International Baccalaureate

Creativity, Activity, and Service Handbook

Del Mar High School

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Thank you to following schools for sharing their CAS Handbooks:

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IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. © International Baccalaureate Organization 2007

Why CAS?

Students are more than just a grade point average. CAS is intended to move students out of the academic arena and help them learn through life experiences. As an IB student, you are involved in many interesting activities. What you are being asked to do is to consider how these activities help you to become a better person.

The CAS Programme aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment

CAS enables you to demonstrate attributes of the IB Learner Profile in real and practical ways, to grow as a unique individual, and to recognize your role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide them with opportunities to explore their interests and express their passions, personalities and perspectives. At the same time, CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. A meaningful CAS programme is a journey of discovery of self and others. A CAS programme is individualized, therefore, according to student interests, skills, values and background. 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.

The CAS Strands

Creativity, activity, and service (CAS) is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning. CAS is organized around the three strands of creativity, activity, and service:

Creativity This aspect is interpreted as imaginatively as possible to cover a wide range of activities outside the normal curriculum, exploring and extending ideas leading to an original or interpretive product or performance. Creativity will come from the student's talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This could include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition.

Activity This aspect includes activities that require physical exertion contributing to a healthy lifestyle. The aim of the "activity" strand is to promote lifelong healthy habits related to physical well-being. This may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle.

Service This aspect consists of unpaid, collaborative and reciprocal engagement with the community in response to an authentic need. The rights, dignity and autonomy of all those involved are respected. The aim of the "service" strand is for students to understand their capacity to make a meaningful contribution to their community and society. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. Service is often seen as one of the most transforming elements of CAS by promoting students' self-awareness and opportunities for interactions and international-mindedness.

The CAS Learning Outcomes

Over 18 months of the Diploma Programme, students must provide evidence of achieving all seven of the learning outcomes. To complete the CAS requirement, you will show evidence of the following through the Experiences you undertake.

1. Identify own strengths and develop areas for growth

Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

2. Demonstrate that challenges have been undertaken, developing new skills in the process

A new challenge may be an unfamiliar experience or an extension of an existing one.

3. Demonstrate how to initiate and plan a CAS experience

Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.

4. Show commitment to and perseverance in CAS experiences

Students demonstrate regular involvement and active engagement in CAS over 18 months.

5. Demonstrate the skills and recognize the benefits of working collaboratively

Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

6. Demonstrate engagement with issues of global significance

Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.

7. Recognize and consider the ethics of choices and actions

Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

CAS Experiences

A CAS Experience must:

- connect to one or more of the CAS Strands and one or more of the Learning Outcomes
- be based on a personal interest, skill, talent, or opportunity for growth
- provide opportunities to develop the attributes of the IB Learner Profile
- not be used or included in the student's Diploma Course requirements (can't double-dip with classwork)

ALL proposed CAS experiences need to meet these four criteria. CAS experiences should continue on a regular basis throughout the programme. The CAS programme formally begins at the start of the Diploma Programme and continues on a weekly basis **for at least 18 months** with balance between creativity, activity, and service. Documentation, evidence of planning and implementation, and reflection must be compiled into a student portfolio kept on file with the school. We will use ManageBac for online portfolio documentation.

Example CAS Experiences:

Creativity: Exploring and extending ideas leading to an original or interpretive product or performance	**Activity:** Physical exertion contributing to a healthy lifestyle	**Service:** Collaborative and reciprocal engagement with the community in response to authentic need
• Planning lessons/creating resources for tutoring • Digital design, computer programming • Learning to paint with watercolor • Taking a photography course • Clubs such as Model UN, Yearbook, Newspaper, Debate Team • Culinary Arts • Writing or performing music • Participating in Community Theater	• Individual/team sports (in and out of school) • Aerobic exercise • Dance • Fitness training • Outdoor recreation (hiking, biking, etc.) • Yoga	• **Direct Service**: one-on-one tutoring, community gardening, volunteering in an animal shelter • **Indirect Service**: re-designing a non-profit's website, packing food at a food bank, etc. • **Advocacy:** creating an awareness campaign for hunger, creating a video on sustainable water solutions • **Research:** collecting information through varied sources and reporting on a topic of importance to influence policy or practice

CAS Experiences Aren't:

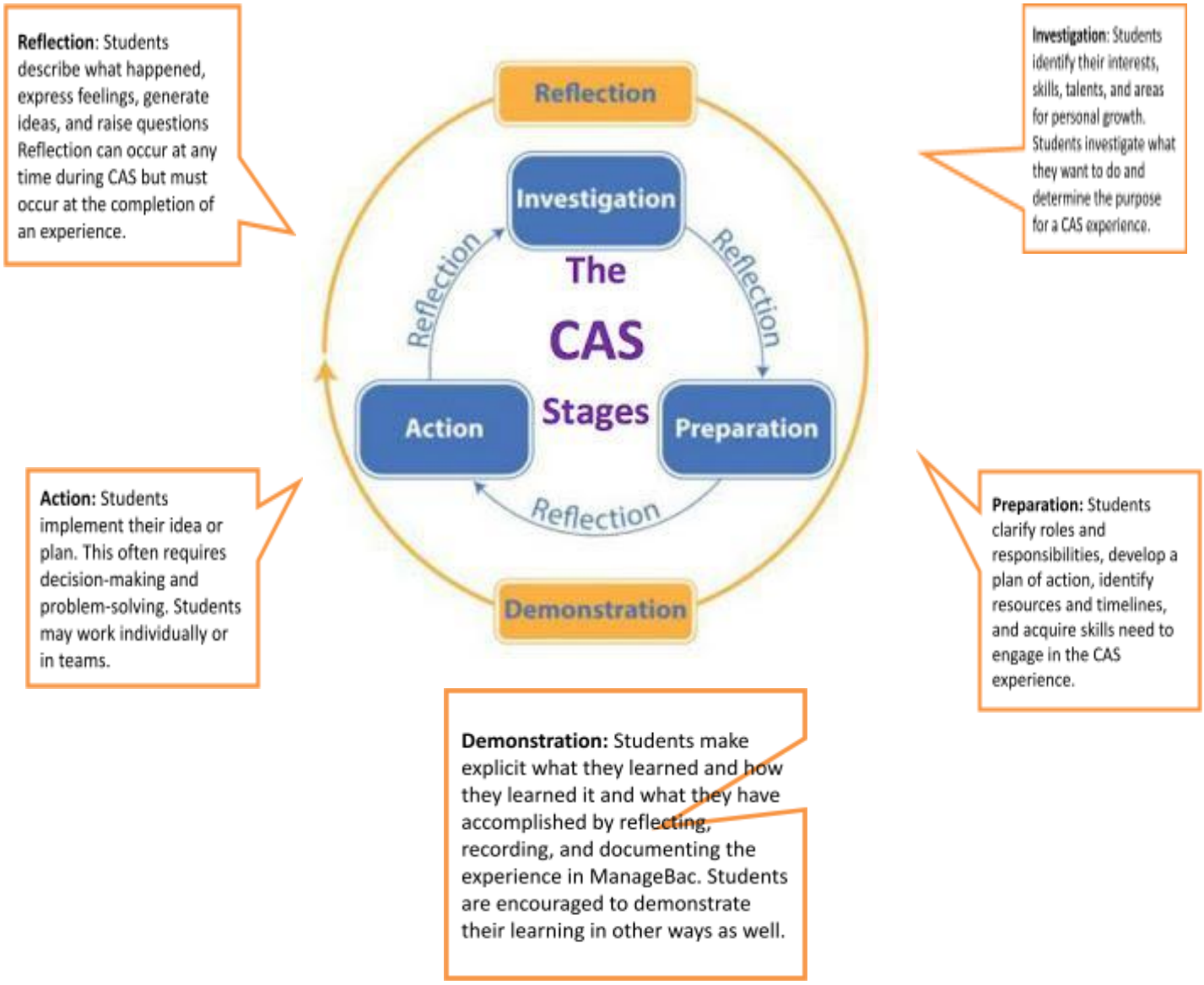
- a class, activity or project which is already a part of the Diploma Programme
- an experience for which you are rewarded financially or with some other benefit
- working with others when the student…
    - has no idea of how the experience operates or is engaged in a simple, isolated repetitive task
    - has no awareness of the goals of an experience
    - actually does no service for others
- a passive pursuit, such as visiting a museum, art exhibit, theater, concert or sporting event
- any forms of duty within the family (sorry, babysitting or tutoring family members doesn't count for CAS)
- any activity that may be interpreted as proselytizing (you may complete service through a religious organization, ex. feeding the homeless with your youth group, but that service cannot be teaching said religion, ex. leading Sunday school)
- work experience which only benefits the student
- fund-raising with no clearly defined purpose or end
- 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

NOTE: You must submit your proposal for a CAS experience on ManageBac, and it must be approved, BEFORE you engage in it. Make sure you are engaging in the CAS stages and addressing the Learning Outcomes by investigating and identifying what you would like to do to help determine its purpose within CAS before beginning the Experience in earnest.

The CAS Stages

The CAS stages (adapted from Cathryn Berger Kaye's "The five stages of service learning," 2010) are presented as a framework to assist students as they consider what they would like to do in CAS, make plans and carry out their ideas. They are applicable with CAS experiences and the CAS project.

These CAS stages represent a process and sequence that can assist students in many aspects of their life. They follow a process whereby they investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what they have done along the way, and demonstrate their understanding and the process. By applying these stages to CAS, students have a reliable yet flexible structure they can then apply to future situations with confidence.



The CAS Project

Definition: A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands. CAS students must be involved in at least one CAS project during their CAS programme.

Purpose: To ensure participation in sustained collaboration, discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. It challenges students to show initiative, demonstrate perseverance, and develop skills including cooperation, problem-solving, and decision-making.

In order for an experience to be considered a "project", it must meet the following requirements:

- It lasts for **at least <u>one month</u> at minimum (from planning to completion)**. It cannot be something you start and finish in one weekend. The importance of duration is that it provides opportunities to reflect on progress and adjust plans, in order to resolve problems that arise. *Note: most CAS Projects end up taking students on the order of 3 months to complete with risk analysis, revisions, logistical concerns, etc
- It involves **collaboration**. This means you are working with others (students, teachers, a charity, etc.) to make your project happen.
- It must be, at least partially, **student-driven and initiated**. YOU must take the leadership role on this project. Your CAS project should have a defined purpose and goal and address all of the CAS Stages.
- It **addresses any single strand**, or **combines two or all three strands** of CAS. Below are some examples of CAS projects designed to help you generate your own ideas:

Creativity: A student group plans, designs, and creates a mural.
Activity: Students found and compete with a sports team including training sessions and matches against other teams (note: participation on a pre-existing school or club team would NOT count as a CAS Project, though it could be an Experience for Activity).
Service: Students set up and conduct tutoring for people in need.
Creativity and Activity: Students choreograph and teach a routine for their marching band.
Service and Activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.
Service and Creativity: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled material.
Creativity, Activity, and Service: Students rehearse and perform a dance production for a local retirement home or shelter.

NOTE: If you are unsure whether an idea qualifies as a CAS Project vs. an Experience, complete the CAS Project Planning Form and ask your CAS Coordinator.

Responsibilities of the Student

Students should "own" their personal CAS programme. With guidance from their mentors, advisers, and CAS Coordinator, students should choose experiences for themselves.

Students are required to:

- Self-review at the beginning of their CAS programme and set personal goals for what they hope to achieve
- Plan experiences, carry them out, and reflect on their learning
- Keep **weekly** records of their experiences and achievements in ManageBac
- Take part in a range of experiences, including at least one month long CAS Project
- Show evidence of achievement of the seven CAS Learning Outcomes
- Undertake at least three formal interviews with the CAS Coordinator: one preparatory conversation, one interim review, and one final review

Reflections and Evidence

Students should be keeping CAS goals, planning, reflections, and evidence in a digital portfolio on ManageBac during the 18 months of CAS. The CAS Coordinator will monitor CAS Portfolios, and the final portfolio will be submitted to demonstrate that CAS requirements have been met.

CAS Portfolios must show the following for each activity:

1. Goals and plan for the activity
2. Reflection: Which Learning Outcomes does the activity meet? What was successful and challenging? What did you learn about yourself, others, and the activity? How does this learning apply to other situations (personal or global)? There are more reflection questions on ManageBac.
3. Evidence: Documentation of HOW the Learner Outcomes were met. This may take many forms including writing, pictures, blogging, videos, poetry, songs, screenshots, etc.

CAS Probation

Completion of the CAS Programme is required for the IB Diploma. Full diploma candidates must be engaged in CAS experiences on a continuous basis over an 18-month period, ending in February/March of their senior year. On the next page, there are internal deadlines that must be followed in order for students to stay on track with the IB Diploma. If a student has not completed the required number of evidence-reflections (combined number of uploaded pieces of evidence and reflections on their ManageBac portfolio) by the given deadlines, that student will be dropped from the IB Diploma Programme.

Evaluation

We will be celebrating the completion of your CAS Portfolio in April/May of senior year. You will publicly showcase all of your hard work and growth during your junior and senior year.

While your CAS Portfolio is internally assessed for quality and completion, the IB may ask to see your portfolio to moderate the assessment. If requested, your portfolio will be uploaded and sent to the IB moderators.

CAS Timeline

If you ever have any questions, please contact your CAS Coordinator.

Date	What's Happening in CAS	What DP Candidates Need to Do
August Grade 11	Introduction to CAS	CAS Planning Set Aims & Goals on ManageBac
September Grade 11	Start of CAS Experiences	Begin uploading experiences, reflections, and evidence on ManageBac
October Grade 11	First Formal Interview Begin CAS Project Planning	Sign up for First Formal Interview, complete interview questions, and attend interview with CAS Coordinator
December Grade 11	Plan Tentative CAS Project	**Semester 1 Deadline:** 18 evidence-reflections must be uploaded to ManageBac by the end of the semester
February Grade 11	Grading Period Check In	**Probation Check-in:** Complete at least 25 evidence-reflections
April Grade 11	Grading Period Check In	**Probation Check-in:** Complete at least 36 evidence-reflections
June Grade 11	Evidence-Reflection Deadline	

	45 evidence-reflections must be uploaded to ManageBac by the end of the semester	
August Grade 12	Diploma Candidate Retreat and Check In *CAS Project Complete* *CAS Experiences Continue*	
September Grade 12	Second Formal Interview Grading Period Check In *CAS Probation if you have less than 54 evidence reflections*	
November Grade 12	Grading Period Check In	**Probation Check-in:** Complete at least 62 evidence-reflections
December Grade 12	Evidence-Reflection Deadline *70 evidence-reflections must be uploaded to ManageBac by the end of the semester*	
February Grade 12	Grading Period Check In	**Probation Check-in:** Complete at least 80 evidence-reflections
March Grade 12	Third Formal Interview Final Evidence-Reflection Deadline *90 evidence-reflections must be uploaded to ManageBac by the end of your 18-month CAS portfolio*	
April of Grade 12	CAS Final Reporting and Student Presentations *CAS Exhibition Due*	