidance Office	Organize March of Dimes Activities Contact: Ms. Brock
Students teach each other to play various instruments Contact: Dr. Gale	Provide service to elderly in the community Contact: Assisted Living Centers	Wash puppies and/or clean cages at the Humane Society of Hall County Contact: Humane Society
Creating a video movie with music for an event Contact: Mrs. Patience	Paint new murals in the school or community Contact: Mrs. Ford	Join a local "Habitat for Humanity" building project Contact: Mr. Madsen
Design Summer Reading Programs for children Contact: Hall County Library System	Cook for Meals on Wheels Contact: Volunteer Resource Center	Tutor at the Gateway House Contact: Volunteer Resource Center
Provide piano accompaniment for solo and ensemble students Contact: Mr. Phillips	Organize a membership drive for West Hall's Booster Clubs Contact: Coaches of various sports and clubs	Trick or Treat So Kids Can Eat Canned Food Drive Contact: Ms. Lindahl
Designing a website for the Fine Arts Department Contact: Mr. Phillips	Create a Key Club at West Hall High Contact: Hall County Key Club	Tutor ESL students Contact: Ms. Toledo
Create safety information for daycare centers and elementary schools Contact: Hall Co. Safe KIDS Coalition	Attend the Georgia Humane Society Grassroots Meeting in order to lobby for and promote animal protection Visit: www.hsus.org	Equipment Manager or Stage Manager for Marching Band Performances Contact: Mr. Phillips
Decorate the Custodian's Break-room Coordinate with Mr. Justus and Mrs. Gowan	Participate in a Presidential Classroom Program Call 800-441-6533 or Visit: www.presidentialclassroom.org	Volunteer at Challenged Child Contact: 770-535-8372 or visit: www.challengedchild.com

Creativity	Action	Service
Produce a video of CAS activities to show at the spring CAS Banquet Contact: Mrs. Woodham, Mrs. Ecke, and your fellow IB students	Start a Tobacco-Free Campaign Contact: Mrs. Woodham or Mrs. King	Officiate and/or coach a Youth Soccer League Contact: Craig Magram at 678-472-2146 or visit: www.i9sports.com
Design a CAS t-shirt Contact: Mrs. Woodham	Inform the WHHS Staff about each of the United Way Partner Agencies (Sept.) Contact: Mrs. Woodham	Raise a puppy for Canine Companions Contact: Mrs. Woodham
Organize the Student Sunshine Fund for West Hall County Board of Education Contact: Mrs. McFall	Participate in the Spirit of CAS Committee Contact: Mrs. Woodham	Volunteer at the Sunrise Camp for Therapeutic Riding Program Contact: 678-450-6905 or visit: www.sonrisecamp.org
Update the CAS Bulletin Board Contact: Mrs. Woodham	Apply to serve on the Watson-Brown Foundation Jr. Board (Historic Preservation) Contact: Guidance Office	Adopt a Stream or become a Trail Steward Contact: Elachee Nature Center
Design a t-shirt for the City of Flowery Branch Contact: Mrs. Ecke	Take a leadership role in a club Contact: Club sponsor	Tutor with the National Honor Society Contact: Mrs. Henson or Mr. McCain
Research and then publish/present the history of Flowery Branch Contact: Mrs. Ecke	Organize a Foreign Film Series for WHHS Contact: Dr. Sauret	Help put up the tessellations in the ceiling Contact: Mrs. Ecke
Design a holiday ornament for the City of Flowery Branch Contact: Mrs. Ecke	Meals on Wheels: Volunteer to deliver meals and/or find others to help Contact: Mrs. Ecke	YoungLives: Participate in fundraising and childcare workshops to prepare for a week of volunteering this summer at a YL camp Contact: Mrs. Ecke
Design a CAS t-shirt Contact: Mrs. Woodham	Learn to Scuba Dive Contact: Local Diving Instructors	Participate in the Partners Club Contact: Mrs. Moore or Mrs. Woodham
IB Historian: Scrapbook and document our inaugural years of IB Contact: Mrs. Ecke	Pursue a Trout in the Classroom Program at West Hall High Contact: Trouts Unlimited	Inform community about importance of spaying / neutering pets Contact: Humane Society
Complete proposal for the State Farm Youth-Directed Service-Learning Grant Contact: State Farm at www.statefarmyab.com	Become announcer for JV / Varsity Football Contact: Dr. Greg Williams	Become a Parachute Packer – a mentor for a WHMS student Contact: Miss Whetstone



West Hall High School CAS Activity Proposal Form (Recommended)



Name _____ Grade Level _____

Name of Project/Activity _____

Date(s) _____

Description & Objectives _____

Activity Involves (check all that apply): _____ Creativity _____ Action _____ Service

Circle the number(s) that represent the CAS Learning Outcome(s) you will demonstrate in this activity*:

1 2 3 4 5 6 7 8

Approximate number of hours per week or month (circle one): _____

Name of Supervisor: _____

Name of Institution (if it is an off-campus project): _____

It is the student's responsibility to have parent permission and an adult supervisor at all CAS endeavors that are not school-sponsored activities. Hall County Schools does not officially sponsor any outside CAS activities and students assume their own risk for these events.

Student Signature _____ Date _____

Signature of CAS Coordinator _____



West Hall High School CAS Progress Form



Name of Student: _____

Name of Advisor: _____

Event	Date	Signature	Comments
Student has declared an acceptable plan for CAS activities	Sept. 2008		
First consultation between CAS adviser and student	Sept. 2008		
Second consultation between CAS adviser and student	Dec. 2008		
Student has submitted reflective work	June 2008		
Third consultation between CAS adviser and student	Sept. 2009		
Student has submitted final reflections	March 2010		



West Hall High School CAS Individual Student Completion Form



There is evidence that _____ has:

Learning outcome	Achieved? (v)	Nature/location of evidence (for example, weblog [date], journal [page xx], 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 CAS adviser _____

CAS adviser's signature _____

Date _____

The Learning Outcomes of CAS

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

- 1. 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
- 2. Undertaken new challenges**
 - A new challenge may be an unfamiliar activity, or an extension of 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 part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.
- 4. 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.
- 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**
 - 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)
- 7. 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, include journal entries and conversations with CAS advisers.
- 8. Developed new skills**
 - As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

“All eight outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is **some evidence for every outcome.**”

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