

Sunset High School



International Baccalaureate

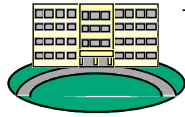
CAS Program

**Creativity
Action
Service**



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The Spirit of CAS



Some key words to ponder:

doing

experiential learning

challenge

group activities

quality

commitment

extend

new skills

balance

integrity

discovery

reflect

Some quotes to ponder:

We make a living by what we get, but we make a life by what we give.

Winston Churchill

No man who lives at all lives unto himself - he either helps or hinders all who are in any wise connected with him.

Frederick Douglass

What lies behind us and what lies before us are tiny matters compared to what lies within us.

Morrow

I am only one, but still I am one. I cannot do everything, but still I can do something. I will not refuse to do the something I can do.

Helen Keller

People don't care how much you know until they know how much you care.

Anonymous

CAS

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Mission statement of the International Baccalaureate Organization, first adopted in 1996

Through comprehensive and balanced curricula coupled with challenging assessments, the International Baccalaureate Organization aims to assist schools in their endeavors to develop the individual talents of young people and teach them to relate to the experience of the classroom to the realities of the world outside. Beyond intellectual rigor and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that the IB students may become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life.

CAS as a Diploma Requirement

Schools are responsible for confirming with the regional office that all diploma candidates at the end of the two-year program have satisfactorily completed the CAS requirement. Schools must report unsatisfactory performance to the regional office. Failure to meet the requirement will normally result in no diploma being awarded. A student who fails to satisfy the CAS requirement is given one additional year in which to do so, after which the diploma will not be awarded even if all other diploma conditions have been satisfactorily fulfilled.

You must give time to your fellow man--even if it's a little thing, do something for others--something for which you get no pay but the privilege of doing it.

Albert Schweitzer

STUDENT GUIDELINES

CAS - Creativity, Action, Service - is a fundamental part of all diploma students' program. Schools are required to offer a program of activities which meets the agreed CAS aims and which the IBO has approved. The emphasis of CAS is on *experiential* learning designed to involve students in new roles. The emphasis is on learning by doing real tasks that have real consequences and then reflecting on these experiences over time. Activities should be ACTIVE; PASSIVE pursuits, such as attending films or viewing art, should be avoided. Emphasis should be placed on the development of NEW skills, not simply practicing those already acquired. Students are expected to be involved for the equivalent of at least three to four hours a week over two years in either a balanced range of different activities or in a single project. **This should include at least one group project at SHS to raise money for the removal of landmines.**

Upon completion of an activity or a project, students must write a reflect piece stating how the student and society benefited from the experience. This process of doing and reflecting on the doing provides an excellent opportunity to extend what is learned in the classroom to a form of service.

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. This could also include dance, theater, music, and art, for example, but hopefully involving students in new roles.

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. Service activities should not only involve doing things **for** others but also doing things **with** others and developing a real commitment with them.

What is not CAS?

CAS is not taking place when a student is in a passive rather than an active role. There should be interaction. If the student is passive, nothing of real value, either for the student or for other people, results from what the student is doing, and no real reflection is possible. Examples of activities which would be inappropriate are listed:

- Any class, activity, or project for which you receive a grade or are compensated, or is part of your diploma program.
- Doing simple, tedious and repetitive work, like returning library books to the shelves.
- Working in an old people's or children's home when the student:
 - has no idea how the home operates
 - is just making sandwiches
 - has no contact at all with the old people or children
 - actually does no service for other people
- a passive pursuit (such as a visit to a museum, theater, concert, sports event, etc.).
- All forms of duty within the family.

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- Work experience which only benefits the student.
- Fund-raising with no clearly defined end in sight.
- Religious devotion and any activity which can be interpreted as proselytizing.
- An activity where there is no leader or responsible adult on site to evaluate and confirm student performance.

Activities which cause division amongst different groups in the community.

Remember:

CAS might involve:

- activities that push you to learn or refine new skills (example: learn a new instrument or a new sport).
- developing projects that combine creativity, action, and service.

Plan your CAS project carefully. 150 hours over two years is easily managed if you plan to do 3-4 hours a week. However, you may prefer to organize more intensive projects to be completed in sporadic intervals. Summer is an excellent time to commit to CAS projects and activities.

CAS Activities available at Sunset High School:

Creativity	Action	Service
Marching Band	Athletics	STARS
Auxiliary (flag line)	Marching Band	Key Club
Jazz Ensemble	Student Government	Student Government
Choir	Choir	Nat'l. Honor Society
Theater productions	Key Club	Multicultural Club
The Scroll	HiFive	Peer Tutoring
Key Club	Speech & Debate	V.O.I.C.E.S.
Yearbook	Int'l. Studies Program	O.S.S.O.M.
Speech & Debate	School Clubs	Int'l. Studies Program
Literary Magazine	School Clean-up	Blood Drive
LINK Crew		MUN
MUN		School Clubs
Odyssey of the Mind		

(This list does not include activities a student may participate in on hi/her own such as scouting, church, and synagogue youth groups, youth athletic camps, athletic club teams, hospital volunteering, or private lessons in dance, music, voice, etc., which may all be an enriching part of a student's activities.)

Is this a good CAS activity? *Ask yourself these questions!*

- Is this activity a new role for me?
- 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 getting involved?
- How can this activity benefit other people?
- What can I reflect on during this activity?

Volunteer Opportunities: Websites

www.solv.org	SOLV- Volunteer Activities
www.usa.explus.bridges.com	Bridges- Career Development
www.volunteerworkers.org	Volunteer Opportunities
www.cascadelink.org	Volunteer Opportunities
www.swisonline.org	SWIS- School to Work Site
www.cns.gov/learn/index.html	Volunteer opportunities
www.degreesearch.com	Degree Search/College Info.
www.ecos.embark.com	ECOS- career Development
www.volunteermatch.org	Volunteer Opportunities
www.friendsoftrees.org	Volunteer Opportunities
www.parks.ci.portland.or.us/Employment/employment.htm	Volunteer Opportunities
www.askjeeves.com	Search Engine
www.careertrain.com	Career Information
www.snagajob.com	Part-Time Job List Service
www.awis.org	Volunteer Opportunities

Aims and Objectives of CAS

- To provide a challenge in the three areas - creativity, action, service.
- To provide opportunities for service.
- To complement the academic disciplines of the curriculum and provide balance to the demands of scholarship.
- To challenge and extend the individual by developing a spirit of discovery, self-reliance and responsibility.
- To encourage the development of the student's individual skills and interests.

Time Line

Dates to Remember:

- June sophomore year Receive CAS materials and instructions.
- Summer - Turn in CAS Proposal for summer CAS activities (you may also email me over the summer. Email me with questions: karen_mccandless-buck@beavton.k12.or.us)
- Junior school year- Attend regular IB meetings (CAS updates will be held at these regular meetings); submit CAS Verification and Self Evaluation forms upon completion of each project, track your CAS hours on the Log Sheet.
- CAS Project and final evaluation (you will receive this in January of your senior year) must be completed by the **beginning of March of your senior year.**



Some Hints about CAS

In order to make sure that an activity can be counted for CAS, you need to ask yourself some questions:

1. Can you describe the activity?
2. What, in your mind, qualifies this experience as *creative, action, or service* ?
3. Can you specify YOUR involvement in the activity?
4. How do you plan to measure or evaluate this activity?
5. Can you state clearly those skills and proficiencies which you plan to achieve through your participation in this activity?
6. Can you state what you hope to learn about yourself during this experience?
7. Who will attest to your participation in this activity? Can you give that person's title and business phone number?
8. Will you receive credit or compensation for this activity?

Remember--

At the end of each major activity, you will write a Candidate's Self-Evaluation which needs to include:

- the extent to which you have developed personally as a result of the activity
- the understanding, skills, and values which have been acquired
- the benefit that you consider the activity was, or may be to others
- how creativity, action, and/or service were incorporated into this activity
- the person who will attest to your participation in the activity will be asked to comment on your performance with reference to the following criteria:
 - your attendance, punctuality, and time spend on the activity
 - evidence of your initiative, planning, and organization
 - the amount of effort and commitment made by you to the activity
 - your personal achievement and development, taking into account your skills and attitude at the start of the activity

(submitted by Janet Perez, South Side High School (0784), Fort Wayne, Indiana)

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Tips for Parents

Parental encouragement and support is often a vital part of helping students complete the IB diploma or involving themselves in volunteer activities. Here are some ideas of how you as a parent can encourage your students-

- Familiarize yourself with the CAS requirements.
- Discuss the requirements/opportunity with your student.
- Share your own volunteer experience with your student and reflect on what you have given and gained through volunteering.
- Explore your student/s interests and look through the listening of possible volunteer activities together.
- Many students who have chosen the IB program have had experience with volunteer activities in their junior or senior high years. Encourage your student to build on previous successful volunteer experiences.
- Be willing to be involved- come to games, plays and concerts; volunteer for various IB committees and work groups, etc.; support your student's volunteer activities by providing transportation; talk about their experiences with them; support them in making calls to various volunteer centers to explore interest areas and available experiences.
- **ENCOURAGE YOUR STUDENT TO START EARLY.** Former IB diploma candidates have said that the requirement is not difficult if you start early.

For diploma students, CAS activities totaling 150 hours may be recorded from the summer following the sophomore year to February of the senior year.

Examples of Good Practice

Good practice in CAS should involve a new role for the student, a real task for him or her to do, real consequences and opportunities for inward reflection. A new role will often be a new activity, but may also be the student taking a fresh approach towards, or setting different goals in, an activity which he or she has already experienced.

In addition to the questions provided in the “Nature of CAS” section, students may find it useful to ask the following guiding questions before they start an activity or project. The questions can also be referred to during the activity and afterwards.

- * What did I/we do and where did I/we do it?
- * What did I/we hope to learn?
- * How successful have I/we been?
- * What difficulties were encountered and how did I/we overcome them?
- * What did I learn about myself? What did I learn about other people?
- * What abilities, attitudes and values have I developed?
- * Did anyone help me? With whom have I interacted?
- * How did this activity benefit other people or institutions?
- * What would I change if I were to do this again?
- * How can I apply what I have learned to other situations?

Community Service Projects Incorporating Two or Three of the CAS Elements

In the School Community

Teaching children who have a disability to swim (action, service)

New role:	Swimming Instructor
Real Task:	To pass on knowledge and skills to others
Real Consequences:	The children have fun, exercise and learn to swim
Reflection:	Responses to the guiding questions above

Coach the softball team:

New role:	Softball coach
Real Task:	To pass on knowledge and skills to others
Real Consequences:	The children have fun, exercise and learn to play softball
Reflection:	Responses to the guiding questions

Teaching the guitar to a younger class**(creativity, service)**

<i>New role:</i>	Instrumental music teacher
<i>Real task:</i>	Making music together
<i>Real consequence(s):</i>	Improved individual and group proficiency in music
<i>Reflection:</i>	Responses to the guiding questions

Designing and constructing notice boards for other students with messages that encourage reflection about important subjects**(creativity, service)**

<i>New role:</i>	Designer
<i>Real task:</i>	Creating the notice board
<i>Real consequence(s):</i>	Effective communication of messages
<i>Reflection:</i>	Responses to the guiding questions

Writing for a school newspaper**(creativity, service)**

<i>New role:</i>	Journalist
<i>Real task:</i>	Presenting and writing newspaper articles to deadlines
<i>Real consequence(s):</i>	Publication of work
<i>Reflection:</i>	Responses to the guiding questions

In the local District

These activities strengthen the links between the school and the local community.

Working with abandoned children to paint murals in their care institution**(creativity, service)**

<i>New role:</i>	Mural painter
<i>Real task:</i>	Drawing and painting the murals
<i>Real consequence(s):</i>	Making the children's home attractive and providing them with an opportunity to do something artistic
<i>Reflection:</i>	Responses to the guiding questions

Teaching a language to recently arrives immigrant children**(creativity, service)**

<i>New role:</i>	Language teacher
<i>Real task:</i>	Preparing lessons and teacher, providing materials
<i>Real consequence(s):</i>	The immigrants learn to communicate in the language of the host country and find a link through the teachers
<i>Reflection:</i>	Responses to the guiding questions

Exchanging artistic or musical skills with other students in a local school**(creativity, service)**

<i>New role:</i>	Art or music teacher and learner
<i>Real task:</i>	Visiting a local school and establishing productive rapport with the other students
<i>Real consequence(s):</i>	The two groups of students learn new skills from each other, perhaps culminating in a joint exhibition/concert
<i>Reflection:</i>	Responses to the guiding questions

Intergenerational learning and friendship**(creativity, service)**

<i>New role:</i>	Friend and scribe
<i>Real task:</i>	Regular visits to an elderly person who recounts the local history (of a family or region) which the student records and later presents as a book written by the elderly person
<i>Real consequence(s):</i>	<i>The elderly person makes a contribution to the recording of local history and feels valued for having done so</i>
<i>Reflection:</i>	Responses to the guiding questions

Leading a mountain expedition**(action, service)**

<i>New role:</i>	Expedition leader
<i>Real task:</i>	Planning and carrying out all the tasks necessary for reaching the summit
<i>Real consequence(s):</i>	Satisfaction of having achieved a shared goal through a shared challenge
<i>Reflection:</i>	Responses to the guiding questions

Organizing an open-air camp for younger students**(action, service)**

<i>New role:</i>	Leader of a children's camp
<i>Real task:</i>	Planning, carrying out and leading all the activities with the younger students
<i>Real consequence(s):</i>	Providing a good experience for all the campers
<i>Reflection:</i>	Responses to the guiding questions

Digging and laying foundations and constructing a simple building to house street children**(action, service)**

<i>New role:</i>	Builder
<i>Real task:</i>	Erecting a building in cooperation with street children
<i>Real consequence(s):</i>	The street children will have a home in which to live
<i>Reflection:</i>	Responses to the guiding questions

Clearing a beach of oil pollution, litter and jetsam**(action, service)**

<i>New role:</i>	Environmental worker
<i>Real task:</i>	Cleaning up the pollution
<i>Real consequence(s):</i>	Environmental improvement
<i>Reflection:</i>	Responses to the guiding questions

Running an emergency service, such as a lifeboat service or mountain rescue team**(action, service)**

<i>New role:</i>	Member of lifeboat crew or mountain rescue team
<i>Real task:</i>	Helping to save lives
<i>Real consequence(s):</i>	People are rescued
<i>Reflection:</i>	Responses to the guiding questions

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Organizing a “Walkathon” to raise money for guide dogs for people who are blind (creativity, actions, service)

New role: Organizer, walk participant, assisting people who are blind
Real task: Planning and publicizing, walking with people who are blind, raising money
Real consequence(s): People who are blind are provided with guide dogs
Reflection: Responses to the guiding questions

Providing a water supply in a village for leprosy patients (creativity, action, service)

New role: Civil engineer
Real task: Designing and construction a water supply in a village for leprosy patients
Real consequence(s): The villagers have clean, safe drinking water on tap, and no longer have to walk to the river and be exposed to danger from crocodiles and hippos
Reflection: Responses to the guiding questions

In the International Context

These activities are designed to create links between the school community and the globe community.

Organizing student participation in, and raising funds for, the Model United Nations (MUN) (creativity, service)

New role: Conference organizer/ politician
Real task: Administrative arrangements and fund-raising
Real consequence(s): Student involvement in the MUN, enhanced awareness of political and humanitarian issues, improved skill in debating an persuasive argument
Reflection: Responses to the guiding questions

Raising funds for Amnesty International/Greenpeace/World Wide Fund for Nature (creativity, service)

New role: Fund-raiser/campaigner
Real task: Administrative arrangements and fund-raising
Real consequence(s): Enhanced student awareness of human rights/environmental issues and enablement of the organizations to carry out their work
Reflection: Responses to guiding questions

Creating and managing a CAS web site (creativity, service)

New role: Web site designer
Real task: Designing and updating a web site to benefit students from other schools.
Real consequence(s): Sharing of ideas, attitudes and values on an international level
Reflection: Responses to the guiding questions

Assisting victims of natural disasters (creativity, action, service)

<i>New role:</i>	Charity campaigner
<i>Real task:</i>	Arranging collection and delivery of blankets, tents, food and medical supplies for victims
<i>Real consequence(s):</i>	Practical help for people who have suffered the damage of a natural disaster
<i>Reflection:</i>	Responses to the guiding questions

Creativity**Learning to paint watercolor landscapes**

<i>New role:</i>	Artist
<i>Real task:</i>	Painting in watercolor
<i>Real consequence(s):</i>	Artwork for viewing of other people
<i>Reflection:</i>	Responses to guiding questions

Performing Wieniawski's *Violin Etude No. 3* on a Fender Stratocaster

<i>New role:</i>	Musician
<i>Real task:</i>	Interpreting a composition in an innovative way
<i>Real consequence(s):</i>	Entertaining an audience
<i>Reflection:</i>	Responses to guiding questions

Action**Joining a running club**

<i>New role:</i>	Cross-country running
<i>Real task:</i>	Reconnoitering the area, laying the trail, and running
<i>Real consequence(s):</i>	Getting physically fit in a social context
<i>Reflection:</i>	Responses to guiding questions

Learning to scuba-dive

<i>New role:</i>	Becoming a qualified sub-aqua diver
<i>Real task:</i>	Acquiring the skills and knowledge necessary for safe diving
<i>Real consequence(s):</i>	Safe, enjoyable diving in a team
<i>Reflection:</i>	Responses to guiding questions

Playing in a softball team against the US embassy marines

<i>New role:</i>	Softball player
<i>Real task:</i>	Scoring points
<i>Real consequence(s):</i>	Losing?
<i>Reflection:</i>	Responses to guiding questions

Gymnastics:

<i>New role:</i>	Gymnast
<i>Real task:</i>	Practicing in the gym
<i>Real consequence(s):</i>	Developing skills and keeping fit
<i>Reflection:</i>	Responses to guiding questions

Reflections: Good & Bad

Social Service

Working on a community newspaper--20 hours

The major project I working on for my community newspaper was that of organizing their archives. I hate to go through all of their old issues since 1976 page by page to make sure that nothing was missing, and then organize them.

Going through that many old papers can be pretty bring and so I would read or skim any article I came across that seemed interesting. This process helped me learn about my neighborhood and some of its history. I read about when my elementary and junior high school was build and all of the trouble they had through the years. In addition the paper held many personal notes for me... I read poems by father wrote about me when I was young and often came across references to people I knew or admired.

Community newspapers are what keep people feeling connected to each other. It is more important now than ever, with so many forces tearing people and neighborhoods apart.

Service trip--24 hours

I traveled to New Haven, CT, with my church group during the summer of 1992. We taught Bible School to the children in the neighborhood during the morning and early afternoon and cleaned up the church and surrounding neighborhood during the late afternoons. We spend the evenings and slept in the homes of some members of the church, as we were there to experience first hand a life of poverty. I am thankful ... I was able to meet some of the most special people in my life and to more clearly define my values and future goals.

Church volunteer to mow the lawn-- 8 hours

Volunteered by my father, it was not surprising that I should have felt resentment and reluctance to execute this tedious assignment... I did not realize that a single man of fifty-five mowing the large church lawn was a strenuous task. I soon discovered the enormity of the task immediately after my first day at work. My earlier resentment passed as soon as I acquainted myself with the sweetest man alive. My short time working side by side with him lasted four days. When I received the news of his death... I cried for the man whom I had grown fond of. This was my first encounter with the death of someone I loved.

Working with welfare recipients at church events- 40 hours

...Many of the people whom I helped, taught and served at these events were just barely scraping by.. The needy are people. They smile, get angry, and become sad, just like everybody else. I also learned of the many myths of the welfare system in the US. Stereotypically it is assumed that people on welfare are lazy bums who just don't want to work. However, this is completely wrong. The percentage of people whom I saw on welfare that were on welfare because they are lazy was about 0%. Most of the people I saw were single mothers with multiple children. Most were trying to go to school to get a job. To say these people are lazy is a flat out lie.

Surgery Department messenger-- 48 hours

Working in the Surgery Department was an incredible feat for me. I have never had any medial procedures myself and have always been terrified of the hospital scene and especially the surgery scene. I decided I had better get used to it because I can't avoid hospitals for the rest of my life.

After the first few days there (I worked a 6-8 hours shift weekly), the sterile, pale and eerie surroundings did not bother me as much. I was given the job of picking up expensive equipment from a hospital mini-elevator to prepare for a surgery; I was a messenger between the East and West surgery departments and I was given the job of delivering tumors to the lab...My fear, by the end of my work, was non-existent. It was an incredible feeling because I was given more responsibility than ever before. Breaking one piece of equipment, failure to deliver, failure to get lab specimens to the lab on time would have been unforgivable mistakes...

Helping students recycle-- 1 hour

This is perhaps the experience that still has its effect on me more than any other service work even though it only lasted an hour. Each person from my English class who helped on this day paired up with one of the life skills students who usually collect the recycling and do other related jobs. The boy who I collected with was named Chris and we talked during our rounds about things that any teenagers would: music (he likes Guns 'n Roses) , girls, etc. Not only did we talk easily then, but we still occasionally talk in the halls or exchange a casual greeting...

About a week after this activity, these students treated the volunteers to a juice paper and their teacher talked to us a little about reflecting on our activity. We learned to be a little more conscious about what we put into the recycling bins since there can sometimes be an unpleasant mess when the cans are more completely empty or are thrown on papers. We also learned a little about what the life skills students are like. Chris is easy to talk with, but some of the students are not as easy to communicate with and do not always do things which are appropriate. Their teacher was very understanding of them and I was that more people could have had the same patience.

Examples of Not-So-Good Reflections**Habitat work (two separate trips) -- 38 hours**

Each year the youth at your church go on a mission trip to build houses for homeless people.

NHS work-- 11 hours

With the National Honor Society at Southwest I have done a number of service projects in the community. Some of these were Means on Wheels and raking leaves for the elderly.

Working at a nursing home gift shop-- 27 hours

Many of my hours were spent at a nursing home where both my mother and I work. I volunteered mostly in the gift shop, or else I'd help make craft items at a workshop for the annual bazaar. My mother is the volunteer coordinator, that is why she signed off on many of my hours. When you volunteer at the nursing home, the residents really many you feel appreciated. It makes it all worth while.

Designing and building a play set --18 hours

Designing, building and painting two different play sets was a new experience for me. I learned to organize our time, people and other resources. I found that I needed knowledge in the areas of construction, art, and also an understanding of what the play was about in order to correctly direct people as to what to do.

Habitat work -- 36 hours

The summer after sophomore year I went to Chicago with forty other SW students. We worked for the Habitat for Humanity Project in Chicago, mostly in demolition. We spent alot of time knocking down walls and scraping paint off walls for an administrative building; but I spend one day building walkways for low income housing. This was a wonderful experience because I was with people I liked, we were in Chicago, and I had never done such interesting manual labor, and because I felt like I was physically doing something to help people in need.

Babysitting for special needs children -- 14 hours

For two hours on the second and fourth Mondays of every moth a parent support group meets for discussion. A friend and I have provided babysitting services during these meetings. I've learned a bit from the friend -- and the kids themselves-- about how to care for young children. I don't mean to imply that I now know a lot about it; but I'm certainly better off that I was when I started.

CAS

Creativity, Action, Service

LOGBOOK



International Baccalaureate Form CAS/AEF

CAS: activity/project self-evaluation form

SUBMIT TO: ACTIVITY/PROJECT LEADER SESSION:

SCHOOL NUMBER:

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SCHOOL NAME:

The following questions should be addressed at the end of each activity/project. These are guiding questions. Candidates can either answer on this form or write a reflective, continuous text incorporating responses to these questions. Type the information or write legibly using black ink.

CANDIDATE SELF-EVALUATION

CANDIDATE NAME:

CANDIDATE SESSION NUMBER:

0	0						
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NAME OF ACTIVITY/PROJECT:..... NO OF HOURS (APPROX):.....

1. Summarise what you did in this activity/project and how you interacted with others.

2. Explain what you hoped to accomplish through this activity/project.

3. How successful were you in achieving your goals? What difficulties did you encounter and how did you overcome them?

4. What did you learn about yourself and others through this activity/project? What abilities, attitudes and values have you developed?

International Baccalaureate Form

CAS/AEF (reverse)

SCHOOL NAME:

5. Did anyone help you to think about your learning during this activity/project? If so, who helped and how did they help?

6. How did this activity/project benefit others?

7. What might you do differently next time to improve?

8. How can you apply what you have learned in other life situations?

Candidate's signature: Date:.....

To be completed by the activity/project leader

Punctuality and attendance:

Effort and commitment:

Further comments:

The activity/project was (circle the desired response):

Satisfactorily completed

Not satisfactorily completed

Activity/project leader's name:

Activity/project leader's signature: Date:

Please give this form to the CAS coordinator when it has been completed.

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SHS CAS PROPOSAL

Directions: You must complete and submit this form to the CAS Coordinator **before** beginning the experience. Proposals must be for at least 50 hours.

Student _____ Student ID# _____
Grade _____ Date Today _____

List or describe what you will be doing. If your activity is a balanced activity involving two or three areas, list the number of hours you will credit to each.

CREATIVITY Estimate hours Circle one
_____ Summer Sem: 1 2

ACTION Estimate hours Circle one
_____ Summer Sem: 1 2

SERVICE Estimate hours Circle one
_____ Summer Sem: 1 2

CAS Coordinator Review and Signature _____
Approved _____ Denied _____
Date _____ copy to student _____ Copy to file _____