



Bountiful High School
IBO Diploma Programme
Creativity, Action, Service
(CAS)
Workbook

CAS

The emphasis of CAS is on experiential learning. Students are expected to be involved in CAS activities the equivalent of at least three to four hours per week over two years in either a balanced range of different activities or in a single project. (Total of 150 hours)

Creativity includes a wide range of arts and other activities *outside the normal curriculum*. This could include creative thinking in designing and carrying out service projects. (50 hours)

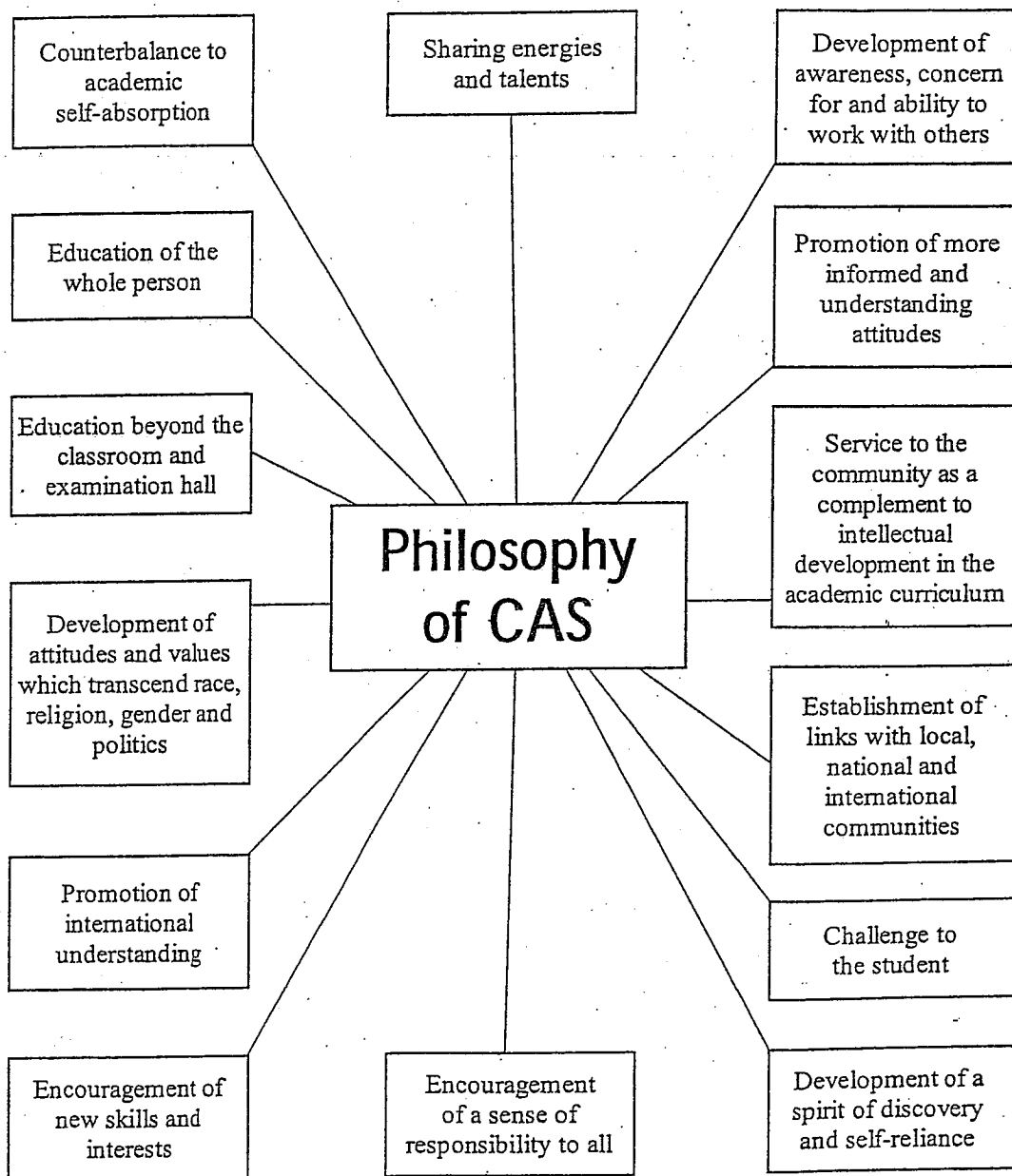
Action can include participation in sports (individual/team), physical training, expeditions, and physical activities involved in carrying out creative and service projects. (50 hours)

Service is community or social service. It can include environmental and international projects. (50 hours)

Aims and Objectives

- To provide a challenge in the three areas; creativity, action, service
- To provide opportunities for service
- To complement the academic disciplines of the curriculum and provide balance to the demands of scholarship
- To challenge and extend the individual by developing a spirit of discovery, self-reliance, and responsibility
- To encourage the development of the student's individual skills and interests
- To develop an awareness of humanitarian and environmental issues, and development of an ethical position from a local, national and international perspective
- To develop the ability to meet challenges and become aware of personal limitations
- To demonstrate practical skills which can be used in the service of others and in a future career

PHILOSOPHY OF CREATIVITY, ACTION, SERVICE



CAS LOG

Creativity

Service

Action

Name: _____

Project Name: _____

Location: _____

<u>DATE</u>	<u>TIME IN</u>	<u>TIME OUT</u>	<u>TOTAL HOURS</u>	<u>SUPERVISOR'S SIGNATURE</u>

TOTAL HOURS: C A S

CAS Supervisor's Signature: _____

Date: _____

What is not CAS?

IB Diploma Programme Guide: *Creativity, Action, Service*, August 2001

What is, or what is not, CAS is a question which coordinators are frequently asked. The asking of the question may show an inappropriate attitude. If CAS becomes a points-scoring exercise, rather than an interesting variety of activities that the student finds intrinsically worthwhile and rewarding, and which is mutually beneficial to the student and to his or her community, then its purpose is lost. It is important that the **spirit** of CAS be considered at all times.

Generally, CAS is not taking place when the student is in a passive rather than an active role. There should be interaction. If the student is passive, nothing of real value, either for the student or for other people, results from what the student is doing, and no real reflection is possible. In such circumstances the student will be able to meet the objectives of CAS only to a very limited extent. Examples of activities which at first sight would appear to be inappropriate are listed below.

- Any class, activity or project which is already part of the student's Diploma Programme.
- An activity for which a student is personally rewarded either financially or with some other benefit (unless this benefit is passed on in full to a worthy cause).
- Doing simple, tedious and repetitive work, like returning school library books to the shelves.
- Working in an old people's or children's home when the student:
 - * has no idea of how the home operates
 - * is just making sandwiches
 - * has no contact at all with the old people or children
 - * actually does no service for other people.(The above example can be applied to many other activities purporting to be CAS.)
- A passive pursuit, such as a visit to a museum, theatre, art exhibition, concert or sports event, unless it clearly inspires work in a related activity in which a student is already engaged.
- All forms of duty within the family.
- Religious devotion and any activity which can be interpreted as proselytizing.
- Work experience which only benefits the student.
- Fund-raising with no clearly defined end in sight.
- An activity where there is no leader or responsible adult on site to evaluate and confirm student performance.
- Activities which cause division amongst different groups in the community.

PERFORMANCE CRITERIA

Use of the Performance Criteria

The following performance criteria describe a range of related qualities or attributes which candidates are expected to demonstrate during CAS. They correspond with the CAS objectives. It is recognized that the criteria are not discrete, and that there is a degree of overlap between them. They are designed to help CAS coordinators evaluate the performance of their students.

It is recommended that these criteria are shared with students and their parents.

Criterion A: Personal Achievement

The student demonstrates:

the ability to meet challenges, regular participation, awareness of personal limitations, progress in the new role, learning from experience, helping to solve community problems.

Criterion B: Personal Skills

The student demonstrates the abilities of:

thinking creatively, researching community needs, planning and organization, resource management, identifying success and failure.

Criterion C: Personal Qualities

The student demonstrates:

perseverance, self-confidence, a degree of humility, responsibility, punctuality, commitment, reliability, initiative.

Criterion D: Interpersonal Qualities

The student demonstrates:

adaptability, collaboration, empathy, respect, a sense of justice and fair play.

Criterion E: Awareness of Global Issues

The student demonstrates:

an ethical appreciation of humanitarian and environmental issues to guide choices of action from a local, national and international perspective.

CAS ACTIVITIES

(Examples)

CREATIVITY:

Art classes
Craft classes
Dance classes
Choir
Band
Orchestra
Photography
Acting
Theater
Play writing
Journalism
Chess club
Poetry
Writing
Student government
Tutoring
Piano
Guitar

ACTION:

Baseball
Basketball
Football
Cheerleading
Drill Team
R.O.T.C.
Golf
Soccer
Softball
Swimming
Tennis
Track
Volleyball
Wrestling
Dance Teams
Theater
Blood Drive
Clubs

SERVICE:

YMCA/YWCA
Church organizations
Nursing Homes
Assisted Living Centers
Homeless Shelters
Habitat for Humanity
Key Club
Lion's Club Projects
Hospital volunteering
Emergency Services
March of Dimes
Peer Tutoring
Elementary school volunteers
Environmental groups
Animal shelters
Youth groups
Red Cross
National Honor Society

RESOURCES:

National Organizations

- *American Red Cross: www.redcross.org
- *YMCA: www.ymca.net
- *Key Club: www.keyclub.org
- *Salvation Army: www.salvationarmyusa.org
- *American Heart Association: www.americanheart.org
- *Great American Bake Sale: www.greatamericanbakesale.org
- *Learn and Serve America: www.LearnAndServe.gov
- *Corporation for National and Community Service: www.NationalService.gov
- *Youth Service America: www.SERVE.net.org, www.ysa.org
- *March of Dimes: www.marchofdimes.com

International Organizations

- *Adopt-A-Minefield: www.landmines.org
- *Amnesty International: www.amnesty.org
- *Hostelling International: www.hiusa.org
- *Heifer International: www.heifer.org
- *World Relief: www.wr.org
- *Partnership Walk: www.partnershipwalk.org

CAS WORKSHEET

Name: _____

Date: _____

1. List activities that you have participated in that you consider to be **CREATIVE**.

2. List additional creative activities that you would like to participate in during the next two years of high school.

3. List activities that you have participated in that you consider to be **ACTIVE**, such as sports and recreation.

4. List additional physical activities that you would like to participate in during the next two years of high school.

5. List volunteer activities that you have participated in.

6. List additional **SERVICE** activities that you would like to participate in during the next two years of high school.

7. Describe a plan of how you will manage to participate in a combined total of 150 hours of **CREATIVITY, ACTION, AND SERVICE** prior to May 1 of your senior year.

GUIDING QUESTIONS FOR CAS

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

- **Is the activity a new role for me?**
- **Is it a real task that I am going to undertake?**
- **Does it have real consequences for other people and for me?**
- **What do I hope to learn from getting involved?**
- **How can this activity benefit other people?**
- **What can I reflect on during this activity?**

Questions to ask during and after activities.

- **What did I do and where did I do it?**
- **What did I hope to learn?**
- **How successful have I been?**
- **What difficulties were encountered and how did I overcome them?**
- **What did I learn about myself? What did I learn about other people?**
- **What abilities, attitudes and values have I developed?**
- **Did anyone help me? With whom did I interact?**
- **How did this activity benefit other people or institutions?**
- **What would I change if I were to do this again?**
- **How can I apply what I have learned to other situations?**

CAS Diploma Requirement

- Failure to fulfill the requirement means IB will not award an IB diploma.

Reflections

- A reflection is required for each activity.
- Reflections may be written, recorded or may be in the form of a photo essay, video, weblog or scrapbook.
- This is a self-evaluation of your personal performances and should reflect:
 1. The extent to which you develop personally as a result of the activity.
 2. The understanding, skills and values you acquired through the activity.
 3. The benefit you consider the activity was or may be to others.

Reflections are to record changes, successes and challenges during the program. It is NOT meant to be merely a record of time spent and/or activities undertaken.

RESPONSIBILITIES OF THE STUDENT

Students are required to:

- Self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve
- Plan, do and reflect (plan activities, carry them out and reflect on what they have learned)
- Meet 3 times with their CAS advisor - at the start of the diploma program, at the end of junior year and a final review
- Take part in a variety of activities, including at least one project they have initiated themselves
- Keep records of their activities and achievements
- Show evidence of achievement of the eight CAS learning outcomes:
 1. increased their awareness of their own strengths and areas for growth
 2. undertaken new challenges
 3. planned and initiated activities

4. worked collaboratively with others
 5. shown perseverance and commitment in their activities
 6. engaged with issues of global importance
 7. considered the ethical implications of their actions
 8. developed new skills
- Complete CAS by March 1st of senior year

Suggested CAS Activities:

Creativity

Art Club	Drama & Theater
Band/Orchestra	Literary Magazine
Ceramics	Photography
Choreography	Science Club
Chorus/Madrigals	Writing Club
	Yearbook
Debate & Forensics	Newspaper
Tutoring	

Action

Baseball	Horse Back Riding
Basketball	Indoor Track
Cheerleading	Pompon
Cross Country	Soccer
Crew	Softball
Cycling	Swimming
Dance	Tennis
Field Hockey	Volleyball
Football	Wrestling

Golf	Activity Classes/Lessons such as Martial Arts
Sport training program such as an organized fitness plan or running plan	Yoga

Service

Bethesda Cares	Mathletes
C & O Canal Preservation	Wider Circle
Church Group	Scouting Service
Computer Club	Student Government
International Club	Tutoring
Habitat for Humanity/Rebuilding Together	Welcoming Diversity

Volunteering in:

Camps	Women's Shelters
Day Care Centers	Nursing Homes
Elementary Schools	Soup Kitchens
Museums	

CAS General Information and Rules

- CAS starts on the first day of school of junior year
- CAS must be completed by March 1st of senior year
- Any questions or concerns regarding a CAS project should be directed to the CAS Coordinator (Mrs. Bruno) in the IB Office, Room A215.
- Creativity, Action and Service hours should be broken down into approximately 50 hours for each section; requests to do more of one activity should be discussed with the CAS Coordinator.
- Try to do a variety of activities for your CAS hours and spread them out over the two years; do not squeeze them all

into one summer or one semester of school. The expectation is that approximately 2-3 hours a week is spent on CAS activities.

- Clubs can count up to a maximum of 20/year; extra involvement in a club such as being an officer can earn additional CAS hours if they are documented.
- Band and Chorus can count toward CAS hours up to a maximum of 25 hours/semester.
- Taking lessons such as karate, dance, horseback riding, etc. can count toward action hours.
- Students working toward their Eagle Scout certification may count some of their hours toward CAS – to be discussed with the CAS Coordinator.
- SGA officers may earn CAS hours.
- Debate/Forensics/Math Team all count toward CAS hours (Creativity).
- Students who work on the school newspaper and yearbook may count hours toward CAS.
- Classes at B-CC that do not count toward your IB diploma may go towards CAS hours. Some examples might be guitar class, ceramics class, basketball class, etc.; a maximum 20 hours/semester may be counted.
- Divisive activities and participating in religious services may not count toward CAS hours.

CAS Forms

This site maintained by the BCC HS web team.

- [MCPS Home](#)
- [Parents](#)
- [Students](#)
- [Staff](#)
- [About](#)
- [Schools](#)

Projects

Students should be involved in at least one project involving teamwork that integrates two or more of creativity, action and service, and is of significant duration.

Recording and Reporting

Students should document their CAS activities noting in particular their **reflections** upon their experiences. This documentation may take many forms, including journals, blogs, videos, illustrations, and photography.

Where a school is required to submit student CAS records to the regional office, the records required will include up to 10 sample pages from the student's ongoing documentation (within CAS Manager). These sample pages must include a list of the principal activities undertaken and evidence of both planning and reflection.

It must be possible for the IBO evaluator to tell: **what happened, why it happened, how it happened, what its value was, and what the student learned from it.**

Creativity (Arts and other experiences that involve creative thinking)

Creative activities should have a definite goal or outcome. They should be planned and evaluated like all CAS activities. This can present something of a challenge where, for example, a student is a dedicated instrumental musician. It would be artificial to rule that something that is both a pleasure and a passion for the student could not be considered part of their CAS experience. How, though, can it help to fulfill CAS learning outcomes?

Perhaps the instrumental musician can learn a particularly difficult piece, or a different style of playing, in order to perform for an audience. The context might be a fund-raising activity, or the student might give a talk to younger children about the instrument, with musical illustrations. Appropriate CAS activities are not merely "more of the same"—more practice, more concerts with the school band, and so on. This excludes, for example, routine practice performed by IB music or dance students (as noted earlier), but does **not** exclude music, dance or art activities that these students are involved with outside the Diploma Program subject coursework.

Action (Physical exertion contributing to a healthy lifestyle)

Similar considerations apply here. An outstanding athlete will not stop training and practicing in order to engage in some arbitrary, invented CAS physical activity. Setting goals, and planning and reflecting on their achievement, is vital. "Extending" the student may go further, for example, to asking them to pass on some of their skills and knowledge to others. If their chosen sport is entirely individual, perhaps they should try a team game, in order to experience the different pleasures and rewards on offer.

To avoid possible confusion, it is appropriate to note that the use of the term "action" in CAS is very different from that in the IB Primary Years Program (PYP). In CAS, action relates specifically to physical activity.

Service (An unpaid and voluntary exchange that has a learning benefit for the student)

It is essential that service activities have learning benefits for the student. Otherwise, they are not experiential learning (hence not CAS) and have no particular claim on students' time. This rules out mundane, repetitive activities, as well as "service" without real responsibility. A learning benefit that enriches the student personally is in no way inconsistent with the requirement that service be unpaid and voluntary.

It is essential that CAS activity is an extension to subject work. To attempt to count the **same** work for both a subject or extended essay and CAS would constitute malpractice.

Political and Religious Activity

The IB has no view on whether or not it is appropriate for students to be involved in political activities as part of their educational experience. Views on this vary considerably in different cultural contexts, so it is a matter for decision at local or school level.

However, where such activity is locally sanctioned, there is a question about whether or not it may qualify as CAS. It may be relevant to consider the following factors: is the activity safe, and will it cause or worsen social divisions?

Concerning religious activity, it is recognized that this is a sensitive and difficult area. Nevertheless, the general rule is that religious devotion, and any activity that can be interpreted as proselytizing, does not count as CAS.

Summer CAS Experiences

This section of the Baccalaureate is intended to provide examples of what current IB students are doing for their CAS hours. Hopefully IB parents and students can get some suggestions and valuable advice on a few of the CAS opportunities that are available.

CAS at the GYLC

By Hannah Jones

(cont'd from page 3) I was at the Global Young Leadership Conference in Europe for two weeks. I attended meetings in

Vienna, Prague, and Budapest. About 200 students from the United States and 200 from the rest of the world were chosen to attend this conference and learn about the global issues that affect the world today.

For the first few days in Vienna, our discussions focused on the EU, genetically modified organisms, the WTO and Dispute Settlement Panel, and today's world leadership. The highlight of our time in Austria was visiting the Austrian Parliament and hearing from Prof. Dr. Andreas Khol, President of the Austrian National Council, Mag. Barbara Prammer, 2nd President of the Austrian National Council, and Dr. Gertrude Brenuch of the Austrian People's Party, on issues facing the EU and related topics.

In Prague, we learned about the international landmine situation and also prepared for the our Global Summit that was held at the same time as the summit in Great Britain following the terrorist attacks. We were divided into groups and role-played representatives from various member countries of the EU. A few representatives from each country were sent to each commission to come up with resolutions for issues they were debating. Then we held a rally where we formed coalitions with other countries with similar priorities and made deals to get our country's way. We then traveled to Budapest and used the Hungarian Parliament Building as our Global Summit location and heard Dr. Katalin Szili, President of the Hungarian Parliament, speak. We debated issues and eventually voted to pass or fail resolutions ranging from the environment to international terrorism.

Although I loved learning about diplomatic and governmental issues, some of my favorite things we did were the activities relating to the culture and history of the countries we visited; the most memorable being a Hungarian Puszta—traditional Hungarian dancing, dinner, music, and horsemanship on one of the last nights of the Conference. We ate dinner composed of goulash, sauerkraut, roast pheasant, and lots of bread and vegetables, all to the music of a traditional Roma group (informally known as Gypsies). We were then given a Hungarian horsemanship demonstration outside on the mist-laced grass fields at sunset.

This was a great experience, and has really made me appreciate the diversity the world has to offer and the IB program's goal of exposing high school students to other cultures. I encourage anyone to try this. I was able to count the CAS hours for the time that I was actively involved making speeches, debating issues, forming coalitions, and writing this article.

If you'd like information or to get on the list to be considered for this conference go to <http://www.gylc.org/>

BLM Nightmare

By Jason Martineau

This summer I had great service opportunity lined up—a chance to serve my community while enjoying Utah's rugged mountain landscape. I was to go out with a government employee working for the Bureau of Land Management (BLM) and replace damaged trail signs throughout the Wasatch front.

I had recently quit my job so I could rack up some quick and painless service hours before school started. I was finally beginning to enjoy my summer, and I reasoned that working with the BLM would provide me with all the CAS hours I would need. Then, bureaucracy struck.

It had been several days since the local field office returned my call. They told me that they had to have a planning meeting to further discuss my activity. That should have been a red flag, but unfortunately I hadn't yet completely realized that I was dealing with a government agency. You-know, those magical institutions rank with an air of laziness, where people of no ambition and no desire for self-improvement go to toil away their lives behind gray federal-issue desks, doing boring—but more importantly, easy—tasks; where the forces of procrastination, inefficiency, and quiet chaos reign supreme; where, no matter what, you can always count on that two-week vacation to Disneyland with the kids; and where, above all else, the golden rule is that nothing, under no circumstances, is to ever get done. Not that I am bitter.

After a couple of weeks passed without a phone call, I realized that I would probably never hear from the BLM again. At this point I had only a few weeks left before school started, and with no CAS hours, I began to panic. You would think at this point that I would get on the ball and look for some work, but instead I found myself squandering my last days in front of the TV screen, worried about how little time I had left to serve the community but somehow unable to stir myself. Eventually, I awoke from my stupor, drove out to Magna and volunteered for Habitat for Humanity for a few days, then spent the rest of the week working at Camp Kostopulos. Both were great places to work and the week as a whole was a great experience.

The most important thing I learned in the ordeal was *not* that procrastination is a bad thing. I put everything off until the last minute and things turned out fine for me. However, I learned never to work with or go near a government agency because they will not return your phone calls.

My advice is to work for non-profits and places that depend on donations because they'll jump on an opportunity to get free labor. Go where you are needed. If you don't receive a response from an organization within a week, look somewhere else. Learn to take a hint when you're not needed, and good luck!

CAS in Peru

By Christina Kim

In May, I went on an Operation Smile Mission to Lima, Peru. Operation Smile raises money for surgeons to go to third world countries and perform surgery for children with cleft lips, cleft palates, and facial deformities. Skyline has an Operation Smile club and anyone interested can apply to go on a mission themselves. To go, you first need to attend a five day International Student Leadership Conference held in the summer. Afterwards, you attend a five day Training Workshop either in January or in the summer. During training, you will be assigned the location of your mission. To find out more, join Operation Smile and attend the meetings (Rm. 116, every Tuesday at lunch).

In June, I went to a weeklong CDE pre-nationals debate camp in Philadelphia before the National Forensics League's U.S. tournament. There, my debate partner and I took classes and were able to participate in practice rounds. The following week, we competed in the NFL national tournament in the Public Forum event. After I got back from Philadelphia, I started volunteering. I began at the YWCA, a battered women's shelter. I was a summer camp counselor and a member of the Planning Committee for "Week Without Violence," one of the YWCA's biggest events. It increases awareness and raises funds for women affected by domestic violence. If you're interested in this kind of service, you can join Supporting Women of America, a service club benefiting women. It works with the YWCA, The Single Mom Foundation, March of Dimes, and the Rape Recovery Center. Meetings are every other Thursday during lunch in Ms. Farr's room.

Debate for CAS

By Amy Zhang

One of my favorite components of the IB program is the required 150 CAS hours. Performing service is a wholesome way not only to learn but also to contribute to the community and school. But with heavy schedules and service deadlines, many IB students may feel the urgency to participate in lots of extracurricular activities to fulfill this requirement. However, two activities a term are all a student needs to fill the 30 required CAS hours.

If you're not quite sure what you want to do, here are some activities I participated in this past summer. I hope you'll take advantage of some of them.

Perhaps the best academic extracurricular is Debate. Being involved with the Debate Club provides many benefits to students of all backgrounds. There are over 20 events to choose from, including congress, motivational speaking, drama related interpretation, Lincoln Douglas, and public forum. Tournament schedules are flexible and students will get a chance to hone their writing and speaking skills. In addition, Debate can count not only for creativity, but also for action and service. If you're interested, come to Room 166 after school.

Another great way to earn CAS hours during the summer is

to attend a summer camp. Camps are a great way to make new friends and explore the college experience. Last summer, I spent 2 weeks in Flagstaff, Arizona at Debate Camp, and this past summer I spent 3 weeks at the University of Pennsylvania Wharton Business School as a part of the Jerome Fisher Management and Technology Institute. I can tell you from personal experience that these are some of the most rewarding activities in which you'll ever participate.

The most traditional way to earn hours, of course, is service. One organization for which I often volunteer is Ten Thousand Villages. Ten Thousand Villages is a non-profit, fair trade organization that helps third-world artisan groups sell their products in the United States. In return, all the money is returned to these groups for housing, food, and education. The store features products from 33 countries and has everything from CDs and pottery, to furniture and instruments. Almost all of the workers at the store are volunteers. They help out in a number of ways, including working at the cash register, greeting customers and taking inventory. If you're interested in getting retail training or making new friends, I recommend that you volunteer at Villages. Finally, I want to remind all of you to have fun with whatever CAS activities you do.

CAS at Camp K

By Katherine Hashimoto

Balancing service hours and advanced classes may appear a daunting task at the beginning of IB, but I assure you, you can do it! For my summer CAS hours I volunteered at Camp Kostopulos, weeding and mulching trails with other IB students. For my creative hours I volunteered as an assistant teacher during group piano lessons, where the hours flew by. Also, I found that if you need time to think and want to get a lot of hours done quickly, contact the Utah Food Bank. They have a rule there that an adult must be with you, so unless you're eighteen, recruit your parents. If you wish to volunteer here I do recommend that you go with a whole group of people and try to have fun with it. If you go alone be sure to bring your iPod, or sorting can after can for hours can drive you insane!

CAS Tips

By Sally Steele

The school bell rings, classes are out for the summer. The CAS search is on. Like most IB students, I think I know what I'm going to do for my summer CAS hours. I'm doing an individual project where I sew handbags for the women's shelter. Ha! However, my procrastinating tendencies overtake me. I did almost nothing for CAS for the first two months. Finally, I did a large number of hours in a few days, which took care of about two-thirds of the required time. If I could do it all over again, I would give myself this advice: Don't procrastinate! Waiting until you "feel like it" is not a good idea if you plan to continue with the IB Program. Time is an IB student's greatest asset and should be used accordingly. To procrastinate is to sign your own death certificate. Always, always submit a proposal as soon as you decide.

If you wait until the night before your CAS experience occurs, you'll be sorry if it's not approved. ! Whenever possible, work with someone else. As you both become absorbed in your project, the hours will fly by and you'll have fun.

Keep a running tally of your specific hours for each project. Try doing service as part of a ready-made program in an organization like the Boy Scouts or Girl Scouts. As you feel more confident about yourself, branch out into individually organized projects.

Finally, make sure you have something specific to do before you begin the summer! Come up with several ideas if possible.

CAS at the Hospital

By Eleni Shenk

My summer was filled with normal activities, you know, sleeping in 'til noon, hanging out with friends, watching TV, vacationing, etc. It was normal in every single way, except for the fact I had to do at least 30 hours of community service. I thought that it would put a damper on my summer fun, since I have to actually get out of bed long enough to help out the community. I found a job being a junior volunteer at Primary Children's Hospital. It lasted the whole summer, but I only had to go in once a week, 9:30 to 3:30. It sounded easy, and maybe even fun.

I arrived on the first day, amazingly excited. I met the other high schoolers involved and our boss, Vickie. She told us about what our jobs would be in the hospital and where they would be. As I listened, I realized that this wasn't your normal volunteer job. We would have to work with kids each day, which cheered me up because I love little kids. We were assigned certain areas that we would help at each week, mine being the Clinical Laboratory and the ICS (Immune Compromised). I had to do computer work in the lab, and play with cancer patients in the ICS. As an added bonus, we got free lunches from the cafeteria which surprisingly served gourmet meals.

As I came to the Hospital each week I learned about the different areas, how a hospital runs, who works there, and I got to know a lot of people, both workers and patients. I had a great time in the lab, where I logged in blood requisitions into their "backlog" program. My boss let me listen to my music as I worked; another added bonus. In the ICS I cleaned toys and played with some of the cutest and the sickest kids I've ever met. I looked forward to coming back each week to help in the Lab and play in the ICS. By the end of the summer I didn't want to leave.

This experience opened my eyes to the wonderful world of community service, and helped me see what it was like working in a hospital. Although I can't do the program next year (they only want fresh blood), I may become a volunteer there when I turn 18. I think this summer may have been one of the funnest summers I've ever had, which is ironic because I first believed CAS was going to put a damper on it. Boy was I wrong!

CAS at the Museum of Natural History

By Kevin Ni

When I signed up to serve as summer camp counselor at the Museum of Natural History, I knew that I would enjoy the experience. The Museum's summer camp gives enthusiastic children (six to seven year-olds) a fun chance to learn about things such as dinosaurs and flight. It's astonishing how much energy and curiosity these campers put into their playtime. Throughout the two weeks I spent there I was constantly attacked by their bubbly wit. The camp brought back good memories from my childhood, especially from activities such as snack time, building alka-seltzer bottle rockets, and much more. If you want to be a like a kid again, then this summer camp activity is a good deal.



Pumpkin by Hannah Jones, Featured IB Student Artist

Come to the Art Show!

The Skyline Art Department is having an Art Show this month in Room 127. Featured artists include several of our IB students. Hannah Jones, Ryan Hajeb, Sally Steele, Amy Firestone and Liz Hockett. The show runs through October 6th. The gallery is open daily during lunch.