

# CAS

Creativity, Activity and Service

# What is CAS?

- The heart of the Diploma Program!
- Real, purposeful activities, with significant outcomes
- **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

# Requirements

- Undertaken junior & senior years
- Reasonable balance between creativity, action, service
- Maintain a **CAS portfolio** (a collection of evidence that showcases CAS experiences and for student reflections)
- Show evidence of all **7 learning outcomes**
- Undertake a **CAS project** of at least one month's duration
- Use the **CAS stages** (investigation, preparation, action, reflection, and demonstration) as a framework for CAS experiences and projects
- Three interviews with CAS Coordinator

# Learning Outcomes

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

# CAS Experiences

- May be singular events (a mountain hike) or a series of events (visiting a nursing home several times)
- Must be based on personal interest, skill, talent, or opportunity for growth
- Must not be used or included in the student's Diploma course requirements

# Examples of CAS Experiences

- **Group 1 Language:** Engaging in creative writing, produce audio books for the blind, write a movie and produce it
- **Group 2 Language Acquisition:** Provide language lessons to those in need, develop language guides using technology, raise awareness of the culture of the language being studied
- **Group 3: Individuals & Societies:** record the oral histories of elderly people, create a social enterprise addressing a community need or collaborate on a community garden

# Examples of CAS Experiences

- **Group 4 Sciences:** could form an astronomy club for younger students, help maintain a nature reserve or promote physical participation in “walk to school” groups
- **Group 5 Mathematics:** teach younger children to overcome mathematical challenges, maintain financial accounts for a local charity, promote the importance of mathematics in everyday life to the school community
- **Group 6 The Arts:** take dance lessons that lead to a theatrical performance, participate in a community art exhibition or community initiatives

# CAS Stages

1. **Investigation** – identify your interests, skills, and talents, as well as areas for growth
  - a. Investigate what you want to do and the purpose of your CAS experience
2. **Preparation** – develop a plan of actions to be taken, identify resources and timelines, and acquire any skills
3. **Action** – implement your own idea or plan
  - a. May work in groups or individually



# CAS Stages

- 4. **Reflection** – describe what happened, express feelings, generate ideas, and raise questions
  - a. Can occur any time
- 5. **Demonstration** – make explicit what you learned
  - a. Sharing through your CAS portfolio or with others in an informal or formal manner

# Creativity

- Activities should have a definite goal or outcome
- Personal challenges
- Not merely “more of the same” – more practice, more concerts with the school band, etc.
- Musician may compose and perform a piece
- Artist may create sculpture or photographic series
- Actor may present an original dramatic piece
- Develop a website
- Write a compilation of short stories
- Design furniture, clothing, jewelry, etc.

# Activity

- Physical exertion
- Does not have to be a sport – could be part of a service activity
- Set personal goals
- Take on fears
- Pass on skills to others

# Service

- Unpaid (unless donating all profits) and voluntary
- **Direct service** – involves people, the environment, or animals (one-on-one tutoring, working in an animal shelter)
- **Indirect service** – can't see the recipients of your service (redesigning a charity's website, nurturing tree seedlings for planting)
- **Advocacy** – speaking on behalf of a cause or concern to promote action (writing a play on bullying, creating a video on sustainable water solutions)
- **Research** – collection information, analyze it, and report it (conduct environmental surveys, contribute to a study of animal migration, conduct social research on homelessness)

# CAS Project

- Involves collaboration between a group of students or with members of the wider community
- At least one month duration
- Should use the CAS stages
- Can address one strand, two, or all three
- Examples:
  - *Creativity*: student group plans, designs, and creates a mural
  - *Activity*: Students organize and participate in a sports team, including training sessions and matches against other teams

# CAS Project

- Examples
  - *Service* – students set up and conduct tutoring for people in need
  - *Creativity & Activity* – Students choreograph a routine for their marching band
  - *Service & Activity* – Student plan and participate in the planting and maintenance of a garden with members of the local community
  - *Service & Creativity* – Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials
  - *Creativity, Activity & Service* – Students rehearse and perform a dance production for a community retirement home

# Developing Reflection

- Describing what happened
  - Retelling memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes
- Expressing feelings
  - Articulating emotional responses to experiences
- 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

# Time for Reflection

- Purposeful reflection is about quality not quantity
- You should identify moments worthy of reflection
  - For example when
    - A moment of discovery is happening
    - A skill is mastered
    - A challenge is confronted
    - Emotions are provoked
- At the beginning, middle, and end of a series of CAS experiences



# Forms of Reflection

- Photographs of experiences may be used to reflect in writing
- Composing a song
- Short videos
- Blogs
- Posters
- Journals

# CAS Portfolio

- Digital
- Online
- Diary
- Journal
- Scrapbook
- Blended approach

# CAS Portfolio Sections

- **Profile**

- Interests, skills, talents
- Plans and goals for their CAS Program
- How your personal value system aligns with the values expressed by the IB

- **Experiences**

- Incorporates a variety of reflections, learning moments, personal achievements, and how you have utilized the CAS stages

- **Evidence**

- Planning documents, letters, emails, certificates, acknowledgments of participation, photographs, videos, etc.

# In-School Resources

- Swimming pool
- Gymnasium
- Auditorium
- Art/music rooms
- Computer rooms
- Laboratories
- Special education classrooms
- Guidance Counselors

# Out-of-School Resources

- Social services, health services, government offices
- Overseas embassies
- Service organizations (i.e. organization that help particular groups like the elderly)
- Environmental groups
- Youth groups, sports clubs, drama, music and art groups
- Local industry
- International organizations: Amnesty International, Red Cross, YMCA

# What You Can Do

- **What are you passionate about?**
- List of local organizations
- Nursing homes and daycare centers
- Animal shelters
- Link Crew
- Learn to Lead
- Collaborative study tutoring
- Interact Club

# What You Can Do (con't)

- Heifer International
- The Red Cross
- National Make a Difference Day
- Taking IT global (<http://www.tigweb.org/>)
- Unite for Children  
(<http://www.unicef.org.uk/tz/rights/index.asp>)
- IB Community Theme: Sharing our Humanity  
(<http://www.ibo.org/mission/communitytheme/>)

# Recognizing Your Achievements

- Take pictures/videos of your activities!
- District website
- Parent newsletter
- Newspaper