A Journey to Become a Well-Rounded Individual
Academics Develop the Brain,
Creativity, Activity and Service (CAS)
Develop the Heart

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There has been a great deal of anxiety that Artificial Intelligence (AI) might soon replace human labor and achievements. The acquisition of knowledge, which took humans decades to perfect, is now seen as insignificant compared to the nearly infinite database that can score the top ten percentile of the U.S. Mock Bar Exam and the top one percentile of the Biology Olympiad. However, no matter how much it understands text, interprets images and provides answers, it cannot replace humans due to its inability to reflect on itself and strive to offer virtuous values to society.

Humans can live as balanced individuals who can understand and cooperate with others by the harmonization of physical, intellectual, emotional and social development. This idea is at the heart of holistic education, which then leads to the creation and maintenance of a healthy society. The International Baccalaureate (IB), a set of internationally-recognized educational programs, lays its foundation on holistic education. By developing inquisitive, knowledgeable and caring young individuals, the program helps to create a better and more peaceful world through intercultural understanding and respect.

An Integral Part of the Curriculum

Time management is key when planning a CAS project and experience, and while many schools which do not have CAS included in the instruction time, other schools include it as part of the student’s timetable. This allows them to work on CAS concurrently with their academics, which then helps them to work and reflect on each stage consistently.

In addition, CAS Coordinators monitor each student’s CAS activities and actively communicate with them to provide informative feedback on their project. They provide students with guidance and opportunities to form new habits, experience new challenges, and become contributing members of society. The CAS Coordinators almost act as second parents, helping to develop and nurture students’ minds.

Students Thrive Through CAS Activities

The Butterfly Effect of an Individual’s CAS Activity - David Jung’s CIECO Project

For David Jung, a student, his team project CIECO left a significant mark and long-lasting effect. CIECO introduced a “Reusable Cup Circulation System,” encouraging students to reuse plastic cups using QR codes in Chadwick’s school cafeteria. This new and novel system allows students to rent reusable cups at the cafeteria and track their return after use.
Their Reusable Cup Circulation System inspired a great deal of student participation, won an international sustainability project competition, and has been featured in English-language newspapers. Although David will soon graduate and become a university student, his environmentally-conscious solution is expected to continue to be actively used in the school cafeteria.

**An Ambitious Start to a CAS Project – Ruby Kim’s “HER” Project**

Ruby Kim, another student, is taking her first step in her CAS activity. She is currently organizing a team project called “HER,” which aims to help women in South Korea from low-income backgrounds who are affected by period poverty. Ruby and her teammates have carried out fundraisers to provide low-income women with sanitary pads. Additionally, they plan to educate their peers on the process of menstruation as well as discuss women’s issues in the community. The team’s primary goal is to support people in need in the community and create a better understanding of gender issues. They also hope to have the opportunity to speak on women’s rights issues in South Korea.

In an ever-changing and diverse society, the 18 months of CAS activities create a foundation for students to live healthy lives as well-balanced people.