

# Creativity, Activity and Service at the FIS

Guide for parents to understand CAS

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# 1. CAS AT THE FIS: MISSION

The FIS students will explore their interests, express their passions, and, through experience, develop an understanding of how their unique personality and perspective can contribute to a better world.

## 2. WHAT IS CAS?

Creativity, activity and service (CAS) is a program intended to be a collection of enjoyable and challenging experiences determined **by the students** to extend their abilities. When they do CAS, they need to look for opportunities to show self-determination, collaboration, accomplishment and enjoyment.

The program makes emphasis on reflection, which is a way to make the students aware of their strengths, limitations, and areas of further development. It is also a way to make them think how they may use previous learning into new contexts.

**Important:** CAS is a part of the FIS Curriculum for Grades 9-12 and part of the International Baccalaureate (IB) program for Grades 11 and 12. **It is a graduation requirement at the FIS.**

## 3. AIMS OF CAS

Within the CAS framework each student is a particular individual that has a different starting point, different needs and different goals.

The CAS program aims to develop students who:

- i. enjoy and find significance in a range of CAS experiences (e.g. intellectual, physical, creative and/or emotional)
- ii. purposefully reflect upon their experiences
- iii. identify goals, develop strategies and determine further actions for personal growth
- iv. explore new possibilities, embrace new challenges and adapt to new roles
- v. actively participate in planned, sustained, and collaborative CAS projects
- vi. are internationally minded citizens who understand that they are members of local and global communities with responsibilities towards each other and the environment.

## 4. THE SEVEN LEARNING OUTCOMES

A Learning Outcome (LO) is the product of an experience in which the student has gained some knowledge or skill(s).

The completion of CAS depends on the achievement of seven (7) LOs realized through the students' commitment to the program over a period of time (18 months). They need to demonstrate that they have achieved each LO at least once. Completion also requires that they include reflections, which give evidence to achieving each of the seven LOs.

### **Important:**

- The CAS experiences should have a balance across the three strands of CAS.
- Only if the student demonstrates that he/she has achieved or has tried to achieve the seven learning outcomes (LOs), they will get a passing grade in CAS.

<b>Learning Outcome 1: Identify own strengths and develop areas for growth (Awareness)</b>
<b>Descriptors:</b> <ul style="list-style-type: none"><li>• The student is able to see himself/herself as an individual who has strengths and areas of improvement</li><li>• The student is able to propose experiences according to <u>his/her own</u> interests and talents</li><li>• The student is able to undertake a thoughtful self-evaluation.</li></ul>
<b>Learning Outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process</b>
<b>Descriptors:</b> <ul style="list-style-type: none"><li>• The student participates in CAS experiences that demand an appropriate personal challenge</li><li>• The student is willing to become involved in unfamiliar environments and situations</li><li>• he student shows newly acquired or developed skills or increased expertise in an established area.</li></ul>
<b>Learning Outcome 3: Demonstrate how to initiate and plan a CAS experience</b>
<b>Descriptors:</b> <ul style="list-style-type: none"><li>• The student is able to investigate, prepare and take action based on a topic of his/her interest (.i.e. moving from conceiving an idea to carrying out a plan for a series of CAS experiences)</li><li>• The student integrates reflective thoughts in planning or taking initiative</li><li>• The shows a responsible attitude to CAS project planning.</li></ul>
<b>Learning Outcome 4: Show commitment to and perseverance in CAS experiences</b>
<b>Descriptors:</b> <ul style="list-style-type: none"><li>• The student demonstrates regular involvement and active engagement with CAS experiences</li><li>• The student is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies</li><li>• The student demonstrates adaptability to uncertainties and changes</li><li>• The student gets involved in long-term CAS experiences and CAS project.</li></ul>

<b>Learning Outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively</b>
<p><b>Descriptors:</b></p> <ul style="list-style-type: none"> <li>• The student shares his/her skills and knowledge</li> <li>• The student is willing to take on different roles within a team</li> <li>• The student shows respect for different points of view and ideas</li> <li>• The student is able to identify, demonstrate and discuss critically the benefits of working with others.</li> </ul>
<b>Learning Outcome 6: Demonstrate engagement with issues of global significance</b>
<p><b>Descriptors:</b></p> <ul style="list-style-type: none"> <li>• The student shows awareness of issues of global importance <b>and take concrete and appropriate actions in response</b> to them either locally, nationally or internationally</li> <li>• The student gets involved in CAS projects addressing global issues in a local, national or international context</li> <li>• The student develops awareness and responsibility towards a shared humanity.</li> </ul>
<b>Learning Outcome 7: Recognize and consider the ethics of choices and actions</b>
<p><b>Descriptors:</b></p> <ul style="list-style-type: none"> <li>• The student is aware and act responsibly for the consequences of his/her choices and actions regarding self, others involved and the community</li> <li>• The student takes into account cultural context when making a plan or ethical decision</li> <li>• The student identifies what is needed to know in order to make appropriate decisions</li> <li>• The student acts in a principled manner when he/she has to make decisions.</li> </ul>

## 5. CAS EXPERIENCES

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands.

CAS experiences can be planned or unplanned and may lead to personal development. However, in order to develop a successful program, a series of planned CAS experiences are recommended.

CAS experiences may incorporate one or more of the CAS strands. For example:

- Going for a mountain hike could be a **singular experience** within the “Activity” strand
- Planning a number of visits to an orphanage is a **series of experiences** within the “Service” strand
- Staging and participating in a basketball tournament for the local community is a **series of experiences** within the “Service” and “Activity” strands.

## 6. THE THREE CAS STRANDS

CAS is organized around the three strands of **creativity**, **activity** and **service** defined as follows.

- **Creativity:** *Exploring and extending ideas leading to an original or interpretative product of performance.*

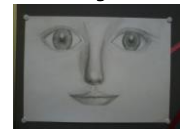
The aim of the “Creativity” strand is that students explore their own sense of original thinking and expression. As a result of this process, they need to present a product (e.g. make a YouTube video, have a photo exhibit).

Some areas in which you can explore your creativity: visual arts, performing arts, culinary arts, digital design, writing, film, crafts, and music composition.

*Writing poems*



*Drawing*



- **Activity:** *(regular) physical exertion contributing to a healthy lifestyle.*

The aim of the “Activity” strand is to promote lifelong healthy habits related to physical well-being.

Some examples of activities that you can do are: yoga, aerobics, going to the gym, learning scuba-diving, learning rock climbing, learning dancing, etc.

**Important:** single events of an activity can lack depth and meaning. When possible, activity experiences best occur with regularity.

*Swimming*



*Volleyball*



- **Service:** *collaborative and reciprocal engagement with the community in response to an authentic need.*

The aim of the “Service” strand is for students to understand their capacity to make a meaningful contribution to their community (and society in general.) Through service students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their actions. “Think globally, act locally” is the motto of this strand.

Some examples of service are: tutoring other students, working in an animal shelter, teaching the local language to people who are new to the country, re-designing a non-profit organization’s website, etc.

*Bookbridge*



*Green club*



## 7. CAS PROJECT

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging the students in one or more of the CAS strands of creativity, activity, and service. The students must be involved in at least one CAS project during the CAS program in grades 9 and 10, and at least one more time in grades 11 and 12.

The primary purpose of the CAS project is to ensure participation in sustained collaboration. So, a good project challenges the students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making.

### **Important:**

- All CAS project should try to solve authentic needs
- All CAS projects need to be design with defined purpose and goals
- A minimum of one month is recommended for a CAS project (from planning to completion)

## 8. REFLECTIONS

Students are expected to express carefully considered thoughts about the activities that they do. Students need to think/re-thinking about their experiences and think about how these experiences affect them. By reflecting the student develops skills (e.g. critical thinking) that will help them to be aware of their personal growth.

**Important:** Reflections are an integral part of CAS; any CAS experience has to be much more than just planning and doing. Reflections and evidence are compulsory.

**Important:** Students are not expected to reflect on every singular CAS experience (e.g. the students are in a volleyball team; they are not expected to reflect after every training session). The students should identify moments worthy of reflection. The purpose of reflection is quality rather than quantity.

### 8.1 Forms of reflection

The medium of reflection is the students' choice. For example, they can:

- write/type honest reflections based on their experiences
- make a video or a voice recording to share the successes and challenges in a project
- take photographs while hiking and use these to reflect on writing
- compose a song describing how they helped someone

## 9. EXPECTATIONS

Students are expected to:

- Approach CAS with a proactive attitude
- Familiarize with the school's CAS handbook
- **Have experiences in Creativity, Activity and Service**
- **Be part of service projects** (at least one in grades 9-10 and another one in grades 11-12)
- **Have meaningful reflections as way to capture the student r experiences and to show personal development (at least 18 reflections in grades 9-10 and other 18 in grades 11-12)**
- **Reflect at least once a month**
- Base their choices on their interests, skills, talents, and areas for growth to stay motivated
- Determine personal goals
- Take part in a variety of CAS experiences, some of which are self-initiated
- Refer to local newspapers, community organizations, and in-school clubs for some ideas that will help the students be part of a project
- Carry out activities that are purposeful and that have significant outcomes
- Link their evidences to the learning outcomes (reflections count as evidence!)
- Show commitment and responsibility towards the program (i.e. write proposals, have reflections and evidence, meet deadlines, etc.)
- Approach their Coach and/or the CAS Coordinator if they doubts or questions
- Balance their CAS experiences between creativity, activity and service.

During the entire CAS program, the Coaches and CAS Coordinator will assist the students and guide them. The Coaches and the Coordinator act as mentors who will help the students find solutions to CAS related problems but they will not give the students all the answers.

## 10. RESPONSIBILITIES OF THE CAS STUDENTS

The CAS program at the FIS lasts for 36 months divided in two blocks of 18 months.

**The first 18-month block: Grades 9 and 10.** During the first couple of months in grade 9, the students will be trained to understand the program. Then the students are expected to write proposals for the ongoing activities that they want to do, do the activities and reflect. The students will keep electronic records on a software caller Managebac,

In grade 10 the students are expected to continue having a variety of CAS experiences. The students can explore new activities, and, if they want, they may start projects that can later



continue in IB CAS. By the end of grade 10, the students should understand CAS at the FIS and be CAS experts.

**The second 18-month block:** Grades 11 and 12. Grade 11 is the beginning of IB CAS. The students are expected to have CAS experiences for minimum 18 months, ideally on weekly basis and from the beginning of the course. If the students are new to the school, they will be trained by the CAS Coaches and/or the CAS Coordinator. If the students did CAS in grades 9 and/or 10 at the FIS, the student can further develop activities (or projects) that they initiated in these grades. The students' main responsibilities are:

- Determine personal goals
- Show commitment and responsibility in the activities that they choose to do and towards the program
- Have reflections and evidence that show that they have met or attempted to meet each of the seven learning outcomes
- Demonstrate understanding of the reflection process
- Talk to their Coach and/or CAS Coordinator if they have problems or questions
- Share their experiences with their Coaches, peers, and, when possible, the rest of our school community
- Initiate or engage in CAS projects in collaboration with others.
- Keep records of their CAS experiences, including evidence of achievement of the seven learning outcomes, on Managebac
- Behave appropriately and ethically in each one of their CAS choices and behaviors.

## 11. WHO WILL HELP MY SON/DAUGHTER WITH CAS?

The students' supporter with CAS is their CAS Coach. This is the person the students go to when questions or problems arise. Other people who can help the students with their CAS are the CAS Supervisor and the CAS Coordinator.

### 11.1 WHAT IS THE CAS COACH'S ROLE?

The CAS coach acts as a mentor, motivator, and resource person to guide your son/daughter to complete the program successfully. Keep in mind that it is primarily up to the student to get involved in various CAS experiences to fulfill the missions of the FIS and the IB.

## **11.2 WHAT IS THE SUPERVISOR'S ROLE?**

A CAS Supervisor is the sports coach, director, seminar leader / counselor, or adult-in-charge of whatever CAS activity the students are engaged in.

## **11.3 WHAT IS THE CAS COORDINATOR'S ROLE?**

The CAS Coordinator is the overseer of CAS experiences within the school. The coordinator can help when the students are having trouble communicating with their Coaches, or when the students have questions about starting a new activity within the school. Students can contact the CAS Coordinator in room 2213 or by email at [carlos.rico@the-fis.de](mailto:carlos.rico@the-fis.de).

## **12. What CAS is not**

Examples of activities, which would NOT qualify as CAS include:

- any class, activity or project in which the student are not developing any skills or learning anything new
- simple, tedious, mundane and repetitive work
- a passive pursuit (e.g. museum, theatre, exhibition, concert visits.)
- family or religious duties
- fundraising with no clearly defined end in sight
- activities that cause division amongst different groups in the community such as political activities or religious proselytizing.

## 13. CAS RUBRICS

### Year 1

Grade	Number of proposals	Kinds of experiences	Reflections	Learning outcomes (LO)	Pass/Fail
<b>Outstanding</b>	At least one proposal in each CAS strand and being involved in a long term sustainable project.	At least three series of experiences + project	16 quality reflections or more	7 learning outcomes	<b>Pass</b>
<b>Excellent</b>	At least one proposal in each CAS strand and being involved in a long term sustainable project.	At least three series of experiences + project	14-15 quality reflections	7 learning outcomes	<b>Pass</b>
<b>Very good</b>	One proposal in each CAS strand and being involved in a long term sustainable project	At least three series of experiences + project	12-13 quality reflections	7 learning outcomes	<b>Pass</b>
<b>Good</b>	One proposal in each CAS strand and being involved in a long term sustainable project	At least three series of experiences + project	10-11 quality reflections	7 learning outcomes	<b>Pass</b>
<b>Satisfactory</b>	One proposal in each CAS strand and being involved in a long term sustainable project	At least three series of experiences + project	8-9 quality reflections	7 learning outcomes	<b>Pass</b>
<b>Much work required</b>	Proposals in each CAS strand and being part of a project	Singular experiences and series of experiences	Some descriptions and between 4-7 reflections	4 to 6 learning outcomes	<b>Fail</b>
<b>Not meeting requirements</b>	Proposals in each CAS strand	Singular experiences	Some descriptions and between 1 and 3 reflections	1 to 3 learning outcomes	<b>Fail</b>
<b>Unsatisfactory</b>	No proposals	No experiences	No reflections	No learning outcomes	<b>Fail</b>

## Year 2

Grade	Number of proposals	Kinds of experiences	Reflections	Learning outcomes (LO)	Pass/Fail
<b>Outstanding</b>	At least one proposal in each CAS strand and being involved in a long term sustainable project.	At least three series of experiences + project	27 or more quality reflections or more	7 learning outcomes	<b>Pass</b>
<b>Excellent</b>	At least one proposal in each CAS strand and being involved in a long term sustainable project.	At least three series of experiences + project	24-26 quality reflections	7 learning outcomes	<b>Pass</b>
<b>Very good</b>	One proposal in each CAS strand and being involved in a long term sustainable project	At least three series of experiences + project	22-23 quality reflections	7 learning outcomes	<b>Pass</b>
<b>Good</b>	One proposal in each CAS strand and being involved in a long term sustainable project	At least three series of experiences + project	19-21 quality reflections	7 learning outcomes	<b>Pass</b>
<b>Satisfactory</b>	One proposal in each CAS strand and being involved in a long term sustainable project	At least three series of experiences + project	16-18 quality reflections	7 learning outcomes	<b>Pass</b>
<b>Some work required</b>	Proposals in each CAS strand and being part of a project	Singular experiences and series of experiences	8-15 descriptions and some reflections	4 to 6 learning outcomes	<b>Fail</b>
<b>Much work required</b>	Proposals in each CAS strand	Singular experiences	2-8 descriptions and some reflections	1 to 3 learning outcomes	<b>Fail</b>
<b>Unsatisfactory</b>	No proposals	No experiences	No reflections	No learning outcomes	<b>Fail</b>

## 14. CURRENT CAS (SERVICE-ORIENTED) PROJECTS AT THE FIS

ACTIVITY	WHAT IS THIS ABOUT?	Contact	WHERE?
High School Green Club	Environment Raising awareness	Lisa Winter: <a href="mailto:lisa.winter@fis-students.de">lisa.winter@fis-students.de</a>	In school
Dog Guardians	Helping street dogs	Sara Biederman; Katarina Morris <a href="mailto:Sara.Biedermann@fis-students.de">Sara.Biedermann@fis-students.de</a> <a href="mailto:Katarina.morris@fis-students.de">Katarina.morris@fis-students.de</a>	In school
Nicaraconia	Buying and sending school supplies to a an ES in a rural area of Nicaragua	Irene Bird <a href="mailto:Irene.bird@fis-students.de">Irene.bird@fis-students.de</a>	In school
Common Room Committee	Making the HS Common Room and better place to be at	Alexandra Kaerche <a href="mailto:alexandra.kaercher@fis-students.de">alexandra.kaercher@fis-students.de</a>	In school
Publicity People	Helping show the cool staff that people do in CAS/Promote and advertise events	Shiraz Essack: <a href="mailto:shiraz.essack@fis-students.de">shiraz.essack@fis-students.de</a>	In school
Math Club	Teaching math to FIS students	Josy Russell <a href="mailto:josy.russell@fis-students.de">josy.russell@fis-students.de</a>	In school
Knitting Club	Knitting for less fortunate people	Liz Setera <a href="mailto:Elizabeth.setera@fis-students.de">Elizabeth.setera@fis-students.de</a>	In school
FUSS (HS Newspaper)	Being a reporter/being a journalist	Irene Bird <a href="mailto:Irene.bird@fis-students.de">Irene.bird@fis-students.de</a>	In school
Bookbridge	Providing access to books	Elaine Smith <a href="mailto:Elaine.Smith@the-fis.de">Elaine.Smith@the-fis.de</a>	In school
The triple C	Planning and implementing art activities with younger children	Antonia Kannefass <a href="mailto:antonia.kannefass@fis-students.de">antonia.kannefass@fis-students.de</a>	In school
Pfand-Aid	Donating food and/or toiletries to the Erlangen Tafel	Jan Bolz <a href="mailto:jan.bolz@fis-students.de">jan.bolz@fis-students.de</a>	In school
Photography Club	Learning about photography/developing charity work	Scott Simpson <a href="mailto:Scott.Simpson@the-fis.de">Scott.Simpson@the-fis.de</a>	In school
FIS Cre8tions	Helping drama productions behind the scenes	Sarah Tudge <a href="mailto:Sarah.Tudge@the-fis.de">Sarah.Tudge@the-fis.de</a>	In school
Student council	Students working for students	Adrian Haug <a href="mailto:Adrian.Haug@the-fis.de">Adrian.Haug@the-fis.de</a>	In school
MUN	Debating, public speaking, current events	Susan Min <a href="mailto:Susan.Min@the-fis.de">Susan.Min@the-fis.de</a>	In school
FIS Cre8tions	Helping drama productions	Sara Tudge <a href="mailto:Sara.Tudge@the-fis.de">Sara.Tudge@the-fis.de</a>	In school
International Court of Justice	Law – analyzing real case that have been in court	Caroline Lewis-Jones <a href="mailto:CarolineLewis-Jones@the-fis.de">CarolineLewis-Jones@the-fis.de</a>	In school

