

CAS and DP subject groups

The following are suggestions for CAS experiences associated with each of the subject groups of the DP. The list can be used to provide ideas to students designing their individual CAS programmes. Many of these could also be incorporated into a CAS project. Please note that the list is not complete and students will find CAS experiences not listed below.

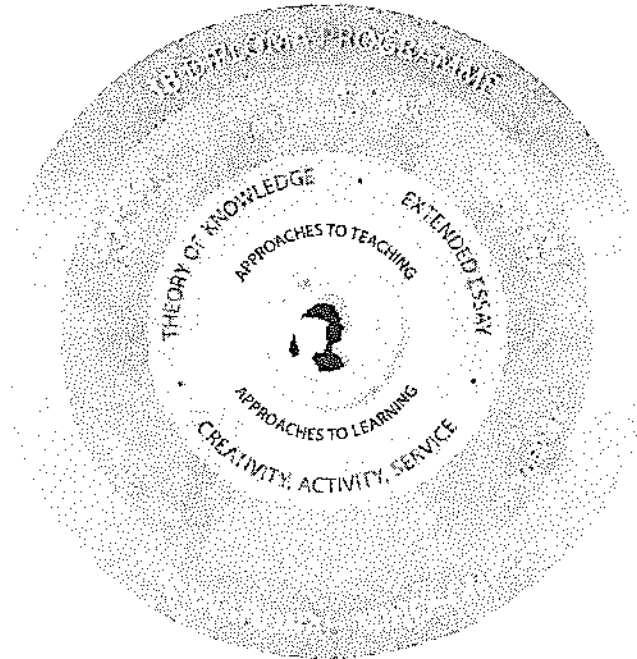


Figure 1

Diploma Programme model

Studies in language and literature

CAS experiences that could be derived from this subject group include:

- creative writing
- producing audio books for an organization serving people who are blind
- writing articles about CAS or CAS projects for school and local newspapers
- raising awareness about issues treated in literature
- teaching younger students how to debate
- writing a movie/play script and making a movie/play.

Language acquisition

CAS experiences that could be derived from this subject group include:

- developing pen-pal networks
- providing language lessons to those in need
- developing language guides using technology
- creative writing in the language being studied
- writing articles on the culture of the language studied
- producing materials explaining CAS in the language being studied
- raising awareness of the culture of the language being studied through articles, a website or other forms of communication.

Individuals and societies

CAS experiences that could be derived from this subject group include:

- creating displays and planning an assembly on history, particularly of the area around the school
- recording the oral histories of people living in a retirement home and creating family memoirs
- raising awareness of recycling within the school
- mapping resources in the local area, such as recycling centres, youth organizations or social enterprises, and initiating CAS experiences that extend and support these resources
- researching development projects in the community and supporting initiatives such as the construction of a community centre or a school
- working with local initiatives that support the United Nations Sustainable Development Goals
- arranging a simulation, a game or a school debate addressing local or global political issues for other students
- investigating ways of contributing to strengthening peace and peaceful behaviours in and outside of school
- raising awareness of human rights issues through international and local organizations
- supporting asylum seekers and migrants in integration in the culture and community of the new home country
- creating a social enterprise addressing a community need
- researching the philosophy of CAS
- discussing and investigating ways of supporting the role of active citizenship in the local community

- initiating a campaign that replaces bullying with respect for all within the school
- building a garden for those in need.

Sciences

CAS experiences that could be derived from this subject group include:

- forming an astronomy club for an elementary school to encourage younger students to be more aware of the universe
- raising awareness after testing local water quality
- raising awareness by monitoring air quality around the school
- raising awareness by monitoring traffic close to playgrounds
- creating and maintaining a nature reserve on campus
- helping remove invasive species of plants from the local environment
- helping to clean the beach or river foreshore and developing a plan to keep the trash from returning to the area
- advocating healthy eating habits with younger students
- engaging with school canteen to promote healthy school meals and develop initiatives for healthy eating and drinking
- helping maintain a local nature reserve
- raising awareness of local nature reserves through a blog or website
- collecting data on school waste to inform future policy
- forming an environment club to investigate local issues such as recycling, domestic waste disposal, sourcing of food in supermarkets and reducing energy use at school
- promoting environmental initiatives such as eliminating the use of disposable plastic bottles on campus
- forming a club to promote awareness of global environmental issues
- forming a local collaborative project with another school to address environmental issues
- helping measure fitness of athletes in school sports teams
- promoting participation in physical exercise, for example, “walk to school” groups.

Mathematics

CAS experiences that could be derived from this subject group include:

- teaching younger children to overcome mathematics challenges
- maintaining financial accounts for a local charity
- assisting students with learning support requirements in mathematics
- assisting a sports club or team with pre- and post-fitness assessment statistical analysis
- hosting a series of mathematics events for parents and the community to build an appreciation for mathematics
- creating a video series of “mathematics adventures” for younger children
- assisting a local organization in developing a business plan
- learning how to do tax preparation and offering free services for elders or low-income populations
- designing and painting a mural celebrating mathematics through the ages
- planning a “mathematics scavenger hunt” at school to reveal all the places mathematics is part of everyday life.

The arts

CAS experiences that could be derived from this subject group include:

- attending and performing at an International Schools Theatre Association festival
- creating artworks to donate to hospitals, aged-care facilities or refugee centers
- creating community projects such as performances or photo exhibits for hospitals, aged-care facilities or refugee centres
- creating a performance for local schools with an educational message, for example, how to better protect the environment
- competing in external theatre competitions
- organizing a flash mob
- creating a mural or public sculpture for a children’s hospital, local childcare or community centres
- creating a social blog with a public purpose for other students
- creating performances for local theatre, community and cultural festivals
- collaborating with charities and organizations to design posters for their causes and special events

- creating posters for not-for-profit organizations with an educational message
- designing theatre spaces for local communities
- creating the lighting and/or set for theatre productions
- establishing an exhibition for the work of local schoolchildren
- establishing a production company/festival for staging performances for the school and/or community
- establishing a virtual, online exhibition to exchange student artwork with other schools around the world
- establishing an inter-school festival staging pieces of theatre or a series of events that includes both training and performance elements
- establishing and running ongoing art classes in a particular media, style or technique for the benefit of the school and/or community
- establishing and running ongoing training in a particular style for the benefit of the school and/or community
- filming theatre performances and sports events
- forming a band and performing at a function
- offering design and promotional services to support school or community productions
- offering services in technical theatre, back stage and front of house, to support existing productions or curriculum productions
- ongoing training in a physical performance style or training methodology
- ongoing training in art-making media, styles and/or techniques with external visual artists or providers
- ongoing training in theatrical styles and training methodologies with external theatre companies or providers
- organizing a photo exhibition
- participating in external visual arts exhibitions or competitions
- performing to raise funds for charity
- performance and technical production opportunities with amateur and professional–amateur theatre companies or groups
- producing a film on working with a charity/group in need
- production design or set/costume/properties construction for school or local theatre, musical or dance productions
- taking dance lessons that lead to theatrical performance.

Integration of service learning with the DP subject groups

One aspect of service learning is that engagement in service evolves from being exposed to and developing an understanding of issues and subject matter studied in the academic curriculum. Following are some examples that outline possible links between each of the DP subject areas and the service strand of CAS.

Studies in language and literature

Students could:

- produce diaries, blogs and wikis as a writing practice and a new form of communication about experiences
- produce MP3 books for the blind by reading aloud some of the literary texts of the DP course
- write articles about CAS projects for school and local newspapers
- raise awareness about issues treated in literature
- produce brochures and blogs for new students and parents about the city where the school is located.

Language acquisition

Students could:

- use personal experience for oral and written practice of the language
- become involved with a local or international organization, inspired by articles about human rights from a class conversation
- apply language learning to assist immigrants new to the country
- write essays about CAS projects for local newspapers or other forms of media.

Individuals and societies

Students could:

- create public displays and presentations on history, particularly of the area surrounding the school
- record the oral histories of community elders
- raise awareness of recycling within the school and extend the programme to other schools, the home or the local community
- map area resources, such as the location of water sources in the community or recycling centres
- implement development projects that relate to geography or economics
- set up a young enterprise company for charitable purposes
- apply geography by identifying and working with migrant groups and asylum seekers

- apply philosophy content to improve their understanding of the philosophy of CAS
- examine the role of active citizenship in the local community, following sociology and anthropology discussions.

Sciences

Students could:

- apply physics to form an astronomy club within the school and encourage younger students to be more aware of the universe
- use chemistry to develop a water-quality project, including testing local water (or air) quality, and implement an awareness campaign
- help to remove invasive species of plants from the local environment as a part of an environmental sustainability project referenced in a biology class
- carry out a composting programme with food left over from the canteen and produce fertilizer to assist in a vertical vegetable garden in the school.

Mathematics

Students could:

- teach younger children who have difficulties with mathematics
- balance the accounts for NGOs or school clubs
- assist special-needs pupils with their mathematics
- assist with the data of sports clubs' pre- and post-fitness assessment
- analyse statistics for sports teams.

The arts

Students could:

- carry out a fundraising concert for a charity
- produce promotional and marketing material for an NGO.
- create lighting and set for theatre productions
- create a band and perform at a function
- create posters for charities and school events
- film theatre performances and sports events.

Section four: Teaching strategies

A brief guide to CAS

The following document is provided for a quick summary of the elements of CAS for students and may also be helpful for others within your school community. This document can be distributed and discussed, and also used as a reference during the CAS interviews.

Creativity, activity, service (CAS) is intended to be a collection of enjoyable and challenging experiences determined **by you** to extend your abilities.

Through your CAS experiences, you are to achieve the following learning outcomes.

- Identify your own strengths and develop areas for personal growth.
- Demonstrate that you have undertaken challenges and developed new skills in the process.
- Demonstrate how to initiate and plan a CAS experience.
- Show commitment to and perseverance in your CAS experiences.
- Demonstrate the skills and recognize the benefits of working collaboratively.
- Demonstrate engagement with issues of global significance.
- Recognize and consider the ethics of choices and actions.

CAS strands

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

Music, theatre, film, design technology, visual arts, dance, fashion and other experiences that involve creative thinking fall under creativity (for example, joining a choir or engaging with fashion design).

Activity is physical exertion contributing to a healthy lifestyle.

Taking on a new sport or extending your ability (for example, with football, yoga, dance, aerobics classes, biking or hiking) counts as activity.

Service is collaborative and reciprocal community engagement in response to an authentic need.

By investigating and identifying a community need, then determining a plan of action that respects the rights, dignity and autonomy of all involved (for example, reading to the aged or advocating for a cause), you are performing service.

CAS experiences may cover more than one strand; for example, planning sports events for disadvantaged children may involve both service and activity. Some CAS experiences may involve all three strands; for example, choreographing a performance that promotes the work of a non-profit organization involves creativity, activity and service.