

## CREATIVITY, ACTIVITY, and SERVICE (CAS)

The *IB Diploma Programme* provides an opportunity to expand your mind academically by providing courses that give you the knowledge that will help you to fulfill your goals once you graduate. CAS is a way to engage in experiences that will enhance your personal growth. It encourages you to expand your “comfort zone” and take on projects that you may not have otherwise done. Reflecting on these experiences helps you to focus on what you have learned about yourself and the world around you.

**The objectives of CAS is to help you become a person with:**

- Self-confidence
- Attitudes and values which respect human dignity, and which transcend barriers of race, class, religion, gender and politics
- An awareness of humanitarian and environmental issues, and the development of an ethical position on them from a local, national and international perspective
- A willingness to interact meaningfully with others
- A sense of responsibility towards all members of the local, national and global communities, and a commitment to be of value to those communities
- Personal qualities of curiosity, honesty and self-criticism
- An ability to reflect on and to learn from experiences
- A spirit of discovery, commitment, initiative, determination and perseverance
- The ability to meet challenges and an awareness of personal limitations
- Practical skills that can be used in community engagement and in a future career

CAS is an *IB Diploma Programme* requirement and is assessed as either a pass or fail. CAS advisors will consistently look at your growing portfolio and in the end determine if you have met the requirements of the CAS course. It is important to note that if you do not fulfill the requirements and fail CAS you will not be eligible to receive your IB Diploma but this should not be the only reason that you should be doing these activities. Whether it be volunteering at the local Community Centre or writing a novel, CAS gives you the opportunities to engage in something that you are passionate about.

## R.E. Mountain Secondary School

### IB Diploma Programme

#### What is CAS?

If you do not know if an experience can be used for CAS, here are a few things to think about:

- Is the activity a new role for me?
- Does it have real consequences for me or for other people?
- What do I hope to learn from getting involved?
- What Learning Outcomes will be addressed?
- How can this activity benefit me or other people?
- Who will be the appropriate adult supervisor to assist/witness my participation?
- If there is no supervisor, what physical evidence can you provide to document your activities?

#### What is not CAS?

It is important that the spirit of CAS be considered at all times. Generally, CAS is not taking place when you are in a passive role and therefore the activity will provide you with no meaningful benefit. In passive circumstances achievement of a CAS Learning Outcome rarely occurs. Examples of activities that may be inappropriate for CAS include:

- Doing simple, tedious and repetitive work, like returning school library books to the shelves, handing out brochures, selling tickets to an event, or asking people in the street for donations.
- A passive pursuit, such as a visit to a museum, the theatre, art exhibition, concert or sports event.
- All forms of duty within the family.
- Religious devotion.
- Work experience that only benefits you.
- Fund-raising with no clearly defined end in sight.
- An activity where there is no leader or responsible adult on site to evaluate and confirm your performance.
- Activities that cause division amongst different groups in the community.
- An activity for which you are personally rewarded either financially or with some other benefit (unless this benefit is passed on in full to a worthy cause).

#### CAS IS NOT ABOUT COUNTING HOURS!

However, as a method of ensuring adequate participation in the *Programme*, it is suggested you spend the equivalent of two to three hours a week participating in adequate activities in order to achieve the CAS learning outcomes. CAS participation must continue for at least 18 continuous months. All CAS requirements need to be completed by April in your graduating year. That means you don't get the summer off at the end of your grade 11 year!

## R.E. Mountain Secondary School

### IB Diploma Programme

#### Learning Outcomes

CAS is centered around 7 Learning Outcomes: You need to achieve these outcomes in each of the two years. Global Engagement can be achieved through the CAS Project.

1. **Identify own strengths and develop areas for growth (Strength & growth)**

Think about what your strengths are. Are you a good communicator, organizer, learner or leader? Do you love a good challenge? Think about what you're not so comfortable with. Maybe you are someone who loves to take direction from others, stay in the background or work alone. How could your CAS experience change your perception of yourself and how others see you?

2. **Demonstrate that challenges have been undertaken, developing new skills in the process (Challenge & skills)**

This does not mean you have to do something you do not like or are not interested in. You should be taking what you are passionate about or interested in (this could be something that you are doing already) and doing something different with it. Choose an experience or project that gives you the opportunity to experience and learn new things. Get out of your comfort zone.

3. **Demonstrate how to initiate and plan a CAS experience (Initiative & planning)**

Planning and initiation will often be in collaboration with others. It can be shown in experiences that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.

4. **Show commitment to and perseverance in CAS experiences (Commitment & perseverance)**

Never give up without exploring all possible avenues towards the success of a project or activity. Many times, others will be depending on you and you will let them down if you "bail".

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

Be part of a team. This will help you gain access to additional resources that can help you in your endeavors and therefore you will be able to achieve more. How are your actions affecting the group as a whole? How are you planning for discussions with your team?

6. **Demonstrate engagement with issues of global significance (Global engagement)**

Think globally and act locally. What can you do here that will have implications for people everywhere? Environmental issues, human and animal rights, nutrition and integration are just a few examples of topics that you can find local organizations to work with in the community.

7. **Recognize and consider the ethics of choices and actions (Ethics of choices & actions)**

We all may intuitively know what the right thing to do is, but knowing how to do it, or being able to think through long long-term consequences are challenging and often stop us from action. What does it mean to be morally autonomous? How are your actions perceived by others? What are the short- and long-term effects of your actions: on yourself, on the belief of an individual/a group/an entire community? Keep in mind social and economic status, health status, sustainability, freedom, safety, legal status, living standards and quality of life. What you do could be highly beneficial or have negative consequences. Consider these consequences of the activities you engage in.

## The 3 strands of CAS

These outcomes are to be achieved while participating in different experiences within the three strands to CAS –creativity, activity, and service. You are expected to perform experiences in all three of these strands throughout your grade 11 and grade 12 year and no one experience may be more than 50% of your participation in one strand.

### CREATIVITY

This aspect of CAS is interpreted as imaginatively as possible to cover a wide range of arts and other experiences outside the normal curriculum that include creative thinking in the design and carrying out of service projects. This could involve dance, theatre, and music, but could also include activities that involve creative thinking in their creation and implementation, such as organizing an event or competition, developing proposals, and designing lessons. You should be engaged in new roles wherever possible. Individual commitment to continued participation in an art form such as a musical instrument or photography is not accepted as CAS unless it respects the requirements for all CAS experiences: that the experience sets you a challenge, that aspects of participation in the experience are new to you, that goals are set and that you reflect on your progress.

### ACTIVITY

This aspect of CAS can include participation in sport or other experiences requiring physical exertion— such as hiking and camping trips, or cleaning beaches. You are encouraged to be involved in group and team activities, but an individual commitment is acceptable where the general requirements of CAS are met, goals are set and you reflect on your progress in the learning outcomes you have chosen. Individual commitment to continued participation in a sporting activity is not accepted as CAS unless it respects the requirements for all CAS experiences: that the experience is a challenge, that aspects of participation in the activity are new to you, that goals are set and that the you reflect on your progress.

### SERVICE

Service experiences are meant to nurture and mold the global citizen in you. There are different ways that you can be involved in Service; but what is important is that you are involved in making meaningful contributions to the community. The community may be the school, the local district, or it may exist on national and international levels.

## R.E. Mountain Secondary School

### IB Diploma Programme

#### TYPES OF SERVICE:

**DIRECT SERVICE:** Service that involves direct interaction with a targeted cause, whether it is people, the natural environment, or animals.

**INDIRECT SERVICE:** Service that has a verified benefit to the targeted cause, but you do not see those you aim to support. An example would be to develop a website for the local animal shelter.

**ADVOCACY:** Get involved in supporting an issue of public interest by promoting the cause or concern.

**RESEARCH:** Focusing on a particular issue of public interest, collect information from a variety of sources then synthesize it to produce material that can be used to influence change in practices and policy. An example of this could be to produce a report on the need for rehabilitation of natural environments.

**COMPASSIONATE SERVICE:** A reaction to a local or international situation that generally requires an immediate response. Developing a sound understanding of the situation, its causes, and its consequences, will allow for best results.

**FUNDRAISING:** The preferred approach is for you to get directly involved with the organization or group that you intend to raise funds for. You should first gain a good understanding of who and what you wish to support, and where possible be directly involved in decisions about how the raised funds will be spent. Often the awareness that is generated about the organization being supported is just as important as the amount of funds that are raised.

**VOLUNTEERISM:** When you give your time to join service activities that have been initiated and planned by other students, the school, or a community group. Preferably you will first develop your understanding of what you are giving your time for – what the issue being addressed is, why it exists and ways it could be rectified. The more informed and prepared you are, then the greater the scope for a meaningful contribution.

**INTERNATIONAL SERVICE:** Where you travel internationally to be involved directly in working with a community for mutual benefit. As with other types of service, you should prepare yourself for your involvement by gaining an understanding of the community you will work with, their history, and the issues they face. The benefits of international service are greatly increased when you understand that there is a clear authentic need for your involvement. In CAS, only focusing on international service with no involvement in or focus on the local community is to be avoided.

## PRE-PLANNING YOUR CAS

You must self-review at the beginning of your CAS experience and set personal goals for what you hope to achieve through your CAS course. This will involve identifying your interests, strengths, weaknesses, and resources. *You must complete and submit the forms found in this handbook (electronic version can be found in ManageBac under files) to commence your CAS course.* Keep in mind that you may adjust your plans and add additional activities as you progress through your Diploma Programme. Remember you must:

- take part in a range of experiences, some of which you initiate yourself, that involve you in either the school community, local community, national community, or the international community.
- be involved in at least one activity that addresses an important public issue e.g. involvement in an activity related to addressing a local or global issue.
- have at least one activity that is a long-term project (significant involvement) that incorporates two or more categories of CAS (a CAS Project).
- plan on spending the equivalent of two to three hours per week doing CAS experiences, with a reasonable balance between creativity, activity, and service.
- not feel as though you have to include all your extra-curricular activities as a part of your CAS.

You will be given a handout (probably in TOK) prior to our first group meeting that will help you to focus your experiences. Please bring the completed form to the first meeting.

The first CAS session will occur once you have been assigned a ManageBac account. At that point we will show you how to use ManageBac to record your experiences. By the end of that session, you will have set up a stand and know how to add reflections and evidence. After the session you will be required to:

- Complete the “Getting Started Checklist” and upload it into CAS documents on ManageBac. (You will be able to find the checklist in ManageBac files)
- Set up experiences for the other two strands of CAS

## R.E. Mountain Secondary School

### IB Diploma Programme

#### PORTFOLIO

CAS coordinators will be monitoring your progress after your initial interview through the web-based programme Managebac.

- You must use Managebac to make your reflections and keep records of your experiences, including photos or other documentation. Parts of your reflections and other documentation need to show evidence of the CAS seven learning outcomes. You may wish to use an additional medium that can be used in combination with files uploaded to Managebac: such as a scrapbook, photo essays, videos/DVDs.
- *Please let the CAS coordinators know that you are doing this and bring in the portfolio regularly to for monitoring.*
- Update your portfolio as directed by the CAS coordinators.
- Your CAS Portfolio must include reflections and evidence.
- You will be meeting with the CAS Coordinators for at least three CAS Interviews. Here you must provide evidence of your achievement of the seven CAS learning outcomes by discussing your CAS Portfolio.

Overall, your portfolio should contain:

- Real, purposeful activities with significant outcomes
- Personal challenges
- Experimental learning – planning, doing, observing and reflecting
- Reflection on outcomes and personal learning
- Goal-oriented activities with tangible outcomes
- Self-initiated activities
- A reasonable balance between Creativity, Activity and Service



## R.E. Mountain Secondary School

### IB Diploma Programme

#### PORTFOLIO: SET-UP

Before	<p>At the beginning of each term (see timeline for start and end dates of CAS terms) you must use Managebac to submit an experience proposal. The set up must include:</p> <ol style="list-style-type: none"> <li>1. A name for the experience (example: Term 1- Swimming)</li> <li>2. Timeline – start and end date</li> <li>3. Choose Creativity, Activity or Service button</li> <li>4. A description including what you are going to do, the plan for how it will be completed (short term goals), and how it is going to help you to grow as a person</li> <li>5. Choose the learning outcomes you are going to focus on and describe how you are going to achieve them (no more than three LO per experience)</li> </ol>
During	<p>You must keep a record of your CAS activities (monitor ManageBac for notifications from CAS coordinators regarding number of uploads required per month).</p> <ol style="list-style-type: none"> <li>1. Evidence - compile photos, videos and other artifacts as evidence of your participation and your achievement in the learning outcomes.</li> <li>2. Reflections – see next page for information on how to write good reflections.</li> </ol>
After	<p>At the end of your experience, you must make your final reflection. Final reflections must include:</p> <ol style="list-style-type: none"> <li>1. Title the reflection “Final Reflection”</li> <li>2. Put subheadings (in bold) for each of the outcomes you selected for the strand.</li> <li>3. Below the subheading, reflect on your growth in that outcome.</li> <li>4. Tell us what you learned about yourself, or how you grew with respect to that outcome. The reflection for each outcome should be at least a paragraph.</li> </ol> <p>If you had a supervisor, they need to fill out a supervisor review (within two weeks of the activity). You can find this form on Managebac.</p>



### REFLECTIONS

The reflection process is what transforms life experiences into true learning and is a key part of experiential learning. Experiential learning involves much more than just planning and carrying out the activity itself. It also involves:

- personal observation and reflection of your feelings and interactions,
- analysis of your perceptions,
- identifying your achievements, outstanding issues, personal strengths and challenges,
- evaluating your actions
- and thinking about your new understandings.

Reflection therefore is a key part of CAS. Reflection involves observation, asking questions, putting facts, ideas and experiences together to come up with new meaning. Reflections do not need to be essays – short, point form comments are acceptable, in fact encouraged.

Ongoing reflection helps reveal and even determine what personal changes are occurring due to your involvement in CAS. It will be through your reflections that you will learn from what you are doing, and we will know whether:

- your attitudes and values were able to transcend race, class, religion, age, gender, and politics
- you grew in areas of knowledge and technical abilities, and developed a spirit of discovery and self-reliance
- you made links with the local community and developed longer-term goals
- your academic disciplines were complemented by your real life experience

When writing a reflection on your learning, ask the following questions:

- what did I plan to do?
- what did I do?
- what were the outcomes, for me, the team I was working with, and others?

Ensure complexity in your answers to the above by reflecting on the following, for yourself and, where appropriate, for others, and for each stage of an activity:

- how you felt
- what you perceived
- what you thought about the activity what the activity meant to you what the value of the activity was
- what you learned from the activity and how this learning (for example, a change of perspective) might apply more widely.

## R.E. Mountain Secondary School

### IB Diploma Programme

### CAS PROJECT

A CAS project is an initiative that a group of individuals come together to organize. The project should be for a cause in the community that your group feels strongly about such as organizing a soccer tournament that has the proceeds go to Soccer BC, setting up a reading program for primary school age children or making toys for the nearby hospital. Each person in the group should have a large role in the organization and implementation of the project and therefore, depending on the size of the project, there could be between 3 and 6 people per group.

The CAS project should include more than one strand, have a Global importance and concentrate on teamwork (collaboration). Each person within the group should choose responsibilities that will further their personal growth in the learning outcomes that they wish to choose.

Once you have your team and community cause selected, your next step should be to identify what needs to be done to complete your project successfully. Members with certain interests, skills or talents may choose tasks to further person growth and development, while others may use them to go outside their comfort zone and develop new skills.

At this point your group needs to make a project proposal to the CAS coordinators. To help you with the proposal, there is a CAS Project form in ManageBac for your group to fill out together. This proposal includes the idea that you have come up with and the rational for the idea, what activities you want to do and what each person's responsibilities will be.

Once the project is completed, your group will share their experience, being explicit about what you have accomplished, or failed to accomplish, and what they learned from the whole experience. Sharing will include:

1. A final reflection in ManageBac. Must be a full paragraph for each Learning Outcome chosen.
2. A final group reflection, discussing what went well, what did not go well and what you would change if you were to do it again (one per group).
3. A presentation discussing your project and the impact it had.

## R.E. Mountain Secondary School

### IB Diploma Programme

#### THINGS THE CAS COORDINATORS WILL BE LOOKING FOR:

- Each of your experiences requires an adult supervisor (not your parents!). If you are taking part in a school-based experience the supervisor will be the teacher or staff member leading the activity. If the activity was self-initiated or part of an organized event/activity outside of school you will be required to provide more evidence of participation in the experience than if you have a supervisor.
- You must ensure that each experience supervisor completes the Supervisor Review Form and you submit them using Managebac within two weeks of completing the activity.
- No CAS experience should be trivial. You should be considering experiences that require a time commitment of at least five, but more likely 10 hours.
- To ensure a balance, no single experience should take up more than 50% of your participation.
- As a rough rule of thumb you will be taking part in between six to eight substantial experience over the two-year CAS programme, with a balance of experiences between the three categories.
- Abrupt withdrawal from an experience is not encouraged. You may not be demonstrating perseverance and commitment to your experience, which is a required learning outcome of the CAS programme.
- Interviews with your CAS Coordinator where you discuss on your progress will be held at scheduled times during the CAS programme.
- To assist you in successfully reaching the CAS requirements, a number of CAS deadlines have been set. If you do not meet these deadlines, you could jeopardize your successful completion of the IB Diploma and graduation.
- Towards the end of your final year you will be asked to present your finalized CAS Portfolio and take part in a final interview with your CAS Advisor.
- The school will inform the IB whether or not you have successfully completed CAS.

## R.E. Mountain Secondary School

### IB Diploma Programme

#### Timeline

##### Year 1

###### September

- Complete “Choosing a CAS Experience” form – to be handed out in TOK and submitted to Managebac
- Attend “Introducing ManageBac for CAS” workshop
- Complete “Getting Started Checklist” – found in ManageBac files and submitted to Managebac
- Set up experiences for CAS Term 1 as requested by CAS coordinators in the workshop

###### October-November

- Reflect on Learning Outcomes and provide evidence of participation in experiences. Number required will be set at workshop in September
- Check ManageBac regularly for notices

###### December

- Final reflections are to be completed by the end of the month

###### January

- Set up experiences for CAS Term 2 as requested in ManageBac
- Interviews for CAS project groups

###### February-May

- Reflect on Learning Outcomes and provide evidence of participation in experiences. Number required will be posted in ManageBac
- Work on CAS project

###### June

- Final reflections are to be completed by the end of the month
- Complete “CAS 11 Year End Checklist” – found in ManageBac files and submitted to ManageBac
- Term 3 (Summer) experiences to be set up

###### July-August

- Perform Term 3 experiences
- Final reflections (evidence is also required for final reflection) are to be completed by the end of the month

## Timeline (continued)

### Year 2

#### September

- Set up Term 4 experiences as requested in ManageBac
- Reflect on Learning Outcomes and provide evidence of participation in experiences. Number required will posted in ManageBac
- Attend Midway interview – notices will be coming to you through ManageBac

#### October-December

- Reflect on Learning Outcomes and provide evidence of participation in experiences. Number required will posted in ManageBac
- Do final reflections at the end of December

#### January-March

- Set up Term 5 experiences as requested in ManageBac
- Reflect on Learning Outcomes and provide evidence of participation in experiences. Number required will posted in ManageBac
- Complete “CAS 12 Final Reflection Assignment” and submitted to ManageBac
- CAS Project Final Reflection in ManageBac and Group reflection (emailed to CAS coordinator) must be completed

#### April

- CAS exiting interviews.

CAS project presentations will take place during year 2. Time and place will be determined by CAS coordinators.