

**Southfield Lathrup High School  
INTERNATIONAL BACCALAUREATE  
DIPLOMA**

**CAS HANDBOOK for  
2015-2016 Candidates**

*To Develop Responsible Global Citizens and Leaders through  
Excellence and Inquiry*



## **Introduction:**

### CAS Handbook Table of Content

Aims of CAS, What is CAS, What is not CAS?	3-4
Learning Outcomes	5
Steps to Success in CAS—Your Responsibilities	6-8
Steps to Success in CAS –School Responsibilities	8
CAS Timeline	9
IB CAS Initial Self-Review	10-12
Prompt questions, Self-Evaluation and Activity Inventory, Service Self-Evaluation	
DRAFT IB CAS PLAN Form	13-14
Selecting, Planning and Implementing Activities	
Guiding questions, Pre-Approved Activities, Activity Proposal Form, Letter to Supervisor	
	15-18
CAS Getting Started Checklist	
Initial as each item is completed, sign, detach and return to IB-CAS office.	
	19

# Creativity Action Service

## I. 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 Principled Balanced

## II. What Is CAS?

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

*“It is an inside vibration, it is how and not how much.”* (Maria Piaggio) 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 at the center of the Diploma program, being one of three essential elements in your Diploma experience. In the design of your CAS activities, you are asked to **demonstrate quality, balance between the three areas, and commitment**. Activities help further define you as a confident and resilient person of integrity as well as a global citizen characterized by an awareness of the ethical considerations of issues. Therefore, it is expected that, at the beginning of the process, you review your interests and your strengths as well as areas of growth to establish goals and a CAS plan. Accomplishing your plan translates into **consistent participation** for the duration of the Diploma experience. **Activities should not be isolated and sporadic**, emphasizing quality not “laundry-list” quantity. You will need to document your activities and reflect on personal growth to provide **evidence that you have achieved the 8 key learning outcomes** of CAS.

### What defines each of the three strands of CAS?

- **Creativity:** experiences in the arts, and any other experiences that involve creative thinking, such as planning activities or problem solving.
- **Action:** requires physical exertion contributing to a healthy lifestyle to complement the demands of the Diploma academic work, such as sports or dance classes.

- **Service:** an unpaid and voluntary exchange that has learning benefit for the student. The rights, dignity, and autonomy of all those involved are respected. Some examples include helping with activities for the elderly, leading a music ensemble for the visually impaired, coaching a sports team for disadvantaged children, environmental restoration and protection.

**III. 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 might be inappropriate, are listed below.

- any class, activity or project that is already part of the Diploma Program
- any team or activity in which you have already been participating, unless you set new growth goals for yourself and your achievements that can transform you into an active, reflective participant
- an activity for personal reward, financial or benefit-in-kind;
- simple, tedious and repetitive work;
- a passive pursuit, such as museum, theater, exhibition, and concert visits;
- an activity where there is no responsible adult on site to evaluate your performance;
- working with underserved populations, foundations, or organizations when you:
  - have no idea of how the organization operates;
  - have no idea of the issues involved;
  - have no contact at all with the underserved populations or those being served by the foundation or organization.

#### **Guidelines for Specific CAS Activities involving Political or Religious Activity:**

The IB expressly **prohibits activities that create divisions between people or activities that seek to proselytize others to one's way of thinking**. Given the nature of political or religious activity, it is important to evaluate these two areas when planning a CAS activity or project that involves political or religious implications.

Political activity that is informational or participatory, without causing division, is acceptable. For example, being a poll-worker during an election or participating in a school forum/mock debate on political issues is acceptable. Participating in a political protest might not be, if the protest goes beyond the civil expression of free speech into the arena of hostile activities that are divisive.

Some of the same concerns apply to participation in religious activity, particularly when it comes to proselytizing. Work done by a religious group in the wider community that has what would otherwise be secular objectives, in which students are able to make choices and use their initiative, is acceptable. For example, distributing food, building or repairing homes done as part of a religious outreach program are all considered CAS; singing religious songs, participating in prayer, or reading scriptures as part of a religious outreach program are clearly not CAS.

## IV. Learning Outcomes

To complete the CAS requirement, 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.

**At least one significant, enduring project that is self-directed and self-initiated that involves collaboration and the integration of at least two strands of creativity, action, and service is required.**

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

**Increased your awareness of your own strengths and areas for growth** You are able to see yourself as an individual with various skills and abilities, some more developed than others, and understand that you can make choices about how you 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.

**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** You 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, activity logs and verification forms, photos, video, pod casts or any other suitable medium. You will be presenting this evidence through a portfolio of your learning; presentation to your peers; interviews with the CAS team. Specific details about the final presentation will be discussed closer to the completion of the CAS requirement in senior year.

## V. Steps to Success in CAS - Your Responsibilities

**1. Self-Evaluation and Pre-planning** (*Must be done BEFORE you begin activities*) You must self-review at the beginning of your CAS experience and set personal goals for what you hope to achieve through your CAS activities. This will involve identifying your interests, strengths, weaknesses, and resources. Forms and prompts to help you complete this process are in the back of this handbook and appear on the IB school website. Time for initial reflection will be provided at the beginning of junior year; **if you would like to initiate your CAS activities in the summer between sophomore and junior year, it is important that you meet with one of the CAS advisors to complete this process.**

### **2. Create your CAS Plan**

You must take part in a range of activities, **including at least one significant, enduring project, some of which you initiated yourself.** You should plan on spending, on average, approximately three to four hours per week, with a reasonable balance between creativity, action and service. If you find that you have not engaged in activities relating to your CAS Plan for longer than three to four weeks, it is definitely time to get re-engaged.

You must meet with your CAS advisor to discuss your CAS Plan. The Plan outline should include an outline of what your plan to do, a loose timeline for completion, and the learning outcomes you think each activity will address. Make sure the CAS Plan meets all four requirements in the “What is CAS?” section on pages 3 and 4 of this handbook.

Your plan should include specific ideas as to how you will reflect on your activities—what questions will you be asking yourself, and how you will demonstrate reflection. Forms for help in creating this plan can be found in the back of this handbook and on the school IB website. **Please note that this plan is fluid and will change as you begin to carry out your plan, grow, reflect and meet with your CAS advisor/mentor.**

**All activities must be pre-approved by your CAS advisor before you start an activity (this is part of the initial meeting with the CAS advisor).** Some activities have pre-approval; please consult page 15 of this handbook or the school IB website for the list. Complete the Activity Proposal Form and return it with a signed supervisor letter to the CAS advisor for approval. An email from the supervisor will suffice. Approval within a week.

### **3. Carry out your CAS Plan**

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

### **4. Recording and Reporting**

You must keep records of your activities and achievements, including a log of the principal activities, supervisor verification forms where required, and photos, audio or video recordings whenever possible, as part of your CAS portfolio. You must provide evidence of your achievement of the eight CAS learning outcomes as presented on pages 4 and 5 of this guide. This evidence can be in a variety of forms: scrapbooks, diaries, forum/blog entries, photo essays, videos/DVDs, poetry, originally composed song lyrics, or essays.

### **5. Meet with your CAS advisor periodically**

You will be meeting with your CAS advisor for at least two interim reviews of your progress junior year, and again, at the beginning of senior year, and for a final review; these meetings will include a review of your plan and your documentation.

## 6. Reflections

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 feelings, thoughts, and observations you have made, applying this learning to the next activity or situation. This is the spiral of self-evaluative feedback, change, and growth that drives experiential learning and CAS. What can you accomplish through the process of reflection?

**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. 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 and why did I plan to do it? 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?
- 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 ethical and global issues that are evident in our local, national, and world 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 10-15 hours for longer-running activities.** This does not mean an essay each time; remember that reflection can take different forms and media expressions. Reflections are a huge part of CAS and you will learn how to do it and how to improve. Reflection involves observation, asking questions, putting facts, ideas and experiences together to come up with new meaning.

## 7. Present your final presentation

Using the CAS requirements and learning outcomes, as well as your CAS self-evaluation and plan, devise a presentation that evidences your satisfactory completion of the expectations of CAS. Multi-media elements, such as photos and scrapbooks, are welcome. You must sample and upload all documentation to Managebac. They must provide evidence of the principal activities you have undertaken as well as evidence of planning and significant reflection, as follows:

- Prove that all 8 learning outcomes have been met
- Prove that you have completed at least one self-directed, self-initiated project that involved collaboration and integrated at least two of the strands of creativity, action, and service
- Demonstrate sustained commitment throughout the IB Diploma Program
- For at least one activity, it must be possible for the reader to experience the entire cycle-- from selection, motivation for selection, what happened, how it happened, and what its value was both to the community and to the your personal growth in meeting the 8 outcomes.

## **VI. Steps to Success in CAS - School Responsibilities**

### **1. Help you identify your personal and social goals for CAS**

The CAS team, most critically the CAS advisor, will discuss your self-evaluation with you, help to guide inquiries or questions, and mentor you through the CAS process.

### **2. Monitor the range and balance of activities that you are undertaking**

Being familiar with the IB expectations for a successful CAS experience, the CAS team, most critically, the CAS advisor, will help you define and achieve a balance of activities that meets the Diploma Program expectations.

### **3. Develop your powers of reflection**

Your CAS advisor will provide feedback on your ongoing reflections, in writing, in discussion, through emails, asking guiding questions and helping you develop as a reflective CAS practitioner. This includes feedback and response to your portfolio entries.

### **4. Support you in your consideration of ethical and global concerns**

The school, CAS team, and CAS advisor will help you make connections between your CAS activities and the ethical or global considerations. They will provide postings of events that might enhance your ethical and global world view, as they occur in the school, local, national, and international community. You can choose to participate or not, as your schedule and interests dictate.

## VII. CAS TIMELINE

DATE		DATE	
<b>April (10<sup>th</sup> grade)</b>	<b>CAS Information Session</b>	<b>April (11<sup>th</sup> grade)</b>	<b>Appointment with CAS advisor to check progress.</b>
<b>April</b>	Study this handbook. Schedule meeting w/ the CAS Advisor if you have questions.	<b>May</b>	Your CAS program should be at least 1/2 complete. Submit portfolio.
<b>May/ early June</b>	If you are planning on summer CAS activities, complete Self-Evaluation and a CAS Plan. See the CAS Advisor to discuss.		<b>Plan Summer Activities if you have not already done so.</b>
<b>August (11<sup>th</sup> grade)</b>	Complete Self-Evaluation and a CAS Plan. Optional participation in the IB "Think, Read, Write" day. Schedule <b>1<sup>st</sup> CAS Plan meeting</b> with CAS Advisor.	<b>June - August (12<sup>th</sup> grade)</b>	<b>Vacation – outside school CAS activities.</b> Optional participation in the IB "Think, Read, Write" day Schedule <b>3<sup>rd</sup> CAS Plan meeting</b> with CAS Advisor.
<b>September</b>	Undertake activities, collect evidence and write reflections <b>1<sup>st</sup> CAS Plan meeting.</b>	<b>September</b>	Undertake activities, collect evidence and write reflections <b>3<sup>rd</sup> CAS Plan discussion meeting.</b>
<b>October</b>	Undertake activities, collect evidence and write reflections. Submit initial portfolio.	<b>October</b>	Undertake activities, collect evidence and write reflections. Submit portfolio.
<b>November</b>	Undertake activities, collect evidence and write reflections	<b>November</b>	Undertake activities, collect evidence and write reflections. Check progress with advisor.
<b>December</b>	Undertake activities, collect evidence and write reflections	<b>December</b>	Undertake activities, collect evidence and write reflections
<b>January (11<sup>th</sup> grade)</b>	Schedule <b>2nd CAS Plan meeting.</b> with CAS Advisor Bring developing portfolio.	<b>January 2011</b>	<b>You should be nearly done!</b> Check your portfolio for completeness of evidence. Submit portfolio.
<b>February</b>	Undertake activities, collect evidence and write reflections	<b>February March</b>	Undertake activities, collect evidence and write reflections Revise portfolio, finalizing evidence as needed.
<b>March</b>	Undertake activities, collect evidence and write reflections. Submit portfolio.	<b>April</b>	<b>Final CAS Presentation</b> Submission of CAS Completion Form.

Remember, if 3-4 weeks have passed and you have not been engaged in a CAS activity or project, it's time to get going! Reflect after each activity, or after 10-15 hours for ongoing, longer activities or projects.

**IB CAS Initial Self-Review** Name:

Date:

As part of your CAS requirement you will be asked to write an Initial Self-Review. The questions in this worksheet are designed to give you some “jumping off points” for this written reflection. To be most helpful your answers should focus on basic CAS areas for growth such as *physical activity*, *artistic pursuits*, *social situations*, *personal growth*, *service work*, as these will give a better idea on where to focus your future CAS activities.

1. What is your greatest accomplishment so far? How has this affected your life? What did you learn from it?
2. What are you really good at?
3. Name one skill you have always wanted to develop in your life but that you haven't yet.
4. Name one activity that you would like to try but that you haven't yet. Why would you like to try this?
5. Name a person you admire right now. What qualities does this person have that you don't?
6. What's different about you now compared to what you were like when you were 10 years old?
7. Describe the kind of person you think you will be post IB.

**COMPLETE THIS PAGE BEFORE BEGINNING ANY CAS ACTION or CREATIVITY ACTIVITIES, but in no event later than August at the beginning of your Junior Year.**

**IB CAS Self-Evaluation and Activity Inventory** Name: *Type in answers with as much detail as possible.*

Date:

*A multi-page answer is OK.*

**ACTION:**

1. List any clubs, organizations, sports, or other teams in which you are currently involved: ( varsity or club sports, dance team, etc.)
2. How are you involved—as a participant, as an officer, do you have a leadership role? What gifts or talents do you contribute? Explain your answers for each organization or activity.
3. How committed are you to the activity? Is it a substantial commitment? Does the organization, club, or team involve themselves in substantial, significant endeavors of which you are an active participant? Explain your answers for each organization or activity.
4. What goals have you or will you set for yourself in terms of your performance and endeavors in each of these activities? Are these goals realistic and achievable? For each of the goals, what challenges do you think you might face? What new skills or new skill levels will you develop? Will these goals “stretch” you?
5. How will achieving the goals for any of the above referenced activities result in your growth? How will it make you more aware of yourself as a global citizen? How will it make you more aware of the ethical considerations of your actions?

**CREATIVITY:**

6. Are you involved in any creative or artistic endeavors (orchestra, band, yearbook, MUN, theater, choir, Mock Trial, etc.)? Do you use your creativity in helping to plan events/activities? Explain your answers for each organization or activity.
7. How are you involved—as a participant or do you have a leadership role? What gifts or talents do you contribute? Explain your answers for each organization or activity.
8. How committed are you to the activity? Is it a substantial, significant commitment? Do you take an active role in participation? Explain your answers for each organization or activity.

9. What goals have you or will you set for yourself in terms of your performances or creative endeavors in each of these activities? Are these goals realistic and achievable? For each of the goals, what challenges do you think you might face? What new skills or new skill levels will you develop? Will these goals “stretch” you?

10. How will achieving the goals for any of the above referenced activities result in your growth? How will it make you more aware of yourself as a global citizen? How will it make you more aware of the ethical considerations of your actions?

**COMPLETE THIS PAGE BEFORE BEGINNING ANY CAS ACTION or CREATIVITY ACTIVITIES, but in no event later than August at the beginning of your Junior Year.**

## **Preparing for IB CAS SERVICE**

**Name:**

### **Self-Evaluation**

**Date:**

1. List community/national/global issues that concern you the most.
2. How have you currently involved yourself in these issues?
3. What issues would you like to learn more about?
4. Consider all your current responsibilities. How much time can you realistically commit to service on these issues?
5. What skill(s) would you like to develop or learn in your service endeavor?
6. How do you anticipate “stretching” yourself in your service endeavor?
7. What challenges do you think you might encounter?
8. Do you want to work directly with people? If yes, would you prefer to work with children, adults, or the elderly?
9. How long do you plan on carrying out your commitment - three months, six months, one year?

**COMPLETE THIS PAGE BEFORE BEGINNING ANY CAS SERVICE ACTIVITIES, but in no event later than August at the beginning of your Junior Year.**

# YOUR DRAFT IB CAS PLAN

## Name:

Activity	Activity description	Learning outcomes	Projected date and duration
	An 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)		
	A significant, enduring activity that you will initiate and plan that integrates at least two of creativity, action or service		
	An activity that you will initiate		

## Date:

Which activities will you get involved in? (you can place an activity in more than one box and name activities in which you are currently involved in which you plan to set challenges and goals).

**How will you make yourself aware of the international global and ethical implications of what you will be involved in?**

**How will I record what I do and provide proof that I actually did it?**

**List all your planned activities mentioned above, in the appropriate column(s):**

At the least, you will be participating in between six and eight substantial activities over the two year CAS programme, with at least two activities, and no more than five, in each category.

Creativity      Action      Service

**Ideas for enduring, significant, self-directed/self-initiated project:**

**How will I reflect on my growth, my challenges, and the learning outcomes of the activity?**

**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?)

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Date: \_\_\_\_\_ Student's Signature \_\_\_\_\_

Date: \_\_\_\_\_ Parent's Signature \_\_\_\_\_

Date: \_\_\_\_\_ CAS Advisor's Signature \_\_\_\_\_

# Selecting, Planning and Implementing Activities

## As your IB CAS Plan evolves

**Guiding questions for the proposed activity** (*answer these before beginning any new activity by entering the discussion in the Moodle CAS Manager Forum*)

Answering these questions, in light of your original self-evaluation and CAS Plan will help you decide whether an activity qualifies as CAS and/or is a desirable CAS activity for you. They will also help you clarify your goals and expectations for the activity. Blog your thoughts regarding these questions on the “Selecting New Activities” Forum on the Moodle CAS Manager and you will be able to receive feedback from your CAS adviser and the CAS team as well as any of your classmates that may join the discussion.

Is it a real task that I am going to undertake? What is this task? What are my personal goals for this activity? Does it have real consequences for other people and for me? What are these? How will the task extend me as a person? Will be task be achievable? How will I plan the activity? How will I review my progress in the activity? How will I reflect on the outcome and on my personal learning?

## LIST of PRE-APPROVED ACTIVITIES

Listed below are activities which have been pre-approved as qualified CAS activities; you still need to undertake the goal-setting and thinking process before beginning the activity if they are to be of value to you as a CAS activity that helps you meet the learning outcomes. ***This process is particularly important in setting new challenges and goals for yourself that “stretch” you when engaging in activities which are already part of your daily life.*** If an academic class is involved, the activity must be over and above that required to meet the academic requirements of the class.

Set Crew	School Clubs with substantial endeavors	Vision for Vision
Yearbook	Forensic competitions	Loaves and Fishes
Club sports teams	School Newspaper	School sports teams
School choir	Habitat for Humanity	School theater
Dance Team	School Band	SCR Youth Theater
IB Leaf Editor	Hospital Volunteering	Orange County Marine Institute
Pipeline tutoring	Individual music lessons that involve achieving state levels of achievement	Charger Nation TV
	NHS Tutoring	Special Olympics

## IB CAS Activity Proposal Form

(Please use this form to propose an activity that is not on the pre-approved list)

***Student name: Date: Activity title and associated organization:***

Address / location where activity will take place:

Activity area:  Creativity  Action  Service Anticipated Learning Outcomes, 1 through 8:

***Short statement of why the activity is significant, of benefit to yourself and others, and its global and/or ethical implications:***

\_\_\_\_\_  
***Supervisor Name (not a family member):***

Position of the supervisor:

E-mail:

Telephone:

Cell phone:

I have read the letter to the supervisor and agreed to supervise the above student.

Signature of supervisor

Date

**Parental approval** (for students aged less than 18) I agree to my child or ward being supervised by the above signatory for the designated activity.

Signature of parent/guardian

Date

**CAS Advisor Approval:** \_\_\_\_\_

**Date:**

## Letter to the IB CAS Activity Supervisor

Dear Activity Supervisor,

The International Baccalaureate (IB) diploma is a program of education held at upper-secondary schools throughout the world. As a part of the IB diploma, students must complete a programme called CAS, which stands for Creativity, Action, Service.

The CAS program aims to provide the student with challenges in three areas:

***Creativity.*** This covers a wide range of creative activities, including the arts, and creative-thinking in planning and carrying out projects or in problem-solving.

***Action.*** This includes sports and other physical activities outside the normal curriculum in which the student experiences physical exertion.

***Service.*** This entails doing things for others and with others, in a relationship of mutual respect and with no compensation.

The students should undertake each task with clear goals and with a responsible adult supervisor. The students should not receive payment for these activities and they should not be assisting family members or relatives. If the student is already regularly involved in a sport, team, or artistic endeavor such as orchestra, then the student should be doing activities extending beyond the normal routine, such as developing additional skills or skill levels as well as competing in a local, regional or national championship. At all times, students should be looking to extend and “stretch” themselves, and, if you are their coach or art/music teacher, please have them communicate their goals with you.

Your cooperation as an activity supervisor would be greatly appreciated. Your understanding, support and guidance are important for the overall success of the young person in the activity.

As a supervisor, you will be asked to evaluate the student’s performance. In particular, you will be asked to monitor the student’s attendance, provide guidance and support relating to the activity, alert the CAS coordinator of any problems, and report on the student’s performance.

Should you have any questions regarding the CAS programme, please contact the CAS Advisors listed below, through their respective emails.

Thank you for your support. With regards,

Deborah Mills, PhD

Deborah.mills@southfieldk12.org

## IB CAS GETTING STARTED – CHECKLIST

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

### COMPLETE THIS PAGE BY June 1 of your sophomore year.

I acknowledge the following: Sign once, initial Date the rest.

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 Advisors are, the location of the CAS Advisors' office, and that I can always discuss CAS issues with my Advisor or a member of the CAS team, by appointment.

I know that I am expected to self-initiate and self-direct a significant, enduring project that incorporates collaboration and at least two strands of creativity, action, and service.

I am aware of the two-year CAS Timetable and I will follow it.

I need to complete a self-evaluation and activities / service inventory BEFORE beginning any CAS activities.

I need to develop my own CAS plan that covers activities and projects 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 program and its requirements.

I will set goals for each activity and I will reflect carefully on the activities I undertake.

I must submit an Activity Proposal Form for pre-approval before undertaking any CAS activity that is not on the pre-approved list.

I have a responsible adult supervisor (not from my family) for each activity I undertake.

Supervisors known at this time have read *A Letter to the Supervisor* and agreed to perform any responsibility required.

I will maintain the provided log of my activities.

I will keep all the written records, photos, rosters, programs, videos, and newspaper or magazine clippings when possible.

I have I have copies, or know where to get copies, of all the necessary forms, including the supervisor evaluation form.

I know that I must submit 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 outcomes in my portfolio and final presentation

I clearly understand without the satisfactory and timely completion of the CAS program, the IB Diploma will not be awarded.

**Date:** \_\_\_\_\_

**Signature of CAS ADVISOR to verify receipt.**