

Volume 3, Number 2, November 2016

**Creativity, activity, service**

# Linking CAS experiences and academic subjects

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Struggling for a CAS idea? Check out the table below, find even more ideas at <https://cascorner.wordpress.com/cas-activities/> join the conversation [#hoddermags](#)

## Group 1: studies in language and literature

Subject	Product	Process	C, A, S?	Subject link
History and English lit	Link with a local author	If you have a local historical author you could invite them to talk and see where students want to take it.	C, A, S.	History paper 2 — causes, practices and effects of war
History and literature	Literally linked (Could be book club or film club)	Students use books or films as a starting point for research, e.g. <i>Wild Swans</i> for Mao's China. They read/show literature and then discuss it in the historical context.	C	Any part of course
Language A/TOK	Local guidance website/video/text	Students work to break down misconceptions of local history, traditions. They work with expats and with locals to understand issues and find solutions or explanations.	C, S	Option in lang A
English lit	Walk on Water	Sponsored walk raising funds for a well in Sudan.	C, A, S	
English	School assembly	Students were motivated by Toni	C and S	

literature/TOK		Morrison's <i>The Bluest Eye</i> to think about concepts of beauty and child sexual harrassment. Special assemblies lined up to explore issues.		
Language A	Creative writing	Creative writing club produce features/content for school newspaper.	C	
Language A	Audiobook production	Contact local organisation serving the blind and collaborate to produce audiobooks that the blind can access.	S	
Language A	CAS focus articles	Produce articles on CAS projects/experiences for the local newspaper or school newspaper.	C and maybe S	
Language A	Debating club	Teach younger students how to debate; could be a precursor to MUN.	C, S	
Language A	Film/play production	Write a movie or play script then perform or record it.	C, A	
Language A	School librarian assistant	Learn to support your school or town librarian and develop strategies to improve reading.	C, S	
Language A	School guide	Produce a guide to your school or city for new arrivals.	C, S	
Language A	Issues awareness	Raise awareness of issues treated in literature, connection to other areas of the curriculum, e.g. reading <i>Of Mice and Men</i> inspired students to look at issues surrounding unemployment in their community and the minimum wage, then to become advocates on this issue with legislators.	C, S	

## Group 2: language acquisition

Subject	Product	Process	C, A, S?	Subject link
	Local language exchange	Students run a club where they teach English for half an hour and then the participants teach the local language for half an hour, each week.  Or provide language lessons to any group in need, e.g. immigrants/ refugees.	C, S	
	English club	Students provide English language classes in the evenings to other communities.	C, S	
	Reading club	Students work with younger members of the community to listen to them read in English or another language to help them develop their reading skills. Could be extended into a guided reading programme.	S	
	Pen pal exchange	Develop a pen pal network with other IB schools. Start small with messages and develop your writing skills. Write in the other students' language.	C	
	Language guides	Use technology to create language guides.	C and S	
	Translation services	Provide translations for places of interest, signboards, or museums in your local area. To languages they do not have but may be useful to visitors.	C and S	
	Newspaper articles	Write articles on the culture of the language you are studying for your local or school newspaper. Especially useful if you have a language trip and you can share photographs after a trip.	C and S	
Language B		Use personal experience from CAS experiences to practice language or persuasive pieces.		Oral and written practice of language

## Group 3: individuals and societies

Subject	Product	Process	C, A, S?	Subject link
History	Book/video of memories	Students speak to residents of the local elderly home and record life stories in video or text.	C, S	Primary sources — paper 1 analysis
History	Games we used to play: research and activity  Extension: make a documentary, compare engagement/attitudes compared to computer games.	Students speak to grandparents etc. about games they used to play. They then record/ recreate them and host a games day for younger children.	C, A, and S	Primary sources
History	Model aeroplane club  Air battles	CAS students run a club where they make Airfix plane models.  These could then be used to make a documentary about different war events and turning points.	C and S	Paper 2 — causes, practices and effects of war
History	First/Second World War club	CAS students run a club that focuses on conflict in that region.  Researching and publishing about war in that area.	C, A and S	Paper 2 — causes, practices and effects of war
History	Conflict treasure hunt day	CAS students plan and organise a day for younger students that requires touring and answering questions about conflict in their region.	C and S	Paper 2 — causes, practices and effects of war.
History	Local Jewish history	Students meet with members of the local Jewish community, visit synagogue, cemeteries and other sites. They trace the history of the Jewish community in their city. Document via video or text.	C and S	Paper 2 — authoritarian single party states

History	International Holocaust Remembrance Day/Bearing Witness	Organise a cross curricula or focus day that focus on this topic. If there are local survivors then develop a relationship and resources.	C and S	Paper 2 — authoritarian single party states
History and English lit	Link with a local author	If you have a local historical author you could invite them to talk and see where students want to take it.	C, A and S	Paper 2 — causes, practices and effects of war
History	My family tree	CAS students supervise younger students in a genealogical activity tracing their family history.	C, S	Primary sources — paper 1 analysis
History and literature	Literally linked (could be book club or film club)	Students use books or films as a starting point for research, e.g. <i>Wild Swans</i> for Mao's China. They read/show literature and then discuss it in the historical context.	C	Any part of course.
History	Our streets	Students research the history behind street names and in the city and publish a booklet for tourist office/website.	C, S	
History	MUN links	Many links between the two activities and this can be exploited directly or indirectly.	C, S	
History/TOK	Current issues club	TOK students create a club for non-TOK students to develop critical thinking skills based on exploring current issues.	C, S	
History/TOK	Historical recreation event	Students work to design and implement a historical recreation for younger students to enact.	C, A, S	
History/TOK	Advocacy	Students work in their communities to educate about the civil rights movement and the importance of voting. Aim is to improve voter	C, S	

		turnout.		
Business	Review of non-profit activity	Students work with a non-profit in their area to review vision and mission statement, aims, objectives, strategies and tactics, and their relationships.	C, S	1.3 Organisational objectives
Philosophy/ TOK	Review the ethics of your CAS experiences	Each experience gains an ethics review.	C	
Business	Create a business plan	Students create a business plan for a CAS project or starting a non-profit of their own.	C, S	1.1 Introduction to business management
Psychology/ language	Create an awareness campaign	Students pick an area of the course — mental illness, stress — and create an awareness campaign for the community to address misconceptions.	C, S	
Psychology	Volunteer on mental health hotline	Students gain training and give time to help others in acute need.	S	
Psychology/ TOK	Depends	Use psychology compliance techniques to persuade others to donate time/sign petition in aid of cause.	S	
Psychology/ ATL	Create a student guide	Design student guide with advice on effective revision techniques based on theories of memory.	C, S	Cognitive level of analysis
Psychology, LP	Design and create a school bullying intervention programme		C, S	Psychology of human relationships
Psychology	Create awareness campaign about bystanderism and CPR		C, S	Psychology of human relationships

Business	Advertising campaign	Apply principles of advertising to advocate a cause/fundraising campaign.	C, S	
Business	Advertising campaign	Create an awareness campaign about consumer rights.	C, S	
Business/ maths	Survey and report	Students develop a survey and write a report about an aspect of the school to assess student opinion/satisfaction with it. Real-world application.	C, S	Primary and secondary MR  Quantitative and qualitative research
Economics	Fundraising	Bake sales etc are analysed using economics techniques to maximise profits for good causes.	C, S	Factors influencing demand
Economics	Development economics	Research your country's foreign aid policy.  Research the work of NGA in your country or who is fundraising in your country.  Find out what percentage of donations given in your country make it to those in need — start with school fundraisers.	C, S	
Geography	Rivers	Rivers fieldwork	C, S	
Geography	Glacier	Glaciation: glacier relic landforms  Types of glaciers etc.	C, S	
Geography	Settlement	How did humans adapt to and impact the local environment?  Observation	C, S	Site, location/situation, form, function/development
Geography	Cold weather processes	Winter risks, avalanche training.	C, A, S	

		Produce brochure//videos.		
Geography	Aspect	Influence of shade fieldwork		
Geography	Impact of tourism	Impact of snow-making machines on Alpine environments	C, S	
Geography	Ski trip educational component	Follow up to ski activities, links to curriculum. Winter risks, reading the landforms	C, S	
Geography	Mapping	Map area resources such as water sources or recycling centres. Promote best practise.	C, A, S	
Business	Young Enterprise	Develop a business and apply what you have learnt in class to a real project. Compete with other schools.		
Geography	Migrant or refugee work	Apply geography by working to help migrants. Use the CAS stages.		
Philosophy	Philosophical analysis	Use philosophical techniques to analyse CAS, then promote these methods.		
Anthropology and sociology	Active citizenship	Analyse the role of active citizenship in your society using your academic methods. Report on your findings.		
Geography	Migration/refugees	Students can study issues such as human trafficking and refugee integration and this can include looking at video clips of current situations (e.g. Calais, France). Students could get involved in a project to either raise awareness (advocacy) — posters/ presentations etc. in school, for families at home and in local area, or work with organisations. One		

		such example is the NO project. ( <a href="http://www.thenoproject.org">www.thenoproject.org</a> ).		
Geography	Gender and change	Highly emotive topic that lends itself well to CAS and SL. Female status and equality issues and disturbing topics like FGM (female genital mutilation) can be addressed in class (research etc.)  Raise awareness/do fundraising.		
Geography		Millennium Development Goals, sustainability goals:  Eradicating poverty: local food bank, soup kitchen work. National/global: online petitions or website design to raise awareness, start a foundation.  Clean water: water aid has some great ideas for getting involved. Organise a 'drink only water' day at school.  Education: raise funds to buy supplies for a local underfunded school. Students could start a free online education course.		

## Group 4: experimental sciences

Subject	Product	Process	C, A or S	Subject link
Biology, ecology option	Sustainability: products sold to parents. Fund used to help local farmers build hydroponic	Investigation: needed for a hydroponic garden? Funding skills; approval planning; role assignment; timeline; materials  Reflection: did it address the need? How does it affect the community? Did it work?  Demonstration, video, talk	C, A, S	Focus: soil and sustainability  Human impact on soils  RQ: How is soil affected by human actions?

	garden			Research on different types of soil, their structure and chemistry
Biology	Grow and educate about organic vegetables	Students research farming methods and then grow organic produce, sell to the community.	C, S	
Biology	Women and Health Day	Focus on cross curricula-day to educate about STDs and pregnancy  Students research issues that are relevant to their community, produce posters/video/radio/media to raise awareness of issues and solutions.	C, S	
Biology/ES S	Ecology of an area	Students research an area, possibly excluding human interaction with specific area, and then educate on results.	C, A, S	
Biology	Junk nutrition	Students review impact of junk food on their systems and educate community about negative effects.	C, A, S	
Physics	Magic science	Students provide a series of interactive experiments for younger children and explain the physics of it, perhaps as an assembly for local junior schools.	C, S	
Biology/ES S	Environment	Following a course, visit to a special environment, wetland, botanical garden etc. Students volunteer extra time to work, help and learn more.	S	
Biology/ES S	Caring for a school or public garden	Students take care of or develop an area of land in an environmentally friendly way to develop the community.	C, A, S	

Biology/ health science	After-school fitness club	Promote exercise, e.g. coach a sport and use what you have learnt.	C, A, S	
Biology	Gain CPR First Aid certification	Extend to become a volunteer EMT in community.	S	
Biology/ES S	Campaign	Create an environmental awareness campaign Extension: Become Green School Certified, <a href="http://www.greeneducationfoundation.org">www.greeneducationfoundation.org</a>	C, A, S	
Biology	Own health	Set and achieve goals for your own health.	A	
Biology/ health science	Campaign	Create a campaign to educate the community on the risk factors of smoking, obesity, diabetes.	C, S	
Biology/ES S	Composting initiative	If your school/community does not have one, start a composting initiative.	C, S	
Biology	Blood drive	Promote and have a blood drive for teachers, parents and 18-year-old students.	C, S	
Biology/ES S	Recycling programme	Review or implement your recycling and energy use in the school. Example: <a href="http://sanmarcoscas.blogspot.com.ar/2013/05/san-marcos-piensa-en-verde.html">http://sanmarcoscas.blogspot.com.ar/2013/05/san-marcos-piensa-en-verde.html</a>	C, S	Ecology core module
Biology	Volunteer at local hospital	Students volunteer regular time.	S	Physiology
Biology	Student health ambassador s	Create a training programme and run for younger students then follow up with regular contact/mentoring.	C, S.	
Biology/ ESS	Water quality assessment	Students work to assess local watershed quality.	A, S	
Biology/ ESS	Local environment	Students work with a local conversation area to assess birds, trees, water quality, insects or	C, A,	

	survey	other issues in a longitudinal project.	S	
Biology	Campaigns	Water pollution: inform residents in two different languages of the sources of the local pollution.		Water, all ages
Biology	Campaigns/ education	Drug education for younger students.	C, S	What drugs are and what the effects are
Biology	Campaign	Food health — campaign in school.	C, S	
Chemistry		Water analysis in the school and the park next to it. Raising awareness after testing local water quality. Topic 9. REDOX. Students might make some <b>research</b> on the water supply in the school and in the area nearby and take some decisions	A	9.1 Oxidation and reduction: Water analysis and BOD (biochemical oxygen demand)

## Group 5: mathematics

Subject	Product	Process	C, A, S?	Subject link
Mathematics	Wheelchair ramps	Students work with design department to design and construct ramps for buildings or homes without wheelchair access that need it.	C, A, S	
Maths/biology	Statistical exercise on exercise	Students work with individuals or clubs to analyse their physical attributes or training.	C, A, S	Maths Studies IA.
Maths/ business	Research survey	Conduct research survey of a business/organisation that offers meaningful service to community.	S	
Mathematics	Math club	Teaching younger children to overcome mathematics challenges.	C, S	

Maths/ business	Financial accounts	Learn to maintain financial accounts for a local charity.	S	
Mathematics	Become a learning support assistant	Become a LSA for a younger student in mathematics during your study periods.	S	
Mathematics	Maths trail	Develop a Maths Trail in your area for younger students, or a series of them suitable for different age groups.	C, A, S	
Mathematics	Maths videos	Develop a series of maths videos that promote mathematics for younger children or show the different elements of mathematics. Video blog on how mathematics is used in the news or by the media.	C, S	
Mathematics and visual Arts	Mural	Design and paint a mural that celebrates mathematics through the ages or sheds light on mathematics concepts.		
Mathematics SL/studies		<p>Students could use their knowledge of statistics to see if there is a relationship between:</p> <p>The time students go to bed and their academic test scores.</p> <p>Whether a student eats school meals or home-cooked meals and their bleep test scores.</p> <p>The students could produce a report on their findings to inform the relevant people (i.e. inform school pastoral leaders if link between bedtime and academic scores, use in PSHLE, if link between school meals and bleep test scores, present to management to investigate further if there is causality</p>		

## Group 6: the arts

Subject	Product	Process	C, A, S?	Subject link
Visual arts	Renaissance project	Students put together a renaissance display for local schools. Art. Food. Music. Dress.	C, S	
Visual Arts	Recycling project	Students make clothes from recycled materials, then hold a fashion show.	C, S	
Theatre	Performance	Perform at a festival	C,A	
Visual arts	Donate art	Work on art projects or installations for public spaces such as hospitals, age-care facilities or refugee camps.	C, A, S	
Theatre	Educational performance	Create an educational performance on an issue. Bullying, not going with strangers, cleaning your teeth, looking after the environment. Then tour it to local nursery/primary schools, perform at the library.	C, A, S	
Theatre/ music	Flash mob	Create a flash mob. Don't forget to film it.	C, A, S	
Visual arts		Art students partner with the local utilities company to paint rain barrels with various local and state themes that will be displayed around the community to bring awareness to the idea of water conservation.		

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