

Creativity, Activity, and Service (CAS)



Student Handbook

Welcome to... Creativity, Activity and Service in Eugene IHS!

“We cannot live for ourselves alone. Our lives are connected by a thousand invisible threads, and along these sympathetic fibers, our actions run as causes and return to us as results.” – Melville

Eugene International High School has made experiential learning a part of our identity since the founding of the school in 1985. We are committed to Creativity, Activity, and Service (CAS) as an aspect of an international studies curriculum, for it is one more way students gain confidence and knowledge in a broader world than home and school.

In undertaking CAS during the junior and senior years, students derive many benefits, both practical and altruistic. The activities and experiences in which students are involved can be more fully developed both in service to the community and in exploring student interest and potential via creativity and activity.

What is CAS?

CAS is a fundamental aspect of the Eugene IHS experience. The emphasis of CAS is on new and experiential learning. It is designed to involve students in new roles and explore ways in which current activities can become true learning experiences. The emphasis is on learning by planning and performing real tasks that have tangible outcomes and reflecting on these experiences. The ultimate goal of CAS is to nurture life-long learners who seek new opportunities and challenges; balance personal and academic pursuits; act with integrity, responsibility and compassion; and who value diversity, ambiguity and discovery to create a better and more peaceful world.

Creativity is interpreted as imaginatively as possible to cover a wide range of arts and other activities that involve creative thinking. Examples could include participation in music, theater, fine arts, or design. ***In a student’s CAS program, creativity fosters an appreciation for the arts.*** Creativity involves “Exploring or extending ideas related to an original or interpretive product or performance” (IB Creativity, Activity, Service Guide 8). “Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression. Creativity will come from the student’s talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. Students are encouraged to engage in creative endeavors that move them beyond the familiar, broadening their scope from conventional to unconventional thinking” (IB Creativity, Activity, Service Guide 18).

Activity is defined as physical exertion contributing to a healthy lifestyle, complementing academic work. ***In a student’s CAS program, activity focuses on the physical, and thus, mental, well-being of the student.*** “The aim of the ‘Activity’ strand is to promote lifelong healthy habits related to physical well-being. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit” (IB Creativity, Activity, Service Guide 19).

Service consists of an unpaid and voluntary community contribution that has a learning benefit for the student and fosters a greater sense of commitment to community—local, national and international. ***In a student’s CAS program, service focuses on an endeavor beyond a student’s current experience and shows engagement in meeting a community need.*** Service involves “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. 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. Service is often seen as one of the most transforming elements of CAS by promoting students’ self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness” (IB Creativity, Activity, Service Guide, page 20). **Please see more details about service requirements, and what makes a good CAS activity, later on in this handbook.**

Hours requirements:

Students in Eugene International High School will complete **150 hours** of CAS activities over the course of junior and senior years: 100 hours of service, and a reasonable balance between creativity and activity for the additional 50 hours. Hours must be concurrent over two years—that is, they should be spread out over the course of both junior and senior years—and should reflect an ongoing commitment to the principles of the CAS Learning Outcomes.

Immersion students:

- **French Immersion students** must complete a minimum of **50 of the 150 required CAS hours** in a setting where the French language is primarily used.
- **Spanish Immersion students** must complete a minimum of **50 of the 150 of the required CAS hours** in a setting where the Spanish language is primarily used.

CAS Learning Outcomes

Student completion of CAS is based on the achievement of the seven CAS learning outcomes realized through the student's commitment to his or her CAS program over the course of junior and senior years. These learning outcomes articulate what a CAS student is able to do at some point during his or her CAS program. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

Some learning outcomes may be achieved many times, while others may be achieved less frequently. Students must provide evidence of having achieved each learning outcome at least once; evidence may appear in the form of supervisor reviews or student reflections and should be included in online documentation. Students will also reflect on their achievement of the learning outcomes in a final summative reflection at the end of their CAS program in senior year.

1. **Identify own strengths and develop areas for growth** *Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.*
2. **Demonstrate that challenges have been undertaken, developing new skills in the process** *A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.*
3. **Demonstrate how to initiate and plan a CAS experience** *Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.*
4. **Show commitment to and perseverance in CAS experiences** *Students demonstrate regular involvement and active engagement in CAS.*
5. **Demonstrate the skills and recognize the benefits of working collaboratively** *Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.*
6. **Demonstrate engagement with issues of global significance** *Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.*
7. **Recognize and consider the ethics of choices and actions** *Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.*

Recording CAS Hours: Online Documentation System

Eugene IHS uses an online documentation system to track student progress toward CAS. Students will be introduced to the online system at the end of sophomore year and/or the beginning of junior year and given their login information.

Students are expected to report hours accurately and honestly. Students who misrepresent hours, signatures, approvals, or placements forfeit any honor or award and may jeopardize their high school graduation.

What are the CAS program requirements?

The CAS experience is personal and should meet the needs of each individual student though certain program requirements must be met. As a CAS student, you are required to:

- Set personal goals for what you will achieve through the CAS program;
 - Plan and participate in a range of activities and projects, and then reflect on these activities;
 - Communicate with your Seminar teacher at various points during the junior and senior years to assess progress and measure outcomes;
 - Maintain records of CAS activities and achievements via the online documentation system. For each CAS activity you must:
 - 1) Get approval from your seminar teacher;
 - 2) Complete the activity;
 - 3) Have your supervisor* verify the activity via the online system.Once you have finished these steps in order, your seminar teacher will mark the activity as complete.
****A supervisor must be an individual over the age of 18 and, for service hours only, may not be a parent or guardian.***
- Each term you must also submit **two pieces of evidence or reflections** relating to one or more CAS activities—please see your seminar course packet for details.
- Show evidence of achievement of the seven CAS learning outcomes via reflection and recording of hours:
 - Submit hours, evidence, and reflections at regular intervals over the course of junior and senior years via the online documentation system.
 - Complete a minimum of **15 CAS hours** each trimester for a total of **150 CAS hours by April** of the senior year. ***Hours earned after July 1st of the summer between sophomore and junior year and during the entire summer between junior and senior year count toward the first trimester of each year.***
 - Complete **15 hours of service for first trimester of junior year** as one component of state graduation requirements pertaining to career-related learning.

What is the Group Project?

Students will participate in a **group project involving three or more individuals**. The group project should be a collaborative, well-considered series of sequential CAS experiences. The group project should

- Extend over at least one month, from planning to completion (longer projects are encouraged);
- Include one or more of the CAS strands—creativity, activity, and/or service;
- Incorporate a group of at least three people (we encourage you to work with other Eugene IHS students and to involve students from multiple IHS campuses, but this is not a requirement—you may work with non-IHS students or with a community agency, for example, if you prefer);
- Count individual strands towards the entire 150 hour requirement, e.g., for a 20 hour project, a student might count 8 hours of Creativity and 12 hours of Service, not 20 hours of each;
- Be completed any time between the beginning of the CAS program junior year and its due date in Term 2 of senior year (see senior Seminar packet for details);
- Demonstrate thoughtful commitment and meaningful engagement through the required group project reflection; through evidence such as photos, videos, flyers, etc.; and through supervisor reviews. There is no limit on hours for the group project, but students should reflect accurately and honestly on activities undertaken. The Seminar teacher will determine final value of the work.
- School pageants such as Mr. Lancer, Mr. Irish, and The Axe do not count as Group Projects.

What types of activities count for CAS?

In planning your CAS program, please think about the spirit of CAS. Rather than just counting hours or checking boxes, consider whether or not your projects stretch you and help you develop creatively, physically, and as a member of your community. The lists below are meant to be guidelines and sources of inspiration. It's impossible for us to list all the possibilities, so if you aren't sure if an activity counts for Creativity, Activity or Service, ask your seminar teacher!

What counts for service?

First, students should ask themselves if something is a “good” CAS service activity by reflecting on the following 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 my own personal growth as well as supporting other people?

Some details about service requirements are as follows:

- Students may not receive compensation—whether in the form of financial remuneration or course credit—for any CAS activities.
- Generally, service should be performed for organizations that benefits other, such as non-profit agencies, schools, or NGOs. Political and religious advocacy do not count for service (although it does count if you are providing services—such as building houses, working in shelters, or participating in clothing drives—that are sponsored by religious or political organizations).
- One of the goals of service within CAS is that students will reach beyond themselves. ***Therefore, the majority of service hours should be spent in the context of a broader community, in a service organization or activity in the community or a service program in the school.***
- Students may use service hours towards the requirements for National Honor Society (though NHS meetings do not count for service hours unless the meetings directly involve actual service projects).
- Students may use service hours toward the hours required for the District 4J Honors Diploma.

Sample service activities: These are some examples—this is not an exhaustive list.

- Peer Mentoring programs
- Coaching a KidSports team
- Charitable activities or fundraising events through service clubs such as Key Club and Interact (Regular club meetings are not counted as service hours)
- Tutoring students as part of an organized service program in or out of school
- School organized activities when performed as an outreach to the community, such as pep band or drama performances at *retirement homes or elementary schools*
- Fundraising and gathering pledges *outside of school* for the Children’s Miracle Network as part of the pageants for both male and female students up to 30 hours. The pageant participation does not count as a group project. Dances, assembly presentations, etc. done for the pageants do not count as service, although they may count as creativity or activity hours—check with your seminar teacher!
- *Note: A maximum of 12 hours in a 24 hour time period may count for CAS hours in an overnight service situation. For example, if a student spends 5 days at an overnight camp then only 60 hours of this time may count for CAS.*

What doesn't count for service? These are some examples—this is not an exhaustive list.

- Pep Band (this counts for creativity!)
- Drama—acting, set building, lights, costumes, or makeup (this counts for creativity!)
- Fundraising for school activities, courses, clubs, or sports teams or fundraising to take trips
- Working as a teacher’s aide where the primary tasks are filing, photocopying and grading papers
- Hosting exchange students
- Athletic fundraising—car washes, counseling at athletic camps unless for non-profit, cleaning Autzen Stadium
- Athletics (this counts for activity!)
- Service club meetings
- Helping out with chores for a neighbor or friend
- Volunteering in a for-profit organization or business (for example, a dance studio, gym, or day care center that is not a non-profit or school-based organization)

What counts for creativity?

Creativity hours may take any form of creative expression. These are some examples—this is not an exhaustive list.

- Taking a non-credit painting, drawing, or design class through a community agency or online
- Keeping a diary or doing creative writing in your own time
- Computer programming or video game design that you do on your own
- Experimenting with and developing your own food recipes
- Designing and caring for a garden
- Sewing, knitting, crocheting, and other textile arts
- Writing articles on a topic of your choice for a blog or online magazine
- Photography or video design, editing, and production
- Performing in or directing plays, or designing sets, lights, or costumes
- Practicing music or dance or taking lessons for which you don't receive academic credit
- Cartooning, manga, and illustration

What doesn't count for creativity?

These are some examples—this is not an exhaustive list.

- Anything you do as part of a class for which you are receiving credit. (But it's great to take what you learn in those classes and apply it to your creativity projects!)
- Anything you do as part of a job or for which you receive remuneration.
- Making basic meals (this is just part of being a human being—but if you go beyond the basic, and experiment and develop new recipes, it counts!)

What counts for activity?

These are some examples—this is not an exhaustive list.

- Participating as a member of a school or club sports team.
- Hiking, running, walking, skiing, skating, swimming, surfing, or biking on your own time.
- Taking a non-credit martial arts or dance class.
- Lifting weights or working out at a gym.
- Playing pick-up or informal ball games.

What doesn't count for activity?

- Anything you do as part of a class for which you are receiving credit.
- Anything you do as part of a job or for which you receive remuneration.

How can parents support students in their quest to complete CAS?

Parental support is a vital part of helping students complete CAS requirements. Here are some ideas for parents to encourage students:

- Familiarize yourself with the CAS requirements and the online documentation system.
- Discuss the requirements/opportunity with your teen.
- Share your own volunteer experience with your teen and reflect on what you have given and gained through volunteering.
- Explore your teen's interests and explore possible activities together, and encourage your teen to build on previous successful volunteer experiences.
- Be willing to be involved—attend games, plays, and concerts, or volunteer with your teen.
- Support your teen's activities by providing transportation, discussing experiences, and helping make calls to explore interest areas and available experiences.
- Encourage your teen to start early and stay organized!

We look forward to sharing the CAS experience together!