

# C A S

## CREATIVITY ACTION SERVICE

### *Experiential Learning Handbook*

# BERKELEY INTERNATIONAL HIGH SCHOOL

*“The journey in between what you once were and who you are now becoming is where the dance of life really begins.” ~ Barbara DeAngelis*



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# **Berkeley International High School**

## **CAS – Experiential Learning**

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# Experiential Learning Program at Berkeley International High School *Known as CAS*

## AIMS

*“Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover.” - Mark Twain*

**WHY CAS?** Because you are more than just a grade average. CAS is intended to move you **out of the academic arena** and help you learn through life experiences. Yes, as a student in BIHS, we know that you are involved in many interesting activities. What we are asking you to do is consider how these activities help you to become a better person. CAS is about:

- reflective thinkers – you understand your strengths and limitations, identify goals and devise strategies for personal growth
- the willingness to accept new challenges and new roles
- awareness of yourselves as members of communities with responsibilities towards each other and the environment
- being an active participant in sustained, collaborative projects
- balance – you enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences



## The nature of creativity, action, service

*“Not I - not anyone else, can travel that road for you. You must travel it for yourself.” - Walt Whitman*

Creativity, Action, Service (CAS) is at the heart of the BIHS Program, and is one of the three essential elements in every student's experience. It involves students in a range of activities alongside their academic studies throughout their junior and senior year. CAS enables students to enhance their personal and interpersonal development through experiential learning. A good CAS program should be both challenging and enjoying, a personal journey of self discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life changing. The three strands of CAS, which are often interwoven with particular activities are characterized as follows:

**Creativity:** Arts, and other experiences that involve creative thinking

**Action:** Physical exertion contributing to a healthy lifestyle

**Service:** an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity, and autonomy of all those involved are respected.

## **CAS Experiences MUST show or include LEARNING OUTCOMES**

*“Experience: the most brutal of teachers.” -Oscar Wilde*

BIHS has identified eight outcomes to be achieved through the CAS program. The emphasis is on the quality of the CAS. As you are planning your CAS program, reflect on where you are positioned on the following eight outcomes.

### **Outcome 1: increase your awareness of your strengths and areas for growth**

You are an individual with various skills and abilities, some more developed than others. You can make choices about how to move forward.

### **Outcome 2: undertaken new challenges**

A new challenge may be an unfamiliar activity, or an extension to an existing one. Identify new challenges that you would like to take on. Reflect on these challenges from creative, action and service perspectives.

### **Outcome 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.

### **Outcome 4: worked collaboratively with others**

Collaboration can be shown in many activities. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.

### **Outcome 5: shown perseverance and commitment on your activities**

A student needs to attend regularly and accept a share of the responsibility for dealing with problems that arise in the course of activities.

### **Outcome 6: engaged with issues of global importance**

You are required to act on at least one issue of global significance. This activity may be an international project, but there are many global issues that can be acted on locally or nationally (for example, environmental concerns, care for the elderly).

### **Outcome 7: considered the ethical implications of your actions**

Ethical decisions arise in almost any CAS activity. Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisors.

### **Outcome 8: developed new skills**

As with new challenges, new skills may be shown in activities that the students has not previously undertaken, or in increased expertise in an established area.

### **IMPORTANT**

All eight outcomes must be present for you to complete BIHS' experiential learning program (known as CAS). Some may be demonstrated many times, in a variety of activities, but completion requires only that there is some evidence for every outcome.

## Fulfilling the BIHS Experiential Learning Component

### CAS REQUIREMENTS

#### 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 program (This will be done in advisory!)
- 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**

#### For student development to occur, 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 process, reporting
- Reflection on outcomes and personal learning

**ALL proposed CAS activities need to meet these four criteria above. CAS activities should continue on a regular basis for as long as possible throughout the program, and for at least 18 months (midway through your senior year)**

**Examples of what students could do:** For all of these, you must follow the CAS process (see next page) and make sure you are achieving the requirements above and meeting learning outcomes (previous page)

<u>Creativity</u>	<u>Action</u>	<u>Service</u>
<ul style="list-style-type: none"> <li>➤ Cooking, jewelry, photography, acting or art class</li> <li>➤ Writing a play, novel, children book or Make a film/movie</li> <li>➤ Join various clubs (debate, science, experiential noise, instruments, theatre projects)</li> <li>➤ Learning to play an instrument / foreign language</li> <li>➤ Writing for a newspaper</li> <li>➤ Teaching/coaching someone</li> <li>➤ Organize a fundraiser/benefit</li> <li>➤ Designing and creating a website</li> <li>➤ <b>MANY, MANY MORE!</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Join a new sports team</li> <li>➤ Take on a new role or set new goals in your existing sports team</li> <li>➤ Karate, boxing, Tai-chi, Yoga, dance (some of these can be Creativity as well)</li> <li>➤ Join/form a running club/biking team (keep on the lookout for 5k/10ks)</li> <li>➤ Join the cheerleading team</li> <li>➤ Try snowboarding/skiing</li> <li>➤ Take a backpacking trip</li> <li>➤ <b>MANY, MANY MORE!</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Teach or coach kids (in a formal or pre-approved setting)</li> <li>➤ Organize an activity in your community</li> <li>➤ Create a community garden</li> <li>➤ Fundraise for an event with a specific cause</li> <li>➤ Join Best-Buddies (or other mentoring program)</li> <li>➤ Join a literacy project</li> <li>➤ Volunteer</li> <li>➤ Build a house (could be action too)</li> <li>➤ <b>MANY, MANY MORE!</b></li> </ul>

## *Reflection, Recording and Reporting*

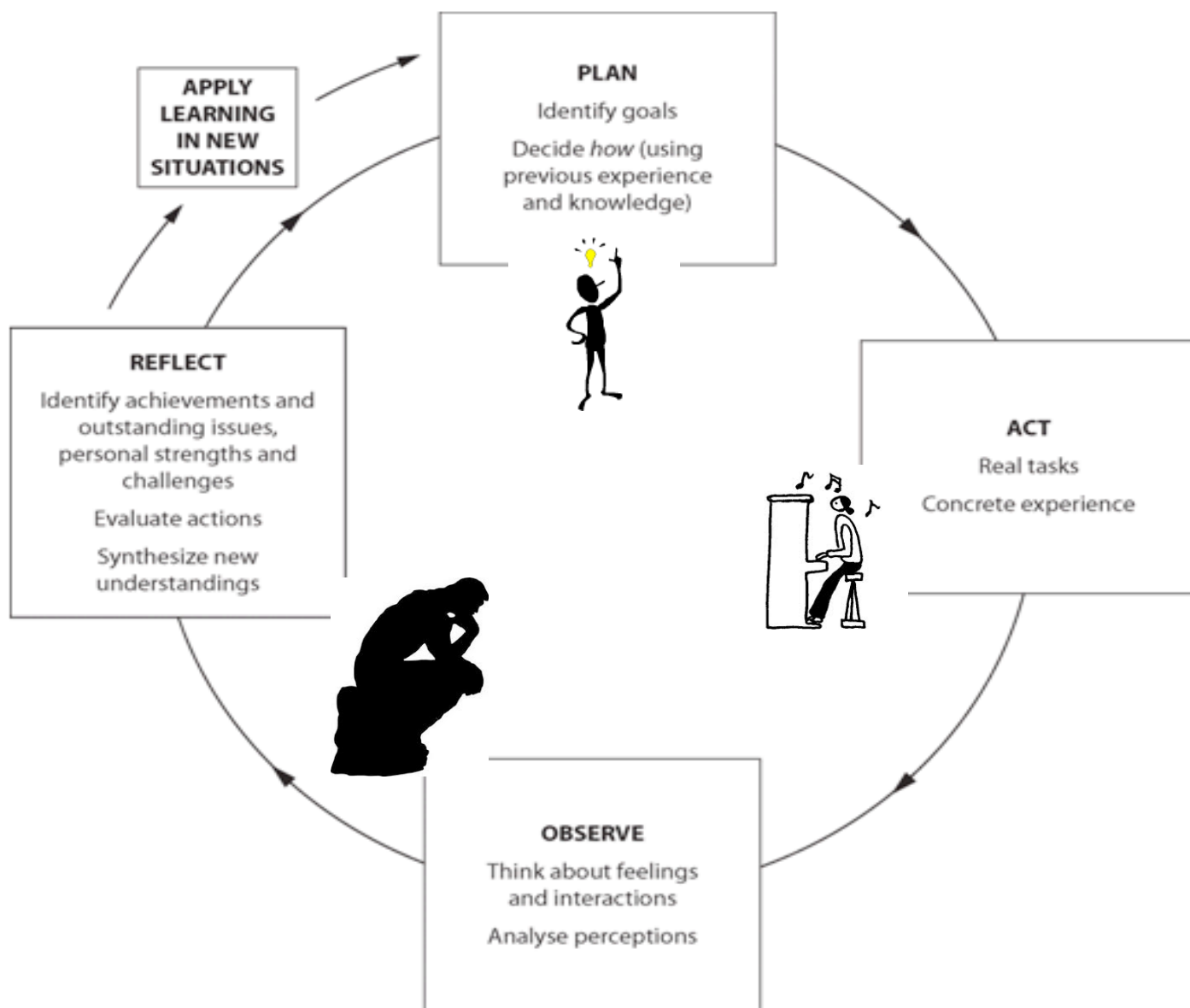
Reflection needs to be developed. It should not be assumed that it comes naturally. Just as the kind of reflection that a critic applies to a work of art or literature is something that develops with time and experience, so the kind of reflection appropriate in CAS is something that requires guidance and practice.

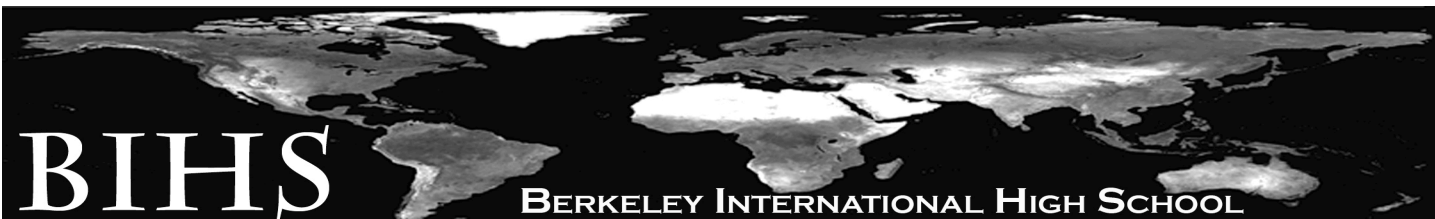
The fundamentals are simple. Of any activity, it is appropriate to ask the following questions.

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

Reflections can (SHOULD) be more than just answering the reflection questions and journaling. Students can keep a journal, a scrapbook, a blog, make CDs, take pictures, upload photos and make photo essays, videos/DVDs or weblogs, or make up varied portfolios that include many of these (see page 17)

## **EXPERIENTIAL LEARNING**





## In Short, CAS\* IS:

- A meaningful, planned activity
- An activity with clear learning outcomes
- Consistently undertaken for a period of approximately 18 months beginning with your junior year and ending in the latter half of your senior year
- An activity that leads to personal growth rooted in the reflection process
- An activity that is approved, then undertaken, then reflected on
- Includes at least one project**

- A **project is:** collaborative, strings together activities, meets an end goal

*“I have never let my schooling interfere with my imagination.”*



*“What we need is not the will to believe, but the wish to find out.”*

*~William Wordsworth*

## UH-OH! CAS\* IS NOT:

- Just an hour-counting activity.
- Any class, activity or project which is already part of the BIHS Program
- An activity where the student is financially rewarded
- Simple, tedious, repetitive work (photocopying etc)
- Religious devotion toward converting others
- Any activity which is divisive, this could be political or religious
- A passive pursuit (eg. museum, theater, concert visits or watching sports)

□ Fund-raising with no clearly defined end in sight

**\*COMPLETION OF CAS IS WORTH 20% OF YOUR 4<sup>th</sup> QUARTER TOK GRADE!!!!!!!!!!!!**

## *The CAS Process, a visual guide*

*(Use this guide the first couple of times until you have committed it to memory)*

**BEFORE YOU DO ANY CAS ACTIVITIES:** Fill out the CAS planning form (completed in advisory) and return to adviser. This form will be given to the IB Coordinator for follow-up



**THINK** about what you want to do and how you want to spend your time completing your CAS experience. Make sure it's meaningful, you can meet the learning outcomes (1 or more of the 8 listed on page 4), and that you have a supervisor at that activity.



Enter your activities online with a description and supervisor information to get pre-approval. Be specific about what you will be doing and what you hope to achieve (in terms of hours and learning outcomes). (See example from managebac on pages 13-18)



Attend the event or activity and track your experience **regularly**. This means that you **should be uploading evidence and reflecting every week to two weeks MINIMUM** (See example from managebac on pages 13-18)



Enjoy and challenge yourself



Enter your official hours online after you have completed the activity



If it is a one time activity, complete the evidence (journal, photos, youtube, blog, files) of your activity online after the activity is over. Make sure you check off the learning objectives. For ongoing activities, upload evidence consistently as explained above



Request supervisor evaluation through the website after your details are completed and you've entered your hours. (See example from managebac on pages 13-18)



Make sure that you are meeting the learning outcomes (page 4)



Check the website to make sure you have received credit for your activities




Challenge yourself to build a diverse CAS portfolio full of meaningful activities and robust evidence and reflections.



Contact Mr. Parker (D222 or [rossparker@berkeley.net](mailto:rossparker@berkeley.net)) if you have questions or you need help.

## BIHS STUDENT LOGINS

<p>Login: firstname + lastname @ students.berkeley.net*</p> <p>pw: Berkeley + Student ID number -</p> <p>rossparker@students.berkeley.net Berkeley1002345</p>	<p style="text-align: center;"><a href="http://www.gmail.com">http://www.gmail.com</a></p>
<p>Login: firstname + lastname @ students.berkeley.net*</p> <p>pw: you set (make sure you remember)</p>	<p style="text-align: center;"><a href="https://berkeley.managebac.com/login">https://berkeley.managebac.com/login</a></p>
<p>Login: firstname + lastname *</p> <p>pw: Berkeley + Student ID number -</p> <p>rossparker Berkeley1002345</p>	<p style="text-align: center;">Camp Comj</p> 
<p>Login: firstname + lastname *</p> <p>pw: Berkeley + Student ID number -</p> <p>rossparker Berkeley1002345</p>	<p style="text-align: center;"><a href="http://ps.berkeley.net">http://ps.berkeley.net</a></p>

\*Max 18 characters, omit special characters like – or '  
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