



## What is CAS?

*“CAS is the quality difference of the IBO”*

**CAS** or **C**reativity, **A**ction, and **S**ervice, is experiential learning designed to involve Taejon Christian International School (TCIS) 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. CAS seriously takes the importance of life outside the world of scholarship, providing a counterbalance to an academic and a demanding school curriculum.

**The TCIS CAS program involves doing and reflecting on the doing** which provides an excellent opportunity to extend what is learned in the classroom. Participation in the TCIS CAS Program encourages students to share their energies and special talents while developing awareness, concern, and the ability to work cooperatively with others.

At TCIS, all International Baccalaureate Organization (IBO) Diploma candidates are required to participate in CAS during the two-year program. All graduates and IB certificate students must have participated in CAS during their junior and senior years. The TCIS and IBO goal is to educate the whole person and foster more caring and socially responsible attitudes as students reach beyond themselves and their textbooks.

CAS should extend students. It **should challenge them** to develop a value system by which they enhance their personal growth. It should develop a spirit of open-mindedness, lifelong learning, discovery and self-reliance. It should encourage the development of new skills on many levels including creative skills, physical skills and social skills. It should inspire a sense of responsibility toward all members of the community. It should also encourage the development of attitudes and traits that will be respected by others, such as determination and commitment, initiative and empathy. Because TCIS is a Christian school, CAS should also inspire Christ-like qualities such as love and caring for others.

### IMPORTANT POINTS ABOUT THE TCIS CAS PROGRAM

- The bridge between taking on new roles and learning is **reflection**. Students are expected to continue reflecting on these experiences over time. It is an essential part of, "stretching oneself" which is what CAS is all about.
- The most meaningful CAS experience comes from **spending time with others to build relationships** and develop the self-worth of both the server and the served.
- When well carried out, **CAS builds self-esteem, self-confidence, autonomy and self-reliance**.

## What is CAS?

### **There are three elements or types of CAS: Creativity, Action, and Service**

The three elements (Creativity, Action, and Service) of CAS are interwoven. The service element is the most significant, but the other two are very important as they provide access, balance, and flexibility to meet individual students' interests and preferences. It is the interaction of them all that creates the richness of CAS.

"The whole of CAS is greater than the sum of its parts."

#### ***Creativity — Arts and other experiences that involve creative thinking.***

- **Creativity** in CAS is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum, which includes creative thinking in the design and carrying out of service projects.
- **Creativity** could involve doing yearbook, newspaper, dance, theatre, music (learning an instrument, participation in a musical production, choir, orchestra, band), art (both personal and community), or designing a coaching program, outdoor education or service program.
- **Creative** work must be NEW to students; it must be a stretch for students in order to be considered CAS hours.

#### ***Action — Physical exertion contributing to a healthy lifestyle = SWEAT***

- **Action** in CAS includes participation in expeditions, individual and team sports, and physical activities outside the normal curriculum; it also includes physical activity involved in carrying out creative and service projects.
- **Action** could involve participation in sport or other activities requiring physical exertion such as expeditions and camping trips, coaching, self-defense classes, peer tutoring, environmental concerns groups, student council led projects, back-stage team, and leadership roles in outdoor education or service trips endeavors.
- The key to suitability of **action** is that goals are set up and carried out and students reflect on their progress.

#### ***Service — An unpaid and voluntary exchange that has benefit for the student and others.***

- **Service** could be the most meaningful and transforming to the student. Service in CAS involves participation in projects and activities inside and outside of school. These activities and project are often the most transforming elements of the Diploma Program for the individual student; they have the potential to nurture and mold the global citizen.
- **Service** involves interaction, such as the building of links with individuals or groups in the community. The community may be the school, the local area; it may exist on national or international levels.
- **Service** activities should not only involve doing things for others but doing things with others and developing a real commitment with them. The relationship should, therefore, show respect for the dignity and self-respect of others.

## What is NOT CAS?

*The student is...*

- Just counting hours to fulfill his/her IB or graduation requirement.
- Participating in an activity that has no real value to him/her or other people.
- Not growing, gaining new skills, or developing in any significant way.
- Doing an activity or project which is already part of an assignment or the IB Program.
- Personally rewarded financially or with other benefits.
- Doing simple, tedious, and repetitive work like washing test tubes or shelving library books.
- Involved in a passive pursuit like visiting a museum, the theatre, art exhibition, concert, or sports event.
- Fund-raising with no clear purpose.
- Involved in an activity without a responsible adult or adult supervision.
- Involved in an activity that is solely religious devotion, evangelizing, or proselytizing.



## CAS Guiding Questions

The following questions may help students determine whether or not an intended activity qualifies as CAS.

- Is the 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?
- Am I working in a team?
- Are there leadership opportunities for me in this activity?
- Will I gain experience from this activity or will I quickly forget the purpose?

## Some Ideas for CAS

**Below are just SOME of the activities that take place at TCIS:**

### CREATIVITY



KAIAC Forensics Team  
 Drama/Musical Cast Member  
 Drama/Musical Back-stage Member  
 Drama/Musical Make-up & Hair Crew  
 Drama/Musical Set Construction  
 Drama/Musical Painting Crew  
 Drama/Musical Costume Crew  
 Musical Pit Orchestra & Band  
 Drama/Musical Publicity  
 Drama/Musical Sound & Light  
 Drama/Musical Properties  
 Art Club  
 Web Site Construction  
 Inkblotz Literary Club  
 APAC Theatre  
 APAC Orchestra  
 APAC Choir  
 APAC Band  
 KAIAC Orchestra Festival  
 KAIAC Choir Festival  
 KAIAC Band Festival  
 Student Council  
 Prom Committee (Decorations)  
 Student Life Praise Teams  
 Dance Team  
 Tech Squad  
 Spanish Club  
 Korean Club  
 Photography Club

### ACTION



KAIAC Cross-Country Teams  
 KAIAC-APAC Volleyball Teams  
 KAIAC-APAC Tennis Teams  
 KAIAC-APAC Basketball Teams  
 KAIAC Cheerleading Teams  
 KAIAC Swimming Teams  
 KAIAC-APAC Soccer Teams  
 Model United Nations  
 Student Council  
 Math League  
 Mu Alpha Theta Math Team  
 Boy Scouts  
 Middle/Elem. Asst. Coaching  
 Math League Team  
 Dance Team  
 Tennis Club  
 Volleyball Club  
 Soccer Club  
 Badminton Club  
 Ping Pong Club  
 Clue Club  
 Rubics Cube Club

### SERVICE



LASA Mission Trips  
 Global Issues Network Assoc.  
 Helping Hands Club  
 Amnesty International Club  
 Eco Club  
 NHS Service  
 Student Council or STUCO  
 STUCO Fund  
 Sports Committee  
 Fellowship of Christian Athletes  
 Tutoring  
 Middle/Elem. Asst. Coaching  
 Teacher Assistant  
 Library Assistant  
 ELC Assistant  
 Student Life Teams  
 Student Life Praise Teams  
 Student Life Small Groups  
 Student Life Prayer Team  
 Phenomenal Women's Club



**Below are just SOME of the activities that take place  
Off-TCIS Campus:**

### CREATIVITY

Learning a musical instrument  
 Learning Taekwon-do  
 Learning an Art Form/medium  
 Learning how to create a Web site  
 Local church musical/drama  
 Community orchestra  
 Church orchestra  
 Attending soccer, basketball or  
 volleyball camp

### ACTION

Health Club or Gym  
 Taekwondo Lessons  
 Camp Counselor  
 Hospital intern  
 Science Lab intern  
 Chef intern  
 Hotel intern  
 Business intern

### SERVICE

Hospital volunteer  
 Orphanage volunteer  
 Church or other Mission Trip  
 Hospital volunteer  
 Orphanage volunteer  
 Nursing home volunteer  
 Disabled citizens volunteer  
 Raising funds for service organization  
 Tutoring  
 Camp counselor

# Good Examples of CAS

## 1) Creating and managing a TCIS CAS website

**(Creativity or Service)**

**New Role:** Website designer

**Real Task:** Designing and updating a website to assist TCIS CAS students and to inform parents, teachers, and students

**Real Consequences:** Assisting CAS students in documenting projects and informing parents, students, and teaching what CAS is doing and what it is all about

**Reflection:** What you learned about creating websites, about administering the CAS program, and about the application and future importance of CAS

**Learner Outcomes:** 1. Awareness of strengths and growth; 2. New challenges; 3. Collaboration; 4. Perseverance; 5. New skills

## 2) Organizing a recreational program for a local orphanage **(Creativity, Action or Service)**

**New Role:** Recreational leader or advisor

**Real Task:** Building relationships with children and serving as a role model and teacher

**Real Consequences:** Assisting an overworked orphanage staff by providing an organized, safe and healthy recreational program for children, and by providing some positive role models to children

**Reflection:** What you learned about yourself as a leader, teacher, and Christ-like role model

**Learner Outcomes:** 1. Awareness of strengths and growth; 2. New challenges; 3. Collaboration; 4. Perseverance; 5. New skills; 6. Global issues; 7. Ethical issues

## 3) Participating as a member of the TCIS Girls' Volleyball Team

**(Action)**

**New Role:** Varsity Volleyball Team Member

**Real Task:** Improving volleyball skills and team work

**Real Consequences:** Seeing a real improvement in your serve and receiving game and learning how to set team goals and achieve them

**Reflection:** What are important components in creating a real team? Have you improved your game over the season?

**Learner Outcomes:** 1. Awareness of strengths and growth; 2. New challenges; 3. Collaboration; 4. Perseverance; 5. New skills

## 4) Participating in the Philippines Habitat for Humanity Team

**(Action or Service)**

**New Role:** Worker

**Real Task:** Building homes for low income people of the Philippines

**Real Consequences:** Make substantial progress in the construction of a family's new home and develop relationships with the Filipinos that you encounter

**Reflection:** What have you learned about yourself as a global citizen and your responsibility to help your fellow man? Have you seen growth in your personal faith journey and in your prospective on what is important in life as a result of this experience?

**Learner Outcomes:** 1. Awareness of strengths and growth; 2. New challenges; 3. Collaboration; 4. Perseverance; 5. New skills; 6. Global issues; 7. Ethical issues

## 5) Helping Coach a TCIS Middle School Soccer Team

**(Action or Service)**

**New Role:** Coach or Assistant Coach

**Real Task:** To pass on skills, knowledge, and team work to young students

**Real Consequences:** Learn to be a leader, teacher, and role model to young children and teach them the love and fun of the game

**Reflection:** What you learned about yourself as a leader, organizer, and counselor to young children

**Learner Outcomes:** 1. Awareness of strengths and growth; 2. New challenges; 3. Collaboration; 4. Perseverance; 5. New skills

## 6) Participating in a School Drama

**(Creativity or Action)**

**New Role:** Actor, Musician, or Back Stage Crew Member

**Real Task:** To create a high quality production and performance

**Real Consequences:** Learn theatre craft including acting skills, make-up and set design

**Reflection:** What you learned about yourself in exhibiting confidence, discipline, artistic talent

**Learner Outcomes:** 1. Awareness of strengths and growth; 2. New challenges; 3. Collaboration; 4. Perseverance; 5. New skills

## **Eight CAS Learner Outcomes**

### **1. Increased their awareness of their own strengths and areas for growth**

They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.

### **2. Undertaken new challenges**

A new challenge may be an unfamiliar activity, or an extension to an existing one.

### **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.

### **4. 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 class. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.

### **5. Shown perseverance and commitment in their activities**

At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.

### **6. Engaged with issues of global importance**

Students 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).

### **7. 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 advisers.

### **8. Developed 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.