

What is CAS?

Creativity:

Exploring and extending ideas leading to an original or interpretive product or performance

Activity:

Physical exertion that contributes to a healthy lifestyle

Service:

Collaborative and reciprocal engagement with the community in response to an authentic need

The program encourages students to pursue interests outside the classroom. Trying to balance everything in their lives can be difficult and this program encourages them to find a mix that works for them. There are no set number of hours for each strand. Instead students work with their adviser to develop a plan that works for them.

CAS can provide an opportunity for students to apply their learning (skills, knowledge and attitudes) in the real world. It includes deepening the learning from all the fun stuff your son is probably already doing. In this way, it is also a plan to encourage student wellbeing

The program involves reflecting on each CAS experience. Studies have shown that reflection is important for students in order to *“give the brain an opportunity to pause amidst the chaos, untangle and sort through observations and experiences, consider multiple interpretations, and create meaning. This meaning becomes learning, which can inform future mindsets and actions. For leaders, this “meaning making” is crucial to their ongoing growth and development.”* (Harvard Business Review)

Completion of CAS is a Diploma requirement. There is no grade for CAS. Students must complete the following:

1. 3 interviews (1 with the CAS Director, and 2 with their Adviser)
2. Experiences – a balance of strands, single, multiple or sustained
3. A Portfolio – including reflections and evidence of experiences
4. A CAS Project
 - a. A minimum of a 1 month experience
 - b. Sustained Collaboration
 - c. Be self-initiated and include - investigation, preparation, action, reflection and demonstration

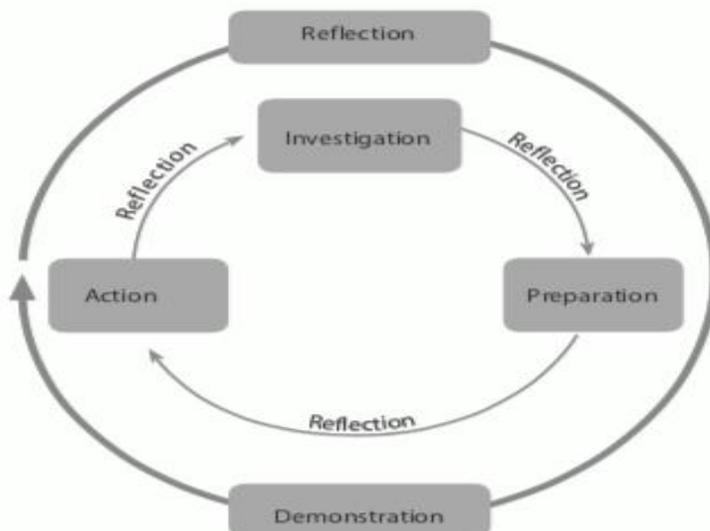


Figure 4

The five CAS stages

Creativity

- Most clubs at the school count as creativity.
- Could range from debating to the band.
- The creative experience helps to relax students and reduce stress while stimulating a different part of their brain.

Activity

- Any sports or physical activity from inside or outside the school.
- Physical activity encourages mental and physical well-being.

Service

- Be it serving their fellow students at UCC or on a local or global experience service is a key element.
- Students are encouraged to find a community partner that matches their interests and engage with them on a regular basis in order to develop a meaningful relationship.

Some example of Service Opportunities through UCC.

- **Horizons:** A partnership program between UCC and TDSB to enhance learning opportunities for all which involves almost 200 UCC boys each year and almost 800 TDSB students.
- Seniors' Wish Foundation: Year 9 students visit seniors home and work on art projects with them
- Peer tutoring with other UCC students.
- Many other programs are in development, such as a "Day of Service" for Year 10 boys.
- Students are sent opportunities by email and as well as announced in assembly.

UCC Philosophy of Service

Across our College, communities, country and world, we recognize our interdependence and interconnectedness with those near and far, and strive to seek deeper understanding of our common humanity. We are stewards of the earth's resources for the benefit of all, and it is our collective responsibility to care for these resources now and for future generations. It is for these reasons that we serve. We serve not out of guilt or compulsion, but because it is our responsibility as active and engaged members of our communities. As we engage in service with others, we look to understand the structural and systemic causes of the challenges we face locally and globally.

Through our service and service learning programs, boys learn more about themselves, their identities and the contribution they can make to our world. In a developmentally appropriate manner, boys have the opportunity to reflect and identify their own strengths and areas for growth, recognize the ethics of their choices and actions, engage with issues of global significance, and develop a deeper and more sustained feeling of empathy for others.

Service activities at the College come in many forms, and are grounded in the creation of equitable partnerships endeavouring to uphold the dignity of all. Service activities include volunteerism, advocacy, activism, and research, taking place inside and outside the College. Wherever possible, boys adopt a needs-based approach to community engagement by conducting research, trialing solutions, and evaluating the effectiveness of the solution.

True to our founding as a College and its commitment to public purpose, we serve in recognition of our common humanity.