

The International
Baccalaureate CAS
Programme at the American
School of Doha

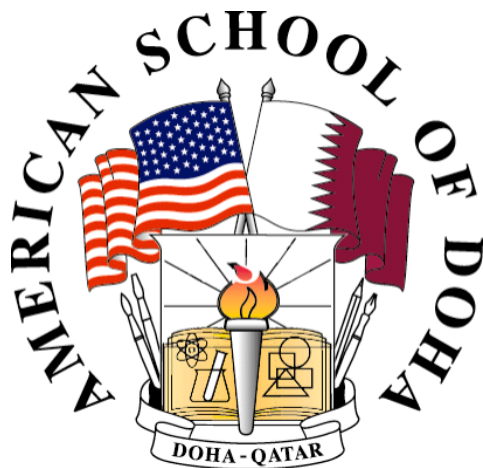


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Introduction

The nature of creativity, action, service

“...if you believe in something, you must not just think or talk or write, but must act.”
Peterson (2003)

Creativity, action, service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student’s Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows.

Creativity: arts and other experiences that involve creative thinking.

Action: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.

Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic rigors of the rest of the Diploma Programme. A good CAS programme should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many, CAS activities include experiences that are profound and life-changing.

“For student development to occur, CAS should involve:

- real, purposeful activities, with significant outcomes
- personal challenge—tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning.”

- IBO CAS Manual, 2007

The Aims of CAS

CAS activities/programs should:

- Challenge students in the three areas of CAS to undertake activities that are new and novel to them
- Provide opportunities for service in the host country and abroad
- Allow students to find real-life applications of what they are learning about in their academic courses
- Facilitate the growth of a students' skills
- Foster an adventurous outlook and encourage students to take the initiative

- IBO CAS Manual, 2007

How do I know if I've been successful in my CAS?

The International Baccalaureate Organization states that by the end of CAS, you should have met the following criteria through ongoing activities over the *entire* course (18 months) of the two-year Diploma Program.

The following is adapted from the IBO CAS Manual:

As a result of your CAS experience over the two years there should be evidence that you have:

1) Increased your awareness of strengths and areas for growth

2) Undertaken new challenges

A new challenge may involve learning a new activity as well as improving your ability in an activity you are already involved in.

3) Planned and initiated activities

Take the initiative! 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. **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 your 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. Your activities should not be “stand alone” events but should rather be long-term (at least two months) in duration and be ongoing through your participation in the Diploma Program.

6) Engaged with issues of global importance

You might choose to be involved in international projects but there are many global issues that can be acted upon locally or nationally (e.g. participating in Hands Across Doha, Reach out to Asia, Educare, ASD International Service Trip).

7) Considered the ethical implications of your 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 you have not previously undertaken, or in increased expertise in an established area.

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

The guideline for the minimum amount of CAS activity is approximately the equivalent of half a day per school week (**three to four hours per week**), or approximately 150 hours in total, balanced equally between creativity, action and service. However, a student’s emphasis should not be on hour counting, but rather on engaging with the goal-setting and reflection that is central to a CAS program. ASD’s expectation is that students will exceed the 150 hour minimum.

What are my responsibilities?

Students are required to:

- Self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS program (see Appendix 1)
- Plan, do and reflect (plan activities, carry them out and reflect on what they have learned) (See Appendix 2)
- Undertake at least one interim review and a final review with their CAS adviser (See Appendix 3)
- Take part in a range of activities, including at least one project, some of which they have initiated themselves (see Appendix 1A)

- Keep records of their activities and achievements, including a list of the principal activities undertaken (See Appendix 4)
- Show evidence of achievement of the eight CAS learning outcomes. (See Appendix 3)

Specifically, this will be done through a series of reflections on your part. Please use the attached reflection sheets and record sheets to do this. Remember that your reflections can be submitted as oral interviews or interpretive projects through email. (See Appendices 2, 3 and 4)

Specifically, What Do I Have to Do?

A total of 150 hours **spread out evenly** over the two years of your IB Diploma programme must be completed prior to April of your second Diploma Year. Only activities undertaken during the time you are registered as a Diploma Candidate can be counted towards CAS. In addition to this, the 150 hours must be fairly evenly divided between the three components of CAS (approximately 50 hours in each component)

Approximately a minimum of three hours a week should be devoted to CAS over the course of the two years. Your record sheets must be submitted electronically by email to your CAS coordinator at cshang@asd.edu.qa. It is your responsibility to clearly and regularly document your progress in all activities for all components. All hours **must** be verified by an adult supervisor. You must provide a hardcopy of timesheets (Appendix 4) and reflections (Appendix 2) to your supervisor to verify your hours in a hard copy format, which must then be scanned into a pdf format for email to you CAS Coordinator.

CAS is broken down into three main components:

Creativity Component

This could involve doing dance, theatre, music and art, for example. You should try to be involved in group activities, and especially in new roles, wherever possible. Individual learning to acquire a specific skill set in the arts is allowed so long as you have a tangible goal and that you regularly reflect on your progression towards this goal. See the appendix for appropriate reflection sheets.

Action Component

Action refers to “physical activity”. As a well rounded individual, a commitment to pursuing physical fitness is essential in balancing academic pursuits. This aspect of CAS can include participation in expeditions, individual and team sports, and physical activities outside of course work. In other words, you cannot receive “a mark” for it. It can also include physical activity involved in carrying out creative and service projects, participation in Varsity/JV sports, expeditions such as those offered by The International

Award, painting or building a schoolroom as a part of a service trip. The spirit of CAS encourages you to seek activities in the “action” component that require collaboration with others.

Service

Service involves interaction, such as the building of links with individuals or groups in the community. The overall philosophy of CAS demands that service be continual and ongoing. Your choice of service activities should not be “one off” affairs but should rather be ones that span months to show commitment. The bulk of service should be undertaken in the host country but participation in international service projects are also encouraged to help foster a global view of service. In the words of the Canadian scientist Dr. David Suzuki, “Think globally, act locally.” As with the other two components of CAS, service activities should not only involve doing things for others but also doing things with others and developing a real commitment with them.

Final CAS Essay

At the completion of the CAS programme, you are required to write an essay which should be summary of your CAS experience. The essay should be approximately 1000 words in length.

The following guiding questions are designed to focus your essay:

- List the activities you did in **each** area of CAS
- Discuss how the CAS programme has helped your personal development (give specific anecdotal examples).
- How has CAS improved your understanding, skills and values?
- How have others benefited from your involvement in CAS?
- Were there any particular experiences that particularly affected you or that you have learnt from?
- What challenges or setbacks did you encounter and how did you deal with them?
- What leadership positions did you hold?
- How did you actively nurture the success of the goals of your activity in each of the areas
- Is there anything that you would have done differently and why?

Choosing an Activity:

What Qualifies as a CAS Activity?

The following are essential questions (at least one should be the focus of any CAS activity) which will help you decide if an activity qualifies as CAS. An activity in and of itself is not CAS. The way you approach the activity with a focus on one or more learning outcomes will be used to decide on appropriate CAS activities. When in doubt, it is your responsibility to seek the advice of your CAS advisor BEFORE you begin the activity.

- Is the activity a new role for me?
- Will it positively impact other people and empower others?
- Will I learn something new that I normally would not explore?
- Am I working collaboratively with other people to achieve a specific goal?
- Do I have a clearly defined goal that will stretch me; is there a possibility of failure or is it a sure thing?

What Is Not CAS?

Criteria for things which do NOT qualify for CAS would include:

- Any class, activity or project which is already part of your Diploma Programme.
- An activity for which you are paid or receive some other benefit
- Doing simple, tedious and repetitive work, like returning school library books to the shelves.
- Working in a shelter for the aged or orphans when you have no idea of how the home operates
- Working in an extended care centre without actual contact with aged care people or children in care
- a passive pursuit, such as a visit to a museum, the theatre, art exhibition, concert or sports event
- all forms of duty (chores) within your family.
- religious activities (missionary work whose sole aim is proselytizing)
- any type of political activity or volunteer work associated with a political party
- work experience which is only of benefit to you.
- any activity that may cause division amongst different groups within the community or that does not respect the community values of the host country

How Do I Choose Appropriate Activities?

The activities that you choose will form the basis of your CAS Programme and will be assessed by the IB and your CAS coordinator. To help you choose appropriate activities, the following rubric should be used to assess any activity that you wish to undertake. You should discuss each of the criteria in your Proposal Form (see appendices) which you must submit before undertaking an activity before it can be counted towards your CAS. Bear in mind that the rubric in Appendix 1 and Appendix 1 A can be used to assess the appropriateness of an activity for CAS. In general, one or more areas should be above level 2. (See Appendix 1 and Appendix 1A)

Procedures for Undertaking CAS Activities

1) **Proposal Form:** Once you have identified an activity and evaluated its appropriateness using the “CAS Programme Evaluation Rubric”, you must submit a *Proposal Form* (see appendices). You must complete the Proposal Form and have it signed by the individual who will be supervising your activity. This might be a coach, adult project coordinator or sponsoring teacher. If there is no such supervisor, then your activity cannot be valid for CAS. This form must then be submitted for approval to the CAS coordinator to ensure that your activity is a valid one that can be used to satisfy the CAS requirements. This form must be submitted to the CAS coordinator through email.

2) **Semester Reflections:** Your CAS coordinator will informally meet with you individually at least twice per year or more often if necessary. Your CAS coordinator will meet with you once with all of your cohorts (everyone doing CAS) at the beginning of the year to go over the expectations and requirements of the programme. After that, during first quarter, your CAS coordinator will meet with you after four weeks to see that you are getting off to a good start to your CAS and suggest ideas to you if needed. These meetings are in addition to meetings that you must schedule to approve your CAS activities. At the end of the semester, your CAS coordinator will meet with you to give you feedback on your progress, inspect your timesheets (see appendices) and answer any questions you might have. These “follow up meetings” will happen at least once per semester for the remainder of the year. At the end-of-semester meetings, you are required to submit your semester reflection (see appendices) two days prior to your meeting so that your CAS coordinator can discuss this with you. This form must be handed into the CAS coordinator and will be kept in your file.

3) **Reflections on Activities:** Once an activity has been completed, you must complete a completion form (see appendices) and must be signed by your activity supervisor. This is where you reflect and evaluate the activity that you have carried out. You should include photos of your activity. This form must be handed into the CAS coordinator and will be kept in your file.

4) **Weekly Timesheets:** These can be found in the appendices and should be filed every two weeks with the CAS coordinator to help you remember to track your hours. *Timesheets should be submitted on the last school day before the 15th and 30th of each school month.*

5) **Extended Project**

Students should be involved in at least one project that is initiated by the students and that involves teamwork that integrates two or more of creativity, action and service, and is of significant duration. Larger scale activities of this sort may provide excellent opportunities for students to engage with issues of global importance. From time to time, in line with its mission statement, the IB may identify broad themes that schools are invited to support (Sharing our humanity is the first of these). Such themes may provide a context that will enable students to generalize further in their reflections, following the maxim “Think globally, act locally.”

Other possible sources of organizing themes or concepts, which schools may wish to consult, include the United Nations Millennium Development Goals (www.un.org/millenniumgoals/) and various websites dealing with global issues (enter global issues in a search engine). As with any Internet sources, some of these websites are more reputable and/or credible than others. Many schools have also found inspiration in J.F. Rischard’s twenty global problems (see Rischard 2002).

Taken from IBO CAS Manual for first exam takers 2010 (2007)

Please ensure that you use Appendix 1A to carefully plan your Extended Project.

Appendix 1: Proposal Form for CAS Activities (page 1)

Student Name: _____ Name or Activity: _____

Date Submitted: _____

Name of Supervisor for Proposed Activity: _____

Supervisor's mobile: _____ Supervisor's e-mail: _____

Refer to the CAS Programme Evaluation Rubric referenced below:

Criteria	Level 1	Level 2	Level 3	Level 4
A Challenge	Attendance only required	Opportunities exist for student to develop	Challenging activity with a clear target set for the project	Student is pushed beyond his/her previous boundaries. (Opportunities to develop are seized and exceeded)
B Chance to Learn New Skills	Little level of skill required	Skills needed are those the student already has	Activity develops existing skills	Developing brand new skills
C Personal Development	Activity is school-based and organized by school – passive participation by student	Activity is organized but student is involved in some planning and organization	Activity may be organized but requires more planning and organization by the student	Activity is mostly initiated and planned by the students
D Interpersonal Skills (dealing with others)	Little or no part of the activity includes working with others	Students is involved with others and needs to interact to make the project a success.	Involvement with others beyond the immediate school community – opportunity to develop interpersonal skills	Project requires collaboration, empathy, respect for others beyond the school community
E Global issues (appreciation of international and multicultural perspectives)	No opportunity to develop either multicultural or international awareness	Project requiring an appreciation of multicultural or international awareness	Project where the environmental, cultural or global issues are addressed	Community-based project where at least two of the issues in level three are addressed in some detail
F Active, not passive	No active participation	Student participates but need not take initiative (leadership position)	Active participation shown throughout most of the project	A fully participative programme where the student initiated much of the activity and planning
G Nature of the programme	Mostly one-off short-term activities	Mostly activities of longer duration (2 months or more) requiring more than one skill	Elements of Creativity, Action and Service are shown over a reasonable (consistently over the two years) duration	Well-balanced, on-going programme that combines the skills of creativity, action and service (spans the two years)

- Rubric Adapted from the CAS Manual of the International School of Stavanger

Appendix 1 (cont'd): Proposal Form for CAS Activities (page 2)

Provide a brief description of your proposed activity. Include the following information:

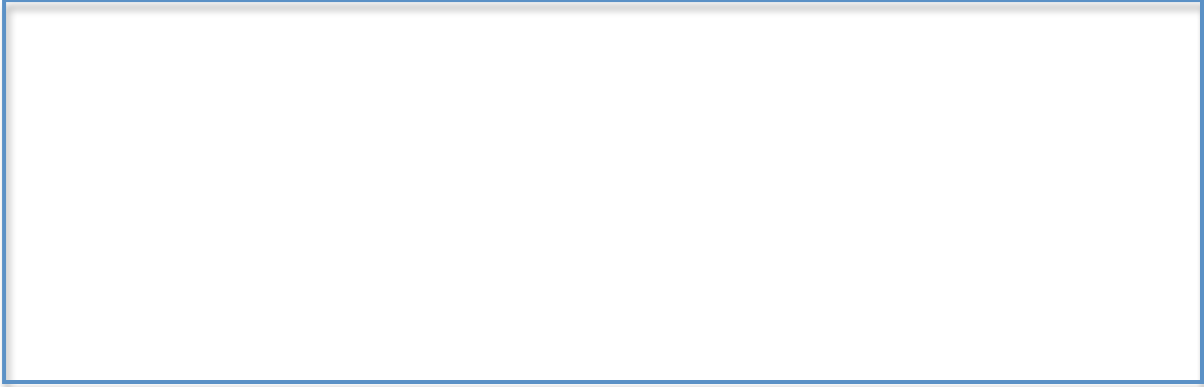
- At what intervals will the activity take place (how frequent) and when are the start and end dates?
- What are the proposed activities?
- What areas of CAS will this activity satisfy?

Using the rubric from page 1 of Appendix 2, evaluate your activity in each of the categories by stating the “level” of your activity and how it will achieve this with specific examples from your proposed activity.

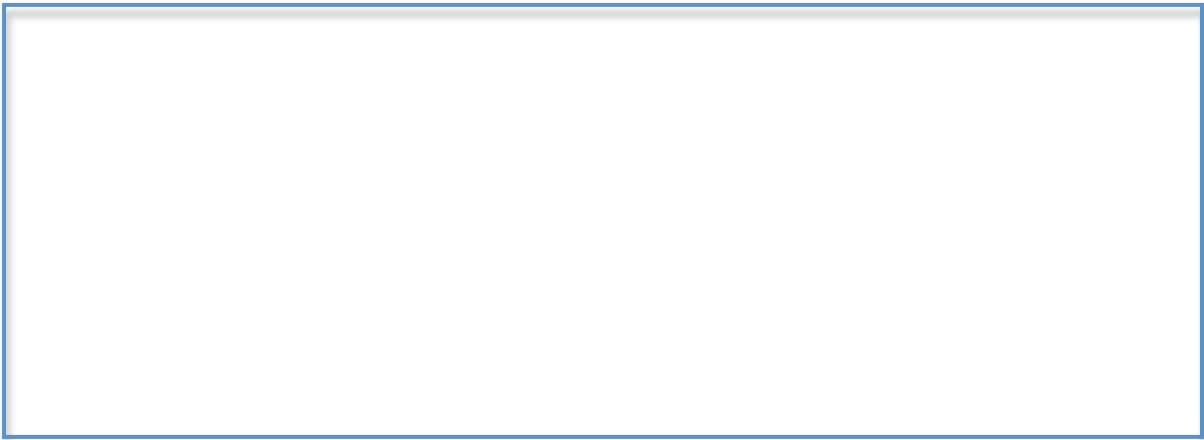
Category	Level that your activity reaches with <i>justification for levels 3 and 4.</i>
A Challenge	
B Chance to Learn New Skills	
C Personal Development	
D Interpersonal Skills (dealing with others)	
E Global issues (appreciation of international and multicultural perspectives)	
F Active, not passive	
G Nature of the programme	

Appendix 1 (cont'd): Proposal Form for CAS Activities (page 3)

What specific goal(s) will you meet through this activity? Briefly outline a plan of action to meet these goals.



CAS Coordinator's feedback:



Appendix 1A: Proposal Form for CAS Extended Project (page 1)

Student Name: _____ Name or Activity: _____

Date Submitted: _____

Name of Supervisor for Proposed Activity: _____

Supervisor's mobile: _____ Supervisor's e-mail: _____

Complete the following planning matrix before you meet with the CAS Coordinator:

Time Frame	People needed to be contacted	Materials needed for this phase	Research or information needed for this phase

CAS Coordinator's feedback:

Activity Approved: _____

NOTE: APPENDIX 2 MUST BE SUBMITTED ON COMPLETION OF THIS PROJECT

Appendix 2: CAS Reflection on Completion of Activities

Student Name: _____

Activity: _____

Creativity

Action

Service

Dates for which you were involved in this activity: _____

Total Hours: _____

Supervisor's Name: _____ Supervisor's mobile: _____

Supervisor's e-mail: _____

Your reflection may be in a written, audiovisual or visual arts format that should detail your participation in the noted activity. This should be submitted through email.

The following points must be clearly addressed in your reflection. Use this list as a checklist to ensure that you have covered all points.

- ✓ Describe your activity briefly.
- ✓ What have you learned and how have you grown as a result of participating in this activity
- ✓ What have you personally gained from this?
- ✓ What was the benefit to yourself?
- ✓ What was the benefit to others?
- ✓ How were you able to work collaboratively with others in this activity?
- ✓ Explain how at least one of the three CAS components were incorporated in this activity.
- ✓ Attach this sheet to your word processed reflection

DATE SUBMITTED: _____

CAS Coordinator Approval: _____

Appendix 4: Timesheet for Non-ASD Activities (covering every two weeks)

NOTE: An individual timesheet should be filled out for **EACH** activity. In other words, your timesheet should be signed by a supervisor assessing only **ONE** activity.

This sheet should be submitted on the *last school day before the 15th and the 30th of each month school is in session*. Plan accordingly to have it signed.

Participant Name: _____

Activity/Project: _____

Supervisor's Name: _____

Supervisor's Phone Number: _____ e-mail: _____

Dates Covered: _____ Date Submitted: _____

For activities outside of ASD.

Category: Creativity Action Service

DATE (dd/mm/yy)	HOURS	Supervisor's initials & remarks (req'd)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Appendix 5: CAS Timeline for Grades 11 and 12

Grade 11 Students

By the end of August (week 1 of school session):

You should have looked at Appendix 7 to get some ideas of what you might want to do as CAS. You should have also read the entire ASD CAS manual so that you know what is required.

By the end of the first full week of September:

Your CAS coordinator will have met with your cohort to go over the general requirements and expectations of CAS as well as discussed the requirements of the Extended Project (Appendix 1A). The Rubric with which your CAS programme will be evaluated will be discussed in detail and you will be trained to assess whether or not potential CAS activities qualify as CAS or not (minimum level 2 for at least 5 of 7 of the requirements). You should also have scheduled your first meeting with your CAS Coordinator.

By the end of the third full week of September:

You should have met briefly with your CAS Coordinator/Advisor to present your proposal for activities. You should have presented Appendix 6 (checklist) to your CAS Coordinator/Advisor. Remember that you also need to submit this to the CAS coordinator/advisor two days prior to your meeting with the CAS Coordinator/advisor. After this you should commence your activities forthwith. *Remember that timesheets need to be submitted on the last school day before the 15th and 30th of each month.*

By the end of November:

You need to schedule an informal meeting with the CAS Coordinator/advisor to discuss your progress. At this meeting, you will present your proposal for the Extended Project if you have not already done so. (Appendix 1A)

By the end of January:

You should meet with the CAS coordinator/advisor and submitted your written semester reflections by email.

By the end of May:

You need to schedule an informal meeting with the CAS Coordinator/advisor to discuss your progress. By this point, your Extended Project should be completed and year end reflections should be submitted in written form.

At this point, you should have attained a minimum of 120 hours total, with at least 30 hours in each area.

Appendix 5 (cont'd): CAS Timeline for Grades 11 and 12 (page 2)

Grade 12 Students

NOTE: You should have an additional 50+ hours of CAS, evenly distributed throughout the three areas, accrued by the end of January so as to avoid conflicts with other IB Diploma Deadlines.

By the end of the first full week of September:

You should have met briefly with your CAS Coordinator/advisor to present your proposal for activities. After this you should commence your activities forthwith. *Remember that appropriate documentation should be submitted through email to your CAS coordinator (Appendices 1 and 2, and Appendix 4 where appropriate).*

By the beginning of December:

You need to schedule an informal meeting with the CAS Coordinator/Advisor to discuss your progress. You should be close to your minimum hour requirement of 150 hours, evenly distributed through the three components. You should be working on your final reflections for activities which are drawing to a close.

By the end of January:

Your CAS Coordinator will meet with your cohort to discuss the general requirements of the CAS essay. You should then start writing a draft of your CAS essay after this meeting.

By the first week of February:

The first draft of your CAS essay should be submitted to the CAS Coordinator. Meetings to go over the draft with your CAS Coordinator should be scheduled within a week.

By the second week of February:

You should have met with the CAS Coordinator/Advisor to debrief your first draft of the CAS essay

By the end of February:

The final copy of your CAS essay should be submitted to the CAS Coordinator

In March:

Exit interviews will be completed on an as needed basis.

Appendix 6: “Getting Started” Checklist

The following checklist should help you. Tick each box when you are sure that you have understood and return to the CAS coordinator as soon as possible.

I have carefully read through the information contained in this manual and I have fully understood the CAS requirements	
I know that I can always discuss CAS issues and concerns with the CAS coordinator	
I know who the CAS coordinator is	
I know that I must try and maintain a balance between Creativity, Action and Service	
I will set myself goals for each activity and I will reflect carefully on each activity I undertake. I must fill in an Activity Proposal form BEFORE undertaking any CAS activities.	
I will keep written records by filing timesheets with the CAS coordinator bi-weekly	
I will have an adult supervisor for each activity I undertake	
I have the necessary report forms available for my supervisors to fill in and return to me	
I will maintain a tally of my hours and have these signed by the relevant supervisors and turn them into the CAS coordinator on a bi-weekly basis.	
I am aware of the CAS timetable and I am prepared to follow it	
I know that I must fill in an official evaluation form at the completion of each activity I undertake.	
I have copies of these evaluation forms	
I am aware that I must write a final summary report of about 1000 words	

- Adapted from the CAS Manual of Narrabundah College

Appendix 7: CAS Ideas and Contact Information

Name of Organization	Description	Creativity, Action or Service (C/A/S)	Contact Details
ASD Jazz Band	Jazz Band	C	Mr. Mark Seay e-mail: mseay@asd.edu.qa
ASD Annual School Musical	Opportunity to stretch your acting skills or work behind the scenes constructing props, doing makeup or working in sound and lighting. Also, if you are musically inclined, the Pit Orchestra requires musicians	C/A	Mr. Craig Fosdick (drama) Ms. Bronwyn Bye (drama) email: cfosdick@asd.edu.qa bbye@asd.edu.qa Mr. Bob Krebs (music) Mr. Mark Seay (music) Mr. Sandford Jones (music) email: bkrebs@asd.edu.qa mseay@asd.edu.qa sjones@asd.edu.qa
ASD International Award Adventurous Journey	Opportunity to go on an arduous expedition while completing one of the requirements of the International Award. Depending on the year, there may be some service opportunities	A/S	Mr. Chi-Yan Shang Mr. B. Casher email: cshang@asd.edu.qa bcasher@asd.edu.qa
ASD International Service Trip	Opportunity to work in a part of the developing world on a variety of service projects. Usually this accrues 12-24 hours over three days in a construction setting (building desks for schools, schoolrooms etc)	A/S	Mr. Chi-Yan Shang Email: cshang@asd.edu.qa
ASD Senior Fine Arts (non-hosting years)	Showcase for music, drama, drawing, painting and sculpting in a venue with students interacting within the EMAC region.	C	Fine Arts Department email: bkrebs@asd.edu.qa
Doha Community Orchestra	Opportunities for musicians	C	Director: Mr. Mark Seay Email: mseay@asd.edu.qa
Dhreia	Volunteer with children who have been orphaned, doing a varied of activities	S	Abdulla AL –Neaama,5526777 Fatima AL- Mulla, 5840484
Doha Flute Choir	Opportunities for those who play the flute	C	Patti Smith Email: windsmith@qatar.net.qa
Doha Players	Opportunities for those who enjoy acting and theatre.	C	Ms. Angela Walton Email: doha_players@yahoo.com
Doha Singers	Opportunities for choral singers	C	Director: Mr. Bob Krebs email: bkrebs@asd.edu.qa
Environmental Action Option	Open project for students interested in undertaking an environmental initiative locally	C	Ms. Ann Durham Email: adurham@asd.edu.qa

Global Issues Network	Empowering students to take action on the worlds most pressing issues by providing a variety of forums for students to take action.	C/S	Ms. Ann Durham Email: adurham@asd.edu.qa
Habitat for Humanity	ASD Chapter of Habitat for Humanity involves fundraising and possibly a service trip	S/A	Mr. Mark Klar MS. Aimee Hill Email: ahill@asd.edu.qa mklar@asd.edu.qa
International Award (Duke of Edinburgh)	Award programme requiring students to complete and document progress in a personal goal in several areas: service, skills, physical recreation and an adventurous journey	S/A	Mr. Bill Casher Mr. Chi-Yan Shang Email: bcasher@asd.edu.qa cshang@asd.edu.qa
International Campaign to ban Landmines	NGO that allows students to start student chapters of the group and is aimed at lobbying governments to stop the use of landmines in conflicts	C/S	e-mail: icbl@icbl.org website: http://www.icbl.org/campaign/contact
International Honour Band and Choir	Opportunities for musicians and singers, however hours only earned while competing	C	Mr. Mark Seay Email: mseay@asd.edu.qa
QAWS (Qatar Animal Welfare Sheltar)	Spend time grooming and walking dogs/cats that do not have a home.	S	Contact: Janet Berry, 528-6335. www.qatarpets.org
Rainforest Action Network	A decentralized group allowing students to start a chapter to work against deforestation and raise environmental awareness	C/S	e-mail: activism@ran.org Website: http://ran.org/get_involved/join_a_chapter/start_a_chapter/
ROTA (Reach out to Asia)	NGO which implements and undertakes a variety of socially oriented activities.	A/S	http://www.reachouttoasia.qa/output/Page207.asp Phone: +974-480-0296 e-mail: rota@qf.org.qa
Student Tutoring Organization (STO)	Group on campus which provides voluntary tutoring services to students struggling in math/science	S	Ms. Ann Durham e-mail: adurham@asd.edu.qa
ASD Creativity Trip	Creativity Trip to Beijing open to all IB CAS students	A/C	Mr. Todd Pavel Email: tpavel@asd.edu.qa
ASD Robotics/Tech class (Flash)	After school activity for those with an interest in robotics and computer programming/technology	C	Ms. Kimberly Tresohlavy email: ktresohlavy@asd.edu.qa
Rock Climbing	After school activity	A	Mr. Sean Knoflick Email: sknoflick@asd.edu.qa

Appendix 8: Sources Consulted and cited

CAS, Guidelines for Success, International School of Stavanger CAS Guide

CAS Manual, Narrabundah College

CAS Manual, International High School (San Francisco)

IBO CAS Manual, 2007

IB Diploma Planner, American School of Paris, 2006

International Award (Duke of Edinburgh Award) Independent Operators' Manual, 2008