



# Creativity, Activity and Service



## Introduction to CAS

Creativity, Activity, and Service (CAS) is one of the three core elements of the Diploma Program. CAS, along with the other core elements (Theory of Knowledge and Extended Essay), aims to support the academic disciplines, foster international mindedness and develop self-awareness and a sense of identity. CAS highlights the importance of life outside of academics, providing balance to the rigor of the academic program. The CAS program encourages students to share their talents and interests while engaging in quality experiences, developing awareness, collaborating and communicating with others and reflecting on growth. The International Baccalaureate program goal of educating the whole person is met when the students go beyond the classroom.

CAS works hand in hand with the IB learner profile. The goal of the program is to complete CAS experiences that are purposeful, personally challenging, has thoughtful consideration with planning, reviewing progress and reporting along with a reflection component. CAS should involve learning. CAS encourages the student to develop new skills and inspire a sense of responsibility for others in the community. As the student completes experiences to fulfil the CAS requirement, activities should meet the general requirements of: goal setting, progress reflection, and how you benefit others.

## CAS Strands

There are three strands to the CAS program. Activities may involve one, two, or all three.

### Creativity

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

Creativity covers a wide range of arts and other activities outside of the normal curriculum including the arts and creative thinking. These may go hand in hand with designing and carrying out service projects or self-improvement. Creative activities should always have a defined goal or outcome and be planned and reflected upon. Experiences should challenge the student in a realistic way.

### Activity

*Physical exertion contributing to a healthy lifestyle.*

Activity relates to anything involving physical exertion. Team sports, activities to develop a healthy lifestyle, or physical activities involved in service projects are ways to meet this strand requirement. Activity experiences will have a defined goal or outcome and be planned and reflected upon. These experiences should aim to challenge the student through the use of goal setting.

### Service

*Collaborative and reciprocal engagement with the community in response to an authentic need with the aim of understanding your capacity to make meaningful contribution to your community and society.*

“Think global, act local.” This strand develops international mindedness in the Diploma Program. Service projects should identify a community need and seek to meet that need. Service experiences involve



## Creativity, Activity and Service

interaction with the community that is being served. Through this strand, students will not only do for others, but they will do activities with others while developing a commitment to them. This interaction should always show respect for the dignity of others. Awareness of possible impact and consequences of the students' actions should be part of the planning process. International-mindedness and engagement of global significance can be increased through service projects that include interaction with and appreciation of diverse social or cultural backgrounds.

### The CAS Experience

CAS experience will:

- Fit within one or more of the CAS strands
- Based on 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 Diploma Course requirements

CAS experiences will not be any paid activity or anything students receive a grade for, to include family responsibilities. Other activities that cannot be counted are religious activities that involve evangelism, activities that cause division among different groups in the community, or any simple tedious activity that does not have a goal or set outcome.

When deciding on a CAS experience, students should consider:

- Will the experience be enjoyable?
- Does the experience allow for development of personal interests, skills and/or talents?
- What new possibilities or challenges could the experience provide?
- What might be the possible consequences of the CAS experience for you, others, or the environment?
- Which CAS learning outcomes may be addressed?

### The CAS Project

A project where students will work with others towards a stated goal in one or more of: creativity, activity, and service. All projects should have a defined goal, should last one month from planning to completion, and follow the CAS stages. The CAS project should challenge students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The purpose is to sustain collaboration and to see the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. There should be a genuine need identified. Learning outcomes should be identified to guide the role of the student and their responsibilities in the CAS project. Students should reflect on their project experience.

### CAS Stages

The CAS stages offer a helpful and supportive framework and process for CAS students. These stages represent a process and sequence that can assist students in many aspects of their life. They follow a process they can apply to future situations.



## Creativity, Activity and Service

### The Five CAS stages:

- 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.

### Reflections (in ManageBac)

Reflections are completed in ManageBac. Include the following to guide you in a complete reflection.

1. Describe the activity and what you hoped to accomplish
2. What was the outcome of the activity and how did this match up with your expectations?
3. If you were to do this activity again, what would you do differently and why?
4. How did this activity relate to Creativity, Activity, Service?
5. How did this activity relate to the learning outcomes (see below for the question to answer that goes along with the specific learning outcomes)?
6. What difficulties did you encounter with this activity and how did you overcome them?

As you plan your CAS journey and/or write reflections, consider these questions as a guide to help you target the learning outcomes in your reflections:

1. How have I identified my own strengths and areas for growth?
2. How have I demonstrated that challenges have been undertaken, developing new skills in the process?
3. How have I demonstrated how to initiate and plan a CAS experience?
4. How have I demonstrated the skills of working collaboratively with others and that I understand the benefits of working collaboratively?
5. How have I shown perseverance and commitment in my CAS experiences?
6. How have I demonstrated engagement with issues of global importance?
7. How have I considered the ethical implications of my choices and actions?



## Creativity, Activity and Service



### Seven Learning Outcomes:

**1. Identify your awareness of your own strength and develop areas for growth.**

- **Descriptor** 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.**

- **Descriptor** A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.

**3. Demonstrate how to initiate and plan a CAS experience.**

- **Descriptor** 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.**

- **Descriptor** Students demonstrate regular involvement and active engagement in CAS.

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

- **Descriptor** 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.**

- **Descriptor** 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.**

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



## Creativity, Activity and Service



### CAS Timeline:

#### Year 1:

- Whole group check in meeting with CAS supervisor (Fall).
- Mid year check in: Interview 1 with CAS supervisor.
  - Students will have CAS experiences entered into Managebac with reflections/evidence.
- Whole group check in meeting with CAS supervisor (Spring) to discuss Summer opportunities and CAS project plans.

#### Year 2:

- Whole group check in meeting with CAS supervisor (Fall).
- Interview 2 individual meetings with CAS supervisor (fall/winter).
  - Students will have entered all Year 1 CAS experiences with reflections.
  - Plan of action for CAS project.
- Interview 3 with CAS supervisor (Spring).
  - All experiences are entered with reflections completed.

#### CAS Supervisor will

- Approve CAS experiences based on reflections
- Guide students in meeting learning outcomes through interviews during the two years
- Sign off on CAS experiences at the end of Year 2