



**LEIPZIG  
INTERNATIONAL  
SCHOOL**

**CAS GUIDE**

**2011-13**

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# I Introduction

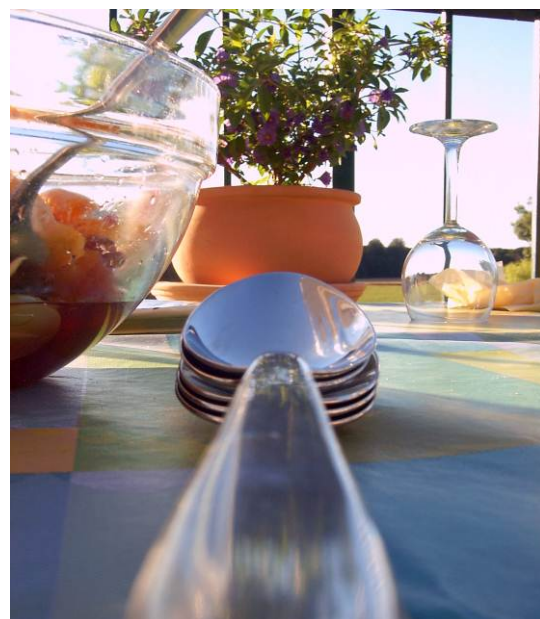
## 1. What is CAS?



**Creativity**



**Action**



**Service**

**‘Creativity, Action, Service (CAS)** is at the heart of the Diploma Programme. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme.

It enables students to enhance their personal and interpersonal development through experimental learning.

**A good CAS programme should be both challenging and enjoyable, a personal journey of self-discovery.’\*** (IB Diploma Programme CAS, 2008, p.3)

### **CAS involves three essential elements:**

- **Creativity** is interpreted as imaginatively as possible to cover a wide range of arts and other activities and to include creativity by the individual student in designing and carrying out service projects.
- **Action** can include participation in expeditions, individual and team sports and physical training; it can also include carrying out creative and service projects as well as training for service.
- **Service** is community or social service; it can include environmental and international projects.

## 2. What are the aims?

1. To extend education beyond the classroom
2. To develop attitudes and values which transcend barriers of race, class, religion, gender or politics
3. To **serve the community** (local, national and international) and thus develop more compassionate citizenry
4. To establish stronger links with the local community and, by doing so, further international understanding
5. To ensure **creativity and action play an equal part with service**
6. To provide a challenge to each student in the three areas – creativity, action and service
7. To provide a variety of opportunities for service
8. To complement the academic disciplines, turning the philosophy and values of the IB into action (theory into practice)
9. To develop **a spirit of discovery, self-reliance, responsibility, reflection and critical thinking**
10. To encourage the development of **individual skills and interests**

## 3. What should the activities be like?

- real, purposeful activities
- personally challenging
- enabling thoughtful consideration, such as planning, reviewing process and reporting
- reflecting outcomes and personal learning

#### 4. How much time should be dedicated to CAS?

Students are expected to be involved in CAS activities for the equivalent of **at least three to four hours each week over the two years** of the Diploma Programme, with the time distributed equally among the three areas. The minimum guideline is **40-50 hours in each area**.

(On average **75 hours per year, more in the first year- i.e. 100 hours**, if possible)

A system of self-evaluation encourages students to reflect on the benefits of CAS participation to themselves and to others, and to evaluate the understanding and insights required.

#### 5. How many projects should be carried out in each year?

Students are expected to carry out **at least three projects** each IB year, covering all three elements of CAS.

A **project** must consist of at least **two activities** and include at least **two people**.

#### 6. What is a real CAS project or activity?

If questions 1-3 can be answered with 'yes' and learning and reflection is possible, then the activity is a CAS activity:

1. Is it a **new role** for me?
2. Is it a **real task** that I am going to do?
3. Does it have **real consequences** for me and other people?
4. What do I hope to **learn** from doing this project?
5. What things can I **reflect** upon during this project?

#### 7. What is **not** CAS?

Projects or activities of which the student only profits such as work-experience or which involves his or her family or which is religious service, are not CAS projects.

If CAS becomes a point-scoring exercise rather than an interesting variety of activities which are rewarding and beneficial for the student and the community, then its purpose is lost.

It is important that the student takes an **active role**, there should be **interaction**, the project should have **real consequences** and **reflection** should be possible.

In short – the following are **not CAS**:

- Projects which are already part of the student's IB Diploma Programme
- work experience
- family support
- religious service
- political or other activities that can create factions or frictions.
- paid work

- Activities where there is **no leader or responsible adult on site** to evaluate and confirm the student performance
- Simple, tedious and repetitive work

## 8. Learning Outcomes\*

There should be evidence that the students have

1. **Increased their awareness of their own strengths and areas for growth**
2. **Undertaken new challenges**
3. **Planned and initiated activities\* (initiated by students themselves! Other activities may be initiated by the school )**
4. **Worked collaboratively with others\* (e.g. one project involving teamwork)**
5. **Shown perseverance and commitment in their activities**
6. **Engaged with issues of global importance\***
7. **Considered the ethical implications of their actions**
8. **Developed new skills \*** (\*new since 2010)

## 9. The value of CAS

CAS performance will be monitored by the IB regional office and will be a **requirement for the award of the IB Diploma.**

Students are challenged to develop their personality and to show commitment, compassion and perseverance in different areas than the purely academic ones.

CAS reports, issued regularly to parents in the course of the IB programme, will **be consulted and referred to for university references and transcripts.**

Interviewers do not just want to know your grades – they want to know what kind of person you are



# II Main Part

## 1. Organisation of CAS

This non-academic subject is also known as **experimental learning**. Students therefore devise their own CAS programme tailored to their inclinations and ambitions.

Before they start a project or activity, they consult the CAS Coordinator to make sure that their project fulfils all the CAS regulations and that they have an **adult leader** for their project and a precise goal.

From the planning phase onwards, the student records the date and time spent and writes down comments regarding the nature of the project, problems etc. In regular intervals he writes an on-going comment in his CAS report book (CAS journal or online in BACpoint).

Once a week, the tutor group meets with the CAS Coordinator in a timetabled lesson to

- present the CAS documentation,
- discuss new projects,
- ask questions which are of interest for all of them,
- organise projects which involve the whole group.

Time management is of utmost importance. Each student should accommodate about **3-4 hours of CAS** per week into his time-table, be it at school during free periods or after school or at weekends. Some students may wish to carry out longer or more intensive projects during the holidays.

It is advisable to log any activity into a small pocket-size CAS diary, once it has been carried out and have it signed, even if the student has no time to write the commentary.

## 2. Assessment of CAS

At the beginning of grade 11, each student will receive the CAS assessment criteria which can be given on paper or is available online

These self-assessment criteria will help the student to focus on the nature of his progress and guide him to write the regular on-going commentary into his online CAS journal. In addition to that, he will receive the following questions to help him write his commentary.

### **Questions:**

1. What did I/we do and where did I/we do it?
2. What did I/we hope to learn?
3. How successful have I/we been?
4. What difficulties were encountered and how did I/we overcome them?
5. What did I learn about myself? What did I learn about other people?
6. What abilities, attitudes and values have I developed?

7. Did anyone help me? With whom have I interacted?
8. How did this activity benefit other people or institutions?
9. What would I change if I were to do this again?
10. How can I apply what I have learned to other situations?

**Documentation of activities can take several forms: written notes, weblogs, illustrated displays, videos... but it must be on-going documentation.**

There is no point in writing lengthy accounts about relatively routine experiences.

The student's CAS coordinator will comment on his progress and keep a record of his projects, activities and hours spent.

The assessment criteria will also be basis for the **regular report** issued in the semester reports to the parents.

Towards the end of the two year programme, each student is requested to write a **reflective essay** of about 500 words with the aim to consider the extent to which he or she has developed personally as a result of the CAS programme and which skills and values have been acquired during the experience.

### 3. Awards

Present practice at the LIS has been so far to give out **CAS Awards** in grade 11 and in grade 12.

In grade 12, the **ECIS Award of International Understanding**, is given to the best bi-lingual representative of multi-national understanding.



*Christmas at 'Straßenkinder e.V. Leipzig'*

## 4. Projects and activities

Many projects combine all three elements of CAS but there are a number that concentrate mainly on one or two elements. At least **one project** must be part of the programme involving teamwork that integrates two or more of creativity, action and service and is **of significant duration**. **Motto: think globally, act locally.**

### Setting goals, planning and reflecting on the CAS experiences is vital.

The following list is meant to give examples of good practice and is not at all conclusive.

## **CREATIVITY**

In order to make your favourite pastime activity (i.e. playing an instrument, singing etc.) accountable for CAS, you should set **a personal challenge as a goal**.

### **Art**

- Attending the Art Club run as an After School Activity
- Producing props /costumes for drama productions can also count for CAS.
- Attending a photography workshop and learning to develop photos

### **Drama**

- Acting
- Stage management
- Stage design  
(Time for rehearsing and performances counts for CAS)

### **Music**

- Learning a new instrument
- Singing lessons
- Organising band concerts
- Orchestra
- Vocal (choir)

### **Speech and debate**

- LIS lunchtime debate club

### **Writing**

- Writer's group (After School Activity)
- Script writing for films
- LIS school magazine

### **Media**

- Film club (filming, dubbing, cutting, editing...)



## ACTION

In order to make your favourite pastime activity (i.e. playing football, tennis etc.) accountable for CAS, you should set **a personal challenge as a goal**.

### Sports

#### Team sports

- Basketball
- Volleyball
- Soccer
- Rugby ....

Time spent in training sessions, games and tournaments counts for CAS hours provided your coach verifies it. When attending tournaments, you will be credited the **actual time** you were involved in competition but not for travel and leisure time.

If you play for a team outside LIS, you must get confirmation from your Coach/Trainer for the time you participated.

#### Club/Individual Sports

- Tennis
- Marathon
- Dance
- Tae Kwan Do
- Martial Arts: Judo/Karate
- Fitness
- Skiing/Snowboarding
- Mountaineering
- Aero sport (glider)
- .....



If you are a member of a club or participate in regular sessions you need to get verification of the hours you spent on the activity from your coach or instructor.

You can also become a trainer for the sport you are good at and pass your experience on to new members.

The Service element of CAS can be covered by organising tournaments for example or helping the club community in various ways.

## SERVICE

Service activities should have learning benefits for the students.

Therefore, **mundane, repetitive activities and service without real responsibility are ruled out**.

## School service



LIS Stamp Project 2008

- Student Council (including the organisation of events such as the Debate Club, Christmas Ball, International Day/Dinner etc.)
- Classroom assistants – student teachers
- School CAS web site manager
- School student newspaper –team leader, journalist...
- Buddy system of help with school work
- Coaching ESL , GSL and/ or primary students
- Language classes/ German conversation lessons for non-German teachers

## Local community

- Computer course for senior citizens/ home for elderly
- Restaurant du Coeur (food for homeless people)
- Leipziger Tafel
- Zoo helper
- Museum guide (Museum of Fine Arts)
- Author of a 'Wende' guide for Leipzig in English
- Member of organisational team in support of the Jewish Days (School museum)
- Helper at local old people's home
- Support of Leipzig's Charity organisations
- Working with disabled children or adults

## National Community

- Fundraising for flood victims in Grimma (2002)
- Support of refugee centre e.g. Brückenschlag, Bunte Gärten
- 'Christmas in a Shoebox' – nationally and worldwide
- Christmas action for a local orphanage

## International community

- Fundraising for international catastrophes (Tsunami, earthquake and flood disasters)

- Global Campaign For Education (annually, mainly in April)
- Support of GREENPEACE
- Support of Brückenschlag
- Support of PLAN INTERNATIONAL
- Support of TERRE DES HOMMES (local support group in Leipzig)

## 5. Suggested projects

The following suggestions address the individual student or preferably a group of students who organise their own project.

1. Support of 'Arche Nova e.V. [www.arche-nova.org](http://www.arche-nova.org).
2. Support of the 'Day of the dust angels' [www.spontex-staubengel.de](http://www.spontex-staubengel.de) (end of April)
3. 'Africa Direct' supports a suburb of Dakar (Senegal) [www.charlesmhuber.de](http://www.charlesmhuber.de)
4. Support of 'Initiative Bärenherz Leipzig e.V.' Kindstr. 6 04177 Leipzig [www.kinderhospizverein.de](http://www.kinderhospizverein.de)
5. Computer course for seniors in home for elderly
6. Greenpeace – kids in action [www.greenpeace.org](http://www.greenpeace.org).
7. UNICEF- ambassador (every year, deadline for input :30th April) [www.unicef.de/botschafter/sl.html](http://www.unicef.de/botschafter/sl.html)

## 6. Future CAS initiatives at the LIS

The school could

- form a **partnership** with a school in a disadvantaged country,
- **sponsor a child** in a disadvantaged country,
- have different international '**festivals**', celebrating the diversities of cultures,
- set up a branch of Amnesty International at LIS
- organise a **CAS fair** where students introduce their main projects, invite guest speakers to present their views to strengthen the students' understanding of the role of CAS in the curriculum and try to involve the whole school community in service projects.

and many more....

## III Epilogue

### 1. What students say about CAS?

*All in all, the CAS programme was a real gain to me. I enjoyed all my CAS projects and I think that CAS is a very good opportunity to develop in a variety of aspects. (MLK, 151hrs)*

*I like the feeling to help. I was not doing that before CAS. (MC, 183 hrs.)*

*It may have been a mistake but I saw CAS as something that I had to get done. (HK, 152 hrs.)*

*The projects helped me broaden my horizons and to see some things in a different light. (SK, 175 hrs.)*

*At times, I found CAS very challenging (...) nevertheless, I enjoyed every single project and intend to pursue as many as I can. (NL, 182 hrs.)*

*Supporting others next to the personal challenges was the most enriching part of the CAS programme. (HM, 306 hrs.)*

*Although, I was very sceptic at the beginning, I really enjoyed all the hours of CAS. (MM, 319 hrs.)*

*Without CAS, my life would be less valuable and probably unchanged. (AL, 205 hrs.)*

### 2. Frequently asked questions

#### **Q: Can an activity count for more than one CAS area?**

A: Yes. Often the most interesting projects involve elements of creativity, action and service, for example: Student Council activities, Global Campaign For Education, School productions...

The CAS programme is flexible. It is designed to give you the chance to fulfil your commitment in a way that suits your own strengths, time limitations and interests. If you have questions about how activities are counted, talk to the CAS coordinator.

#### **Q: Does snowboarding count?**

A: Yes, it can, if it is a new activity for you and if you have an adult leader (such as a snowboarding teacher) to verify the hours.

#### **Q: Is learning a new language a CAS project?**

A: That is a difficult question as according to the CAS performance criteria, only the student profits from this project. However, if the experience can be shared by others in form of themed social event, e.g. Japanese Tea Ceremony, Russian Dinner Dance... it can count for CAS.

**Q: Do I have to comment on each fitness session?**

A: Following the guiding questions, you comment on the progress you made and any problems or difficulties you encountered. Your CAS journal comment should not turn into a form of diary writing.

**Q: Can my parent sign my CAS evaluation?**

A: In general, no, they cannot. Of course I do not doubt your word or your parents but we have to be sure that you actually did the activity and were not paid for it, so it is best to get independent confirmation.

**Q: What should I do if I really don't like an activity?**

A: Not every CAS experience is positive. If you are doing something just because you need a few CAS hours, you will probably not get a lot out of it. It is best to ask yourself, before you start an activity, what you hope to give and receive. This can be different for each person.

If you are really uncomfortable, you can change to something else and talk to your CAS coordinator.

After all, experiential learning should be fun!

**In short:**

- Think of CAS as something new to try out, something you always wanted to do but postponed for various reasons: [NOW IS THE TIME TO START A NEW ACTIVITY!](#)
- You have got a real **GOAL**, a challenge and an [ADULT LEADER](#) who will supervise your activity and you will sign the hours spent!
- You keep a small **diary** with SHORT entries such as: [DATE- TIME- ACTION- SIGNATURES OF ADULT LEADER](#)
- Once a week, you write a short comment into your online [CAS journal](#), reflecting upon your experience.
- By the end of grade 11 you should have spent about 85-100 hours on CAS in at least three different CAS projects covering the three CAS areas.

But, please, remember:

[Before you start an activity or project, see your CAS coordinator.](#)

CAS advice from grade 11 students to new IB students

- 'Do not panic! CAS hours accumulate quickly!'
- 'Keep a small diary for all entries.'
- 'CAS can be fun and a great chance and experience!'

**GOOD LUCK AND HAVE FUN  
WITH C A S**