



LUTHER COLLEGE HIGH SCHOOL

CAS STUDENT HANDBOOK

2017-2018

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The aim of all IB programmes is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

LUTHER COLLEGE VISION AND MISSION STATEMENT

Luther College is a community committed to quality education, the growth of human knowledge, and service to the world.

The College aims to provide an intellectual and Christian environment in which people can develop their individual potentials, expand their awareness of God's world, and serve the wider needs of society.

Distinguished by the Lutheran heritage of scholarship, freedom, and faith, Luther College also serves the wider community. The College seeks to provide the highest quality of teaching and research within the liberal arts and sciences while presenting, reflecting upon, and scrutinizing as broad a spectrum as possible of values and viewpoints.

Luther College provides students and faculty with an educational and scholarly environment in which they can develop the intellectual tools that will enrich their personal lives and enhance their service to others. Luther strives to be a supportive and vibrant community, which in turn encourages its members to be sharing and caring members of our wider society.

IB LEARNER PROFILE

IB Learners strive to be:

- Inquirers** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- Knowledgeable** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- Thinkers** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- Communicators** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- Principled** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- Open-minded** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- Caring** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us
- Risk-takers** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- Balanced** We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- Reflective** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

WHAT IS CAS?

The nature of creativity, activity, service

“If you believe in something, you must not just think or talk or write, but must act.”

- Alec Peterson, founding Director General of the IBO

Creativity, Activity, Service (CAS) is at the heart of the Diploma Program and, by extension, at the heart of Luther’s mission and educational philosophy. With its holistic approach, CAS is designed to strengthen and extend students’ personal and interpersonal learning. It is one of the three essential elements in every Diploma Program student’s experience and it is a mandatory component of the curriculum for all students in grades 11 and 12. It involves students in a range of activities alongside their academic studies throughout their final two years of school.

CAS enables you, as the student, to enhance your personal and interpersonal development through **experiential** and **service learning**. At the same time, it provides an important counterbalance to the academic pressures of the rest of your program.

The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

Creativity – exploring and extending ideas leading to an original or interpretive product or performance.

Activity – physical exertion contributing to a healthy lifestyle.

Service – collaborative and reciprocal engagement with the community in response to an authentic need

Students are encouraged to seek out and plan experiences combining the different aspects of CAS.

Why CAS?

CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. CAS is intended to move you out of the academic arena, help you learn through life experiences, and serve your community. You’re probably already

involved in many interesting activities. What we are asking you to do is consider how these activities help you to become a better person, an active and thoughtful citizen locally and globally.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualized according to student interests, skills, values and background.

CAS is about:

Becoming a reflective thinker—you understand your own strengths and limitations, identify goals and devise strategies for personal growth

Willingness to accept new challenges and new roles

Awareness of yourself as a member of a community with responsibilities towards others and the environment

Being an active participant in sustained, collaborative projects

Balance—enjoying and finding significance in a range of activities involving intellectual, physical, creative and emotional experiences.

The Basics

- The CAS programme formally begins at the start of the Diploma Programme and continues regularly, **ideally on a weekly basis, for at least 18 months** with a reasonable balance between creativity, activity and service.
- All CAS students are expected to maintain and complete **a CAS portfolio** on ManageBac as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed. (See p. 12)
- Completion of CAS is based on student achievement of the **seven CAS learning outcomes (see page 7)**. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.
- Students engage in **CAS experiences** involving **one or more of the three CAS strands**. A CAS experience can be a single event or may be an extended series of events.
- Students undertake **a CAS project** of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and

decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands. (See p. 19)

- Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project. (See pp. 7-8)
- There are **three formal documented interviews** students must have with their CAS coordinator. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme.
- CAS emphasizes **reflection** which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

STUDENT RESPONSIBILITIES

In general, CAS is not big on rigid rules or requirements. It is a program over which you, as the student, have a tremendous amount of control. But you do have some responsibilities:

- Approach CAS with a proactive attitude
- Develop a clear understanding of CAS expectations and the purpose of CAS
- Explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- Determine personal goals (complete the personal profile – questions provided on p.23)
- Discuss plans for CAS experiences with the CAS Coordinator
- Understand and apply the CAS stages where appropriate
- Take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- Become more aware of personal interests, skills, and talents and observe how these evolve throughout the CAS programme
- Maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes.
- Understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- Demonstrate accomplishments with their CAS programme
- Communicate with the CAS Coordinator in formal and informal meetings
- Ensure a suitable balance between creativity, activity and service

- Behave appropriately and ethically.

CAS LEARNING OUTCOMES

Learning outcomes are differentiated from assessment objectives because they are not rated on a scale. You are not going to be given a grade for your CAS component. The completion decision for the school in relation to each student is, simply, “Have the learning outcomes been achieved?” If you’ve made good use of **ManageBac** (see details on pp. 13-15) to track your progress, once you’ve completed all of the learning outcomes, a checkbox will automatically be checked to show **Student has completed the CAS Programme.**

The focus on learning outcomes emphasizes that it is the *quality* of a CAS activity (its contribution to your development) that is most important. Therefore IB is looking for whether you have, by the end of your programme, met the following learning outcomes. You will be expected to:

1. **Identify own strengths and develop areas for growth**
2. **Demonstrate that challenges have been undertaken, developing new skills in the process**
3. **Demonstrate how to initiate and plan a CAS experience**
4. **Show commitment to and perseverance in CAS experiences**
5. **Demonstrate the skills and recognize the benefits of working collaboratively**
6. **Demonstrate engagement with issues of global significance**
7. **Recognize and consider the ethics of choices and actions**

All seven outcomes must be present for you to complete the CAS requirement. Some may be demonstrated many times, in a variety of experiences, but completion requires only that **there is some evidence for every outcome.**

CAS STAGES

The CAS stages (adapted from Cathryn Berger Kaye’s “five stages of service learning”, 2010) offer a helpful and supportive framework and continuum of process for CAS students as they consider what they would like to do in CAS, make plans, and carry out their ideas. The CAS stages are applicable to the three strands of creativity, activity, service, and the CAS project.

These CAS stages represent a process and sequence that can assist students in many aspects of their life. They follow a process whereby they investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what they have done along the way, and demonstrate their understandings and the process. By applying these stages to CAS, students have a reliable yet flexible structure they can then apply to future situations with confidence.

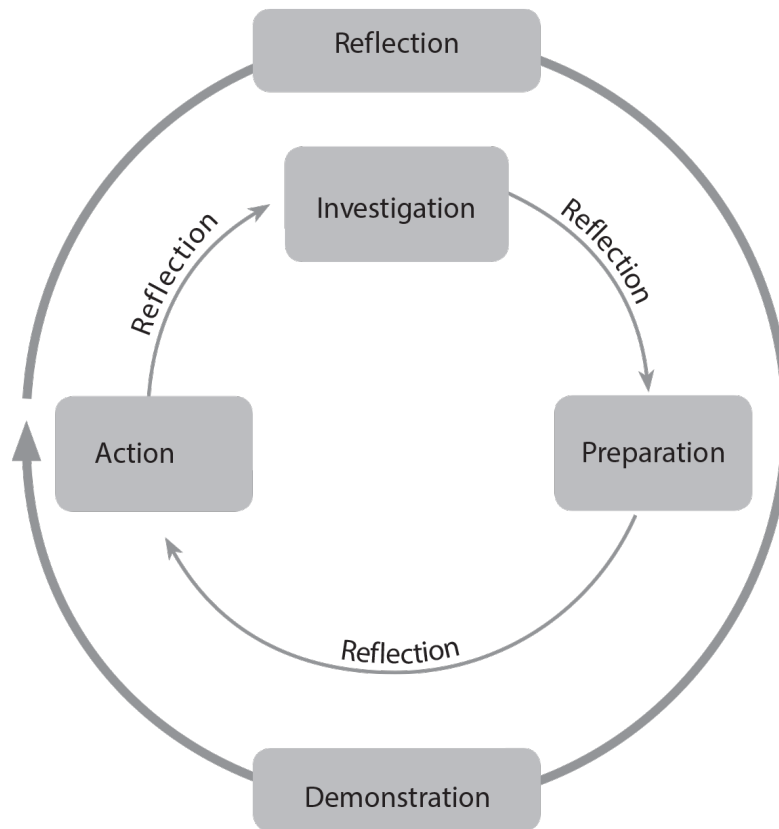


Figure 4

The five CAS stages

There are two parts as noted in the diagram. **The centre** represents the process with four key parts: **investigation**, **preparation**, **action**, and **reflection** (occurring intermittently in response to significant experiences). The outer circle has two parts and guides students in summarizing their experience: **reflection** and **demonstration**.

The five CAS stages are as follows.

1. **Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
2. **Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
3. **Action:** Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.
4. **Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

The CAS stages provide a framework that enables students to:

- increase self-awareness
- learn about learning
- explore new and unfamiliar challenges
- employ different learning styles
- develop their ability to communicate and collaborate with others
- experience and recognize personal development
- develop attributes of the IB learner profile.

For singular CAS experiences, students may begin with investigation, preparation, or action. For ongoing CAS experiences, beginning with investigation is advised. In these ongoing experiences, the action stage may lead students back to investigation or preparation as they further develop, expand and implement new or related ideas.

WHAT IS NOT CAS?

CAS is not a points-scoring exercise, nor will you be provided a grade (in the traditional sense) for your involvement. It should comprise an interesting variety of experiences that you find intrinsically worthwhile and

rewarding, and which are mutually beneficial to you and to your community. Generally, CAS is not taking place when you are in a passive rather than an active role. There should be interaction. If you are passive, nothing of real value, either for you or for other people, results from what you are doing, and no real reflection is possible.

WHAT KINDS OF ACTIVITIES DO NOT COUNT FOR CAS AND WHY?

Firstly, **CAS is designed to involve students in *new* roles.** Appropriate CAS experiences are not merely “more of the same” - more practice, more hours, etc. In the example of a dedicated student athlete, consider the following: if a student’s chosen sport is individual (e.g., horseback riding), she should try a team game to experience different athletic challenges and benefits. If she doesn’t like the idea of team sports, she could try other activities that are not sporting or competitive but *do* involve physical challenge by demanding endurance (such as long distance trekking) or the conquest of personal fears (for example, rock climbing).

Secondly, **CAS emphasizes learning by doing *real (meaningful) tasks that have real (meaningful) consequences (for the student and others) and then reflecting on these experiences over time.*** This excludes, for example, routine sports practice; it isn’t a meaningful activity since it is usually required, repetitive, and doesn’t warrant reflection over time. However, this does *not* exclude activities the student already practices and enjoys; she can “extend” her experience in her favourite sport by developing a plan or program to teach her skills and knowledge to others.

Thirdly, **it is essential that service activities have *learning benefits for the student.*** That rules out mundane, repetitive, and passive activities, as well as “service” without real responsibility. Passive pursuits, such as visits to a museum, the theatre, art exhibition, concert or sports event are not activities that require sustained inquiry or experiential learning on the student’s part. They may inspire, strengthen or complement an activity but are not, in and of themselves, holistic CAS activities. Volunteer activities that require the student to perform simple, repetitious and inconsequential tasks (e.g., *just* parking cars, cleaning lab equipment, or distributing fliers) and/or that have no meaningful learning impact for the student or benefit for the recipient cannot count for CAS.

Finally, **any class, activity or project that is already part of the student’s academic requirements or personal responsibilities is not CAS.** For example, if your Theater course requires that you have a role in a

class play and your participation will impact your grade, it does not count for CAS. The same applies to all forms of duty within the family.

Paid/compensated activity

Any activity for which a student receives payment, trade or other forms of compensation cannot count for CAS.

A note on religious and political activity

The IB values the diversity of IB World Schools and supports the rights of individuals and communities to exercise their values and beliefs. Students can, therefore, undertake CAS experiences through participation in faith-based, cultural, or political events. Students' personal engagement with faith-based, cultural, or political events can add great value to individual CAS programmes. In principle, students wishing to develop CAS experiences based on their personal values and beliefs will be supported by the school. Some events, however, may contradict the values of the IB mission and/or the requirements of CAS. Therefore it's important to check with your CAS Coordinator to make sure these activities align with the IB mission and requirements of CAS.

Some relevant guiding principles are that **CAS activities should enlarge students' experience, encourage them towards greater understanding of people from different social or cultural backgrounds, and include specific goals.** By these criteria, work done by a religious group in the wider community may qualify as CAS. If a religious activity addresses learning outcomes (such as some summer mission trips), those outcomes are the focus: the parts of the trip that involve serving a community are CAS; the parts of the trip that involve proselytizing are not CAS.

A CAS activity cannot be something that inherently causes division between people. Activities that support a specific political party or candidate do not count for CAS (e.g., volunteering for the NDP or Saskatchewan Party campaign offices). However, activities that are nonpartisan and not candidate-specific do count for CAS. An example of a nonpartisan/non-candidate specific activity would be volunteering at your local Elections Office to promote a voter registration drive.

Remember that a CAS activity should not be unsafe, cause (or worsen) social divisions, be trivial, mundane or repetitive, or include proselytizing.

EVALUATIONS

The seven CAS Learning Outcomes are used in evaluating activities and participation. Each of your CAS experiences will be evaluated by you and the CAS Coordinator as you plan, implement and complete them. Reflections, feedback and evaluations will be communicated and conducted primarily through ManageBac.

At the end of the program, your CAS coordinator will complete and submit a student “**CAS Report**” detailing your activities and involvement, as well as a formal evaluation of these. This report will be submitted to IB as evidence of completion of your CAS requirements.

The CAS Portfolio

Your CAS portfolio must consist of activities that have you involved **outside of the classroom, within the school, and within regional and international communities**.

You must provide **evidence** that you have met, at one time or another, all seven of the CAS Learning Outcomes through your involvement in the CAS experiences you describe. As much as possible, you should **upload, store and manage your evidence on your ManageBac CAS Portfolio**. When this is not possible, you will need to store and organize your physical evidence in a designated container/receptacle; this will be presented to your Coordinator upon request.

What Should my Portfolio Include? In order to create a good CAS portfolio each of your chosen CAS experiences should include the following information:

1. Experience: Describe each experience you take part in, including a detailed description explaining exactly what it is you have done. What did you set out to do? What goals did you have? Who else was involved?
2. Goals: Your description should also include some goals that you are going to work towards within that experience. These goals should be challenging for you but not impossible to achieve. Your goals for the experience are NOT the same as the learning outcomes. You should meet your learning outcomes in the course of striving for your goals.
3. Selected Learning Outcomes: Think carefully about which learning outcomes you will be able to achieve through each experience. You **MUST** demonstrate evidence for each at least once, so give yourself a number of opportunities as part of different experiences.
4. Supervisor Details: All experiences **MUST** have a supervisor and their details updated to Managebac. Supervisors **MUST** be adults who are not family members and should, where possible, be ‘experts’ in experience you choose. You should request the permission of your Supervisor **BEFORE** the experience begins

and explain to them in detail what the role involves. If you genuinely cannot find a Supervisor for an experience you may ask your CAS coordinator to be your Supervisor. In this case it is your responsibility to provide the CAS adviser and coordinator with enough evidence to demonstrate your full and active participation in the experience. **IMPORTANT:** The CAS Coordinator will only approve your chosen CAS experience once a satisfactory experience description, goals and supervisor details have been uploaded to Managebac. It is essential that you get this approval **BEFORE** you begin your experience.

5. Evidence of your participation in the experience: Evidence can include all of the following – photographs and video taken during the activity; anything you produced as part of the activity (e.g. documents, fliers, art works, PowerPoint presentations, lesson plans, emails, letters etc.); copies of certificates, awards, medals, logbooks etc. awarded during the activity; reflection. (See below for more details); supervisor’s reviews.

6. Reflection: Your reflection should try to demonstrate that you have met the learning outcomes you selected for that experience. Separate reflection before, during and after the experience will help you to demonstrate your progress and learning. You can obviously write reflection like a journal entry but you could also record the audio of a group sharing and debriefing session, record a video diary of your own reflection, produce a photo essay or complete a piece of abstract art. It is up to you!

MANAGEBAC

You will be provided with a personal account on the online learning platform, ManageBac; you will be shown how to use ManageBac to **record, report and reflect upon your experiences**. You’ll be able to make changes, request feedback, and track your progress as needed. Your online ManageBac account will be the means by which you will create, maintain and submit your **CAS Portfolio**.

Steps for recording CAS experiences on ManageBac (see the DP ManageBac guide for more details)

STEP 1: ADDING A CAS EXPERIENCE

In order to keep track of your hours, activities and evidence, you will use ManageBac to record the bulk of your CAS involvement. Each time you begin a new activity or project, you will need to log on to your ManageBac CAS Portfolio. Click on the button “**Add CAS Activity**”. **You must complete all fields of the “Add CAS Activity” page. All activities must be pre-approved** by the CAS Coordinator before you start. Once you’ve added an activity, it is automatically submitted to the CAS coordinator for approval. It should be noted, however, that spontaneous activities can equally be acceptable for CAS with little planning involved and may only require a brief reflection on completion. These should not be the sum total of the students’ CAS

experience; however, they may complement the CAS program. Remember, CAS activities should continue on a regular basis for as long as possible throughout the program.

STEP 2: ADDING REFLECTIONS

You must reflect on your CAS experiences. Experiential learning is at the heart of CAS, and involves much more than just planning and carrying out the activity itself. It also involves personal observation and reflection of your feelings and interactions, analysis of your perceptions, identifying your achievements, outstanding issues, personal strengths and challenges, evaluating your actions and thinking about your new understandings. During the project, you should note down your feelings, thoughts, and observations you have made.

To document your progress, experiences and day-by-day developments, you will add new reflections to your project/activity on ManageBac (“**Add New Reflection**”). You will be prompted to add a written reflection to your Journal. To guide your in-progress reflections, consider using any of the following prompts at different stages/tasks of your activity/project:

- What do you perceive and notice?
- How do you feel being involved?
- What do you think and feel about the activity itself?
- What does the activity mean to you?
- What value does the activity have?
- What did you learn from this activity, and how might you extrapolate from this to apply any lesson to your life more generally?

You could also consider the ethical aspects:

- What is service?
- Why is service to the family not considered as a service?
- Am I trying to help or empower people with a service?
- What obligation do I have to the person who is being served?
- How do I finish a service relationship?
- What do I do if the person does not want my service?

Your Journal entries can be illustrated or supported by uploading a variety of visual components: Website, YouTube, Photos, Files

STEP 3: ADDING EVIDENCE

To add evidence, you will follow the same process as for adding new reflections (“**Add New Reflection**”). Often, adding reflections and evidence will go hand-in-hand.

For each project/activity, you must show **evidence of one or more of the 7 Learning Outcomes**.

Evidence may include, but is not limited to, the following:

- **Digital media evidence**—photographs, film/video, audio recordings, blogs, web pages, etc.
- **Printed evidence**—correspondence (e.g., letters, cards, emails), published articles/interviews, awards, certificates of completion, creative writing (e.g., poetry, short stories), mentor/teacher evaluations/assessments, publicity materials (e.g., announcements, fliers, posters), etc.
- **Other documentation/physical proof of your involvement**. When evidence is in the form of a physical object, it should be photographed, labeled and dated appropriately, and uploaded to ManageBac.

STEP 4: ADDING POST-PROJECT/ACTIVITY REFLECTION

For each completed activity or project, you will complete a **self-review in the form of reflection**. Reflection is a key element of experiential learning. Your reflections, like the rest of your CAS program, are completely up to you. Reflection offers an opportunity to identify achievements and outstanding issues, personal strengths and challenges, to evaluate your actions, and to try to synthesize new understandings. Remember that good reflection is about **quality rather than quantity** – you don’t have to always list the learning outcomes, or reflect deeply on every activity. Its extent should match the significance and depth of your involvement of the particular activity (there’s no point in writing lengthy accounts about routine experiences).

Click on the “**CAS Questions**” tab on your project/activity page. **For each project/activity completed, you must answer each of the following Learning Outcome questions** (the questions are provided for you on ManageBac):

- How did your involvement in your activities increase your awareness of your own strengths and areas for growth?
- In which activities did you undertake new challenges? (A new challenge may be an unfamiliar activity, or an extension to an existing one.)
- Which activities did you plan and initiate?
- How did you work collaboratively with others?
- Which activities enabled you to show perseverance and commitment?

- In which activities did you engage with issues of global importance? (E.g., environmental concerns, caring for the elderly, helping the needy)
- In which ways did you consider the ethical implications of any of your activities on others?
- Which activities allowed you to develop new skills? What were the results of that learning?

STEP 5: SUBMITTING YOUR COMPLETED PROJECT/ACTIVITY FOR REVIEW & APPROVAL

When all forms, evidence and reflections have been recorded, submit your activity for approval to your CAS Coordinator (and Supervisor, if this person is not your Coordinator).

Next, click the “**Complete Supervisor Review**” button. Supervisors will receive an email notification of your completion and will review your activity via ManageBac. NOTE: once ‘completed’, an activity cannot be altered or changed by the student.

CAS EXPERIENCES

Choose your CAS experiences according to your interests, but remember that all projects/activities must meet the CAS guidelines detailed below.

A CAS experience must:

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student’s Diploma course requirements

To further assist students in deciding on a CAS experience, the following questions may be useful for students to consider.

- Will the experience be enjoyable?
- Does the experience allow for development of personal interests, skills and/or talents?
- What new possibilities or challenges could the experience provide?
- What might be the possible consequences of your CAS experience for you, others and the environment?
- Which CAS learning outcomes may be addressed?

How and where do I get started?

If you are looking for **new experience possibilities**, there are a number of different ways you can become involved right here at school. Luther clubs, teams, groups and organizations offer many opportunities for short-term and long-term involvement, collaboration, creative and physical expression, initiative, leadership, community service, and learning.

Students should be involved in a variety of experiences to balance the three strands of CAS. There should be at least one project involving teamwork that integrates two or more of creativity, activity and service, and is of significant duration.

CAS has no other requirement for the number of projects a student must be engaged in, and students should be allowed to decide what is appropriate.

CREATIVITY

Join a creative club. There's something for everyone among the many school clubs and groups that focus on the development of different forms of creative expression, exploration and problem-solving:

- Debate Club—develop your research, writing, public speaking, debate and role-play skills in international problem-solving, consensus-building, conflict resolution, compromise and cooperation
- Outdoor Education—learn about landscape design, form and function, plant cultivation and environmental beautification
- Theatrical productions (musical, improv, one act plays)—play a part in musical or non-musical events, whether as a performer, assistant director, or stage technician (tech director, stage manager, sound, lights, set construction, wardrobe/makeup, props)
- The *Tatler*— The *Tatler* is the Luther College High School student newspaper. We like variety, and accept a wide range of contributions, including editorials, responses, humour, discussions on school issues or events, comics, drawings, and other art that can be printed.
- Yearbook Committee—acquire or improve skills in writing, editing, photography, design/layout, and marketing to plan, create and produce the school annual

ACTIVITY

Join a sports team. Luther’s athletic programs encourage participation and promote development of skills, self-discovery, team-building and respect. Most are co-educational except where noted:

- Basketball (boys’ & girls’)
- Cross Country
- Soccer (*boys’ & girls’)
- Track & Field
- Volleyball (*girls’)
- Softball/baseball
- Badminton
- Curling
- Football
- Golf
- Hockey
- Ultimate Frisbee

Look for “twofers” Already involved in a creative or service activity? Your current creative/service activities can also provide ample opportunity for activity. For example, you could dig and plant a garden bed or go hiking in Outdoor Ed Club; build a set or learn and perform a new dance number for a theater production; do construction for community improvement or lead a soccer mini-clinic for kids on an international trip. Or you could find your own ways to incorporate activity into your creative or service activities: plan and implement a walk-a-thon, campus clean-up, or charity softball game. There are limitless possibilities!

SERVICE

Join a Service Club

- Amnesty International – Amnesty International is a world-wide organization that seeks to promote and protect global human rights through advocacy and action. Members of Amnesty strive to remedy human rights violations by putting pressure on political leaders and those in positions of power to acknowledge and respect the rights of all victims of inhumanity.

- Service Club – Service Club is a student run group dedicated to bringing issues of global importance to the forefront of Luther College. Service Club organizes service opportunities for Luther's students. Some past examples of these opportunities are serving meals at the Souls Harbour RESCUE Mission, working with the children at the North Central Family Centre, salvaging buildings with Habitat for Humanity, as well as helping with the workings of the Indian Metis Christian Fellowship and the Blue Mantle Thrift Shop. Typically, Service Club meets every Thursday and occasionally on Saturday mornings. All students are welcome to help the fight versus hunger, homelessness and poverty.
- SRC—Dances, fun days, pep rallies, intramurals and theme days are all the responsibility of Luther College's Student Representative Council (SRC). Members of the SRC are elected by the student body at the end of each year for the following year. Representatives from each grade also assist the SRC. In addition to organizing student events, the SRC serves as the voice of the student body. It also organizes fundraising activities within the school for different charities.
- Peer Support—Peer Support is a student led group with the goal of supporting each member of the student body throughout their academic and personal endeavors. The Peer Support group meets regularly to discuss the prevalent issues facing students today and to further their skills as empathetic listeners and problem solvers.

Take some initiative. In a school, there's always room for improvement, need for help and something to be done. Look, listen and ask: *Where can improvements be made on campus? Who needs assistance? What needs to be done? How can student life be better?* “Grassroots” projects that spring from student observation and initiative can have lasting impact and are an excellent opportunity for collaboration, creativity and community-building.

THE CAS PROJECT

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. CAS students must be involved in at least one CAS project during their CAS programme.

The primary purpose of the CAS project is to ensure participation in sustained collaboration. Through this level of engagement students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making.

A CAS project involves collaboration between a group of students or with members of the wider community. Students work as part of a team, with all members being contributors. A CAS project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities for individual students to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects.

All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met.

A CAS project can address any single strand of CAS, or combine two or all three strands. The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

- Creativity: A student group plans, designs and creates a mural.
- Activity: Students organize and participate in a sports team including training sessions and matches against other teams.
- Service: Students set up and conduct tutoring for people in need.
- Creativity and activity: Students choreograph a routine for their marching band.
- Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.
- Service and creativity: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.
- Creativity, activity, and service: Students rehearse and perform a dance production for a community retirement home.

All CAS projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS project. Students will

likely identify more outcomes, or modify expected outcomes during the CAS project and/or at its completion.

A minimum of one month is recommended for a CAS project, from planning to completion. CAS projects of longer duration can provide even greater scope and opportunities for all participants and should be encouraged. Students should aim to undertake their CAS project locally and, if possible, engage in more than one CAS project over the duration of their CAS programme.

As expected throughout CAS, students reflect on their CAS project experience. Due to the collaborative nature of the CAS project, having occasions to reflect with others can prove most informative and assist students in gaining insights into the process of their endeavour as well as personal growth.

LOCAL VOLUNTEER OPPORTUNITIES

- Regina General Hospital: https://www.rqhealth.ca/careers/volunteers/regina_general.shtml
- Regina Qu'Appelle Health Region – Home care:
https://www.rqhealth.ca/careers/volunteers/volunteer_app.shtml
- Saskatchewan Association for the Rehabilitation of the Brain Injured: <http://sarbi.ca/volunteer/>
- Wascana Rehab: https://www.rqhealth.ca/careers/volunteers/wascana_rehab.shtml
- Sunset Extendicare: <http://www.extendicarecanada.com/reginasunset/index.aspx>
- Child Find Saskatchewan: <http://childfind.sk.ca/index.php/site/volunteer-information>
- World Vision Canada: <http://www.worldvision.ca/GETINVOLVED/Volunteer/Pages/default.aspx>
- SCEP Centre: <http://www.uregina.ca/careercentre/ses/students/volunteer-regina/scep.html>
- Big Brothers and Sisters:
<http://www.bigbrothersbigsisters.ca/en/home/mentoringprograms/becomeamentor/default.aspx>
- MS Society of Canada: <http://mssociety.ca/sask/volunteers.htm>
- CNIB: <http://www.cnib.ca/en/mb-sk/volunteer/Pages/default.aspx>
- Heart and Stroke Foundation:
http://www.heartandstroke.sk.ca/site/c.inKMILNIEmG/b.3658199/k.5107/Current_Volunteer_Opportunities.htm
- Canadian Liver Foundation: <http://www.liver.ca/support-liver-foundation/volunteer/>

- Canadian Diabetes Association: <http://www.diabetes.ca/how-you-can-help/volunteer/volunteer-resources/hosting-your-own-fundraising-event/volunteer-canvasser-opportunities>
- Aids Programs of South Saskatchewan: <http://www.aidsprogramssouthsask.com/>
- Neil Squire Foundation: <http://www.uregina.ca/carecentre/ses/students/volunteer-regina/neil-squire-society.html>
- Salvation Army: <http://www.salvationarmy.ca/volunteer/>
- Regina Food Security Project: <http://growregina.ca/yara-grcg-applications/volunteers/>;
<http://www.nccaregina.ca/reach/>
- Regina Sexual Assault Centre: <http://www.reginalsexualassaultcentre.ca/page-18079>
- Regina Public Library: <http://www.reginalibrary.ca/literacy/volunteertutors.html>
- Regina Lutheran Home: <http://www.edencarecommunities.com/rlh-partner/>
- Heart of the City Piano Program: <http://heartofthecity.ca/regina/volunteer/>
- Habitat for Humanity: <http://www.habitatregina.ca/volunteer>

CAS PERSONAL PROFILE QUESTIONNAIRE

This document will help in matching your interests, experience, skills, talents and ways you want to grow and develop with CAS experiences and project ideas. This is simply a way to get started with your CAS programme.

Name _____

Class _____

What are your talents?

What do you enjoy doing?

What skill or talent would you like to improve?

What are you already doing that could be part of your CAS programme?

What would you like to be involved in?

Describe a time when you helped someone else or helped with a cause.

Describe a time when someone helped you.

About what issues do you have concern or feel most passionate?

Are there any local clubs or community associations in which you could be involved?

What would you like to learn more about?

What have you always wanted to try but haven't yet?

CAS STUDENT CHECKLIST

MY CAS PROGRAMME	Y/N?	NOTES DATE
Evidence of planning of a CAS programme		
Regular commitment over at least 18 months to CAS		
Understanding and ability to use the CAS stages when planning CAS experiences		
Balance between creativity, activity and service		
At least one planned project undertaken over at least one month		
Evidence of achieving all seven learning outcomes		
Evidence of identification of strengths and areas for personal growth (LO1)		
Evidence of undertaking new challenges and developing new skills in the process (LO2)		
Evidence of initiating and planning a CAS experience (LO3)		
Evidence of commitment and perseverance in CAS experiences (LO4)		
Evidence of demonstrating the skills and recognizing the benefits of working collaboratively (LO5)		
Evidence of engagement with issues of global significance (LO6)		
Evidence of recognizing and considering the ethics of choices and actions (LO7)		
Reflections completed on significant CAS experiences		

Supervisor reports supplied where necessary		
CAS interview 1 completed		
CAS interview 2 completed		
CAS interview 3 completed		
CAS portfolio completed		