Creativity, Activity, Service Handbook
For students graduating in 2017 and after

*Adapted from the International Baccalaureate Creativity, Activity, Service 2015 Handbook*
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.

“Not everything that counts can be counted, and not everything that can be counted counts.”

-Albert Einstein
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.

As IB learners we strive to be:

**INQUIRERS**
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**KNOWLEDGEABLE**
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**THINKERS**
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**COMMUNICATORS**
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**PRINCIPLED**
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**OPEN-MINDED**
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**CARING**
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**RISK-TAKERS**
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**BALANCED**
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**REFLECTIVE**
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.
What is CAS?

Creativity, activity, service (CAS) is at the heart of the Diploma Program. It is one of the three essential elements in every student’s Diploma Program experience (along with TOK and Extended Essay). It involves students in a range of activities alongside their academic studies throughout the Diploma Program. **Successful completion of CAS is a requirement for the award of the IB diploma.**

The Aim of Creativity, Activity, Service (CAS)

Because you are more than just a grade average, CAS is intended to move you out of the academic arena and help you learn through life experiences. Yes, as an IB student, we know you are involved in many interesting activities. What we are asking you to do is consider how these activities help you to become a better person. CAS is about:

- Reflective thinkers – you understand your own strengths and limitations, identify goals and devise strategies for personal growth
- The willingness to accept new challenges and new roles
- Awareness of yourself as a member of communities with responsibilities towards each other and the environment
- Being an active participant in sustained, collaborative projects
- Balance – you enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences

What defines the three strands of CAS?

CAS is organized around the three strands of **creativity, activity** and **service** defined as follows:

- **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 an authentic need
When?

The CAS program formally begins at the start of the Diploma Program and continues on a **weekly basis**, for at least 18 months with a reasonable balance between creativity, activity, and service.

What?

Students engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Students must complete a **CAS project** of at least one month’s duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

How?

All CAS students are expected to maintain and complete a **CAS portfolio** (this will be through the online The Google Classroom program) as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence and **reflections** that showcases CAS experiences. **Students will have monthly deadlines to help keep them on track.**

Completion of CAS is based on student achievement of the seven CAS learning outcomes:

1. **Identify own strengths and develop areas for growth**
2. **Demonstrate that challenges have been undertaken, developing new skills in the process**
3. **Demonstrate how to initiate and plan a CAS experience**
4. **Show commitment to and perseverance in CAS experiences**
5. **Demonstrate the skills and recognize the benefits of working collaboratively**
6. **Demonstrate engagement with issues of global significance**
7. **Recognize and consider the ethics of choices and actions**

The CAS Test—Is it CASable?

- real, **purposeful** experiences with **significant outcomes**
- personal **challenges**—tasks that **extend** the students and are achievable
- **thoughtful consideration** demonstrated through planning, reviewing progress, and reporting **reflection** on outcomes and **personal learning**
Students will use the five CAS stages for all extended experiences (including the CAS project):

1. **Investigation**: Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.

2. **Preparation**: Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.

3. **Action**: Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.

4. **Reflection**: Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.

5. **Demonstration**: Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.
Examples

All of these examples are just to get you started! This is NOT an extensive list.

Creativity

• active organization in a school club
• vocal / chamber choir / jazz band / etc.
• school play / drama club
• art / music/ dance lessons
• cooking classes
• martial arts
• creative writing
• planning process

Activity

• school teams
• intramural activities
• community sporting activities
• yoga/walking/working out/hiking
• a service/creativity activity with a physical component

Service

• student council, prefects, fundraising or awareness campaigns
• volunteering at children’s camps, hospitals, seniors’ homes
• homework clubs, volunteer tutoring
• Red Cross, Cancer Society, Habitat for Humanity
• Fundraising for Marathons, telethons, etc
• At least ONE of these must contain Service Learning

Service Learning

Service learning builds upon students’ prior knowledge and background, enabling them to make links between their academic disciplines and their service experiences.

Students will create a presentation to share with the academic class that showcases the work done and draws connections to prior knowledge learned.
CAS Project Examples

- Creativity: A student group plans, designs and creates a mural.
- Activity: Students organize and participate in a sports event including training sessions and matches against other teams.
- Service: Students set up and conduct tutoring for people in need.
- Creativity and activity: Students choreograph 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 materials.
- Creativity, activity, and service: Students rehearse and perform a dance production for a community retirement home.

Reflection

This is the KEY to the CAS program! Each experience must have a reflection uploaded into the Google Classroom (this may be written, audio recorded, video recorded, or may be accomplished in some other creative way).

Elements to strong reflections:
- Describing what happened: Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- Expressing feelings: Students articulate emotional responses to their experiences.

The following two elements add greater depth and expand perspectives:
- Generating ideas: Rethinking or re-examining choices and actions increases awareness about self and situations.
- Asking questions: Questions about people, processes or issues prompt further thinking and ongoing inquiry.

Evidence

Each experience must have supporting evidence uploaded to the Google Classroom (photos, playbills, website links, etc)

Supervisors

Each CAS experience must have an adult supervisor to sign-off on completion of task.
School Responsibilities

Help you identify your personal and social goals for CAS

Your CAS Coordinator will discuss your self-evaluation with you, help to guide inquiries or questions, and mentor you through the CAS process. This includes group meetings, as well as, a minimum of 3 individual interviews.

Monitor the range and balance of activities you are undertaking

Your CAS Coordinator is familiar with the IB expectations for a successful CAS experience and will help you define and achieve a balance of activities that meets the Diploma Program expectations.

Develop your powers of reflection

Your CAS Coordinator will provide feedback on your ongoing reflections, in writing, in discussion, through emails, asking guiding questions and helping you develop as a reflective CAS practitioner. This includes feedback and response to your portfolio entries.

Support you in your consideration of ethical and global concerns

The school and your CAS Coordinator will provide postings of events that might enhance your ethical and global world view, as they occur in the school, local, national and international community. You can choose to participate or not, as your schedule and interests dictate.