



**Creativity**

**Activity**

**Service**

**(CAS)**

**A handbook for Cedar International School  
Students and their Families 2016-17**

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“You must give time to your fellow man – even if it’s a little thing, do something for others – something for which you get no pay but the privilege of doing it.”

*Albert Schweitzer*



## **The Creativity, Activity, Service (CAS)** **Requirement for the International Baccalaureate**

In keeping with its goal of educating the whole person and its mission “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world,” the International Baccalaureate Organization has made CAS a fundamental part of its curriculum. The IBO and Cedar International School requires that IB and CD Diploma students in grades 11 and 12 complete an 18 month programme in CAS, carrying out activities and experiences relating to Creativity, Activity and Service. This important requirement fosters experiential learning beyond the confines of the classroom and encourages students to become involved in creative pursuits, physical activities, as well as with local, national, and international service projects.

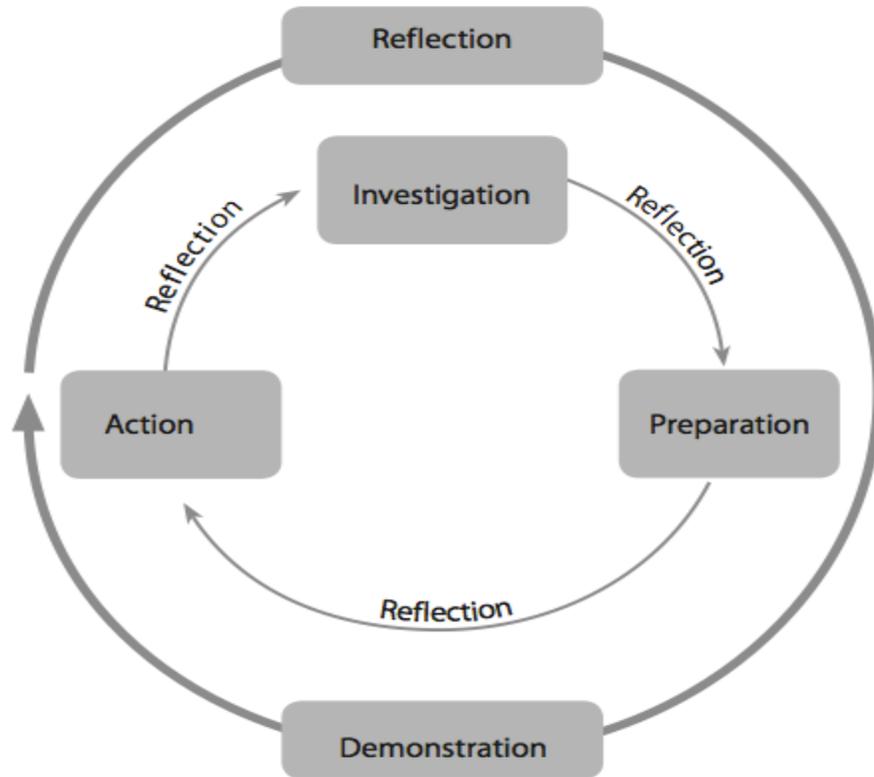
Note: Cedar International School runs two service programs; one for MYP students, grades 6-10, and another for students in grades 11 and 12. This guide outlines Cedar International School’s requirements for CAS students in grades 11 and 12.

### **CAS activities**

All proposed CAS experiences must meet 4 criteria;

1. Be authentic, purposeful activities with significant outcomes.
2. Be a personal challenge.
3. Involve planning, reviewing and reporting.
4. Have in depth reflections on outcomes and learning.

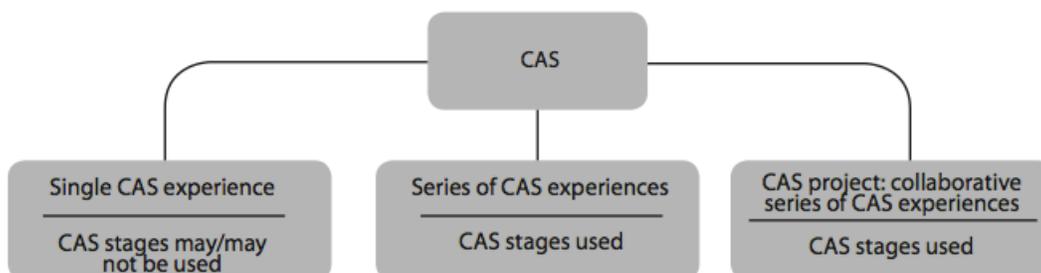
CAS experiences can be a single event or a series of events, and must include at least one project of no less than a month’s duration in which the student works collaboratively with other students. Students use the CAS stages as the framework for their experiences. These are investigation, preparation, action, reflection and demonstration (see diagram).



**Figure 4**

*The five CAS stages*

There are a range of ways in which experiences can be carried out:



**Figure 3**

*CAS experiences and stages*

Typically, a student's CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than unplanned/singular experiences. A series of planned CAS experiences are recommended for a more engaging CAS programme.

## **CAS Philosophy and Aims**

CAS enables and inspires each student to develop a spirit of discovery and initiative that has real benefits and consequences. It asks students to challenge themselves, to stretch beyond their personal limits, and to share their talents and energies with others.

CAS encourages students to discover and develop new skills and interests, take risks and develop a sense of responsibility and personal commitment to doing what they can to improve the world around them. It prepares students to participate in, and contribute to, the international community by fostering the development of shared values and attitudes that transcend issues of politics, religion, class, race and gender. In short, CAS is designed to encourage students to be more active and committed citizens, giving of themselves and to foster a sense of balance in their own lives.

**Students must plan and participate in a range of activities and experiences over the course of 18 months. Students must have achieved each of the 7 learning outcomes at least once over the course of the programme, and have provided evidence of this in their CAS portfolio on Managebac. Students must also have attended 3 interviews throughout the CAS programme.**

*“The best way to find yourself is to lose yourself in the service of others.”  
— Mahatma Gandhi*

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



**Activity** – Physical exertion contributing to a healthy lifestyle



**Service** – Collaborative and reciprocal engagement with the community in response to an authentic need



**At least one CAS Activity during the 18 month program must be a month long or more, which means that it is on-going (a series of experiences), and completed in collaboration with at least 1 other person**

**CAS ideas (but not limited to):**

## **Creativity**

Drama and theater  
Musical ensembles  
Teaching activities  
Writing Club  
Art workshops  
Jazz bands  
Guitar  
Dance performance  
Film production  
Bulletin board displays  
Photography  
Creative Writing  
Future Problem Solving  
Teen Court  
Library  
Story time  
Puppet shows  
Prom committee  
Dance  
Music class  
Talent show  
Newspaper  
Web design  
Literary events  
Mentoring  
Debate team  
Culinary arts  
Crafts

## **Activity**

Swim team  
Walk for Diabetes  
Relay for Life  
Dance  
Coaching younger children  
Competitive sport program  
Athletic managing  
Scout activities  
Roller-skating  
Skate boarding  
Strength conditioning  
Attending the gym  
School clubs  
Gymnastics  
Cross-country running  
Martial arts  
Summer camp  
Sports and new sports/positions  
Gardening

## **Service**

Tutoring  
Nursing homes  
Hospital volunteer  
Recycling programs  
Beach clean up  
Special Olympics  
Habitat for Humanity  
Local library  
Homeless shelter  
Student government  
IB information nights  
Day care centers  
Humane Society  
Summer camp  
Red Cross  
YEP  
Helping in cultural festival  
Classroom aide (non-credit)  
Turtle Preservation Society  
Wildlife Refuge  
Teen Court  
Web design  
Soup Kitchen  
VISAR  
Interact  
Teach computer skills  
Plan and implement an officially recognized day

## **Learning outcomes**

Learning outcomes are not the same as assessment objectives because they are not rated on a scale. The completion decision for the CAS Coordinator, in relation to each student is, “Have these outcomes been achieved?”

- **1. Identify own strengths and develop areas for growth**  
Students are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.
- **2. Demonstrate that challenges have been undertaken, developing new skills in the process**  
A new challenge may be an unfamiliar activity, or an extension to 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.
- **4. Show commitment to and perseverance in CAS experiences**  
Students demonstrate weekly involvement and active engagement in CAS.
- **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 collaborations gained through CAS experiences.
- **6. Demonstrate engagement with issues of global significance**  
Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly). They are able to identify and demonstrate their understanding of global issues, make decisions and take action.
- **7. Recognise 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.

**All seven outcomes must be achieved for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is some evidence for every outcome.**

## **Reflections**

Being reflective is one attribute of the IB Learner Profile and is central to CAS. Purposeful reflection is about quality not quantity and students are not expected to reflect on every activity. By allowing students the option to determine key points during their CAS experiences, which inspire reflection, it is hoped that reflection becomes more meaningful. Students reflect to identify important moments, discuss a possible learning outcome, recognize personal growth and achievements and plan for their next CAS experience. Reflections can take on various forms such as photos supported by text, a poem or a song, a short video, a letter etc. By encouraging students to choose forms of reflections that are personal and enjoyable, reflection becomes a means for self-discovery.

**Reflections are the primary evidence used by the CAS Coordinator to determine whether students have successfully achieved the learning outcomes** but not all reflections need to address learning outcomes.

## **Invalid CAS experiences**

CAS activities require interaction. If the student assumes a passive role rather than an active role, then no real value can be determined and no real reflection is possible. The following is a list of activities, which would **not** fit into the CAS criteria:

- An activity for which a student is personally rewarded either financially or with some benefit (unless this benefit is passed on in full to a worthy cause. This includes course credits.)
- The continuation of an activity in which a student is already engaged.
- Doing simple, tedious, and repetitive work – like returning library books to the shelves.
- Any class, activity or project, which is already part of the student's Diploma Program.
- All forms of duty within the family.
- Work experience that only benefits the student.
- Activities that cause division among different groups in the community.
- Religious activities (cannot be religious in nature, but experiences **can** be under the umbrella of church community service projects.)
- A passive pursuit, such as a visit to a museum, the theatre, concert, or sports event unless it clearly inspires work in a related activity in which a student is already engaged.

## **Procedures**

1. Upload and complete a CAS experience proposal on Managebac. The description of the activity needs to be detailed, written in complete sentences, and describe the CAS elements involved in the activity, including reference to the learning outcomes. **The experience proposal and CAS Coordinator approval (both via Managebac) must be secured before the activity begins.** This will prevent frustration in the case that students take on projects that do not meet CAS requirements.
2. Carry out and complete the CAS experiences, passing through the CAS stages of Research, Planning, Action, Reflection and Demonstration (although not every experience will follow all stages, the project must).
3. Complete your evaluation/reflection sheet on MB at the end of the project OR at various points throughout the experience and submit it to the CAS coordinator on MB. This should include reference as to how you achieved the LOs and can take a variety of formats.
4. Complete 18 months of CAS by the due date, which is usually set in the middle of April for grade 12. All experiences must be completed and reflected upon by this deadline.



*"You are what you*

*you'll do." - C.G. Jung*

*do, not what you say*

## **Deadlines**

Students must be engaged with CAS on a weekly basis (in any of the CAS stages) and are required to regularly update their profiles on Managebac to ensure that CAS hours are fully documented. **Students will be expected to upload new experiences and make reflections by 1<sup>st</sup> of each month.** The deadline for grade 12 students to submit their final reflection, and evaluations is set in the end of April or beginning of May (the start of IBDP examinations). **Until the required CAS documents are completed, submitted, and reviewed, the students' IB diploma will not be issued by the IBO as well as Cedar International School.**

The following timelines are recommended to ensure that students complete their CAS hours in a timely manner and thus will not have an abundance of hours to complete during their last semester of the IB program.

**Please note that activities that occur before the first day of grade 11, will not count toward the CAS requirement, (i.e. summer activities between grade 10 and 11)**

### **Grade 11:**

(by end of) September : 1<sup>st</sup> CAS interview and at least 2 CAS experiences initiated

(by end of) May: 2<sup>nd</sup> CAS interview and one project (of at least 1 month long) complete plus evidence for having completed 3 or 4 out of 7 learning outcomes

### **Grade 12:**

(end of) April: 3<sup>rd</sup> CAS interview with all reflections, evidence of all 7 learning outcomes and supervisor reviews complete

## **Tips for Parents**

Parental encouragement and support, or involvement in volunteer activities, is often a vital part of helping students complete the IB diploma. Here are some ideas of how you as a parent can encourage your child:

- Familiarize yourself with the CAS requirements.
- Discuss the requirement/opportunity with your child.
- Share your own volunteer experiences with your child and reflect on what you have given and gained through volunteering.
- Explore your child's interests and look through the listing of possible volunteer activities together.
- Many students who have chosen the IB program have had previous volunteer experience. Encourage your child to build on previous successful volunteer experiences.
- Be willing to get involved – come to games, plays, and concerts; volunteer for various IB committees and work groups.



*Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.  
-Margaret Mead*

## **IB CAS Student checklist**

<b>Creativity</b>	<b>Activity</b>	<b>Service</b>
Exploring and extending ideas leading to an original or interpretive product or performance	Physical exertion contributing to a healthy lifestyle	Collaborative and reciprocal community engagement in response to an authentic need

<b>My CAS programme</b>	<b>Y/N?</b>	<b>Notes</b>	<b>Date</b>
Evidence of planning of a CAS programme			
Regular commitment over at least 18 months to CAS			
Understanding and ability to use the CAS stages when planning CAS experiences			
Balance between creativity, activity and service			
At least one planned project undertaken over at least one month			
Evidence of achieving all seven learning outcomes			
<ul style="list-style-type: none"> <li>Evidence of identification of strengths and areas for personal growth (LO1)</li> </ul>			
<ul style="list-style-type: none"> <li>Evidence of undertaking new challenges and developing new skills in the process (LO2)</li> </ul>			
<ul style="list-style-type: none"> <li>Evidence of initiating and planning a CAS experience (LO3)</li> </ul>			
<ul style="list-style-type: none"> <li>Evidence of commitment and perseverance in CAS experiences (LO4)</li> </ul>			
<ul style="list-style-type: none"> <li>Evidence of demonstrating the skills and recognizing the benefits of working collaboratively (LO5)</li> </ul>			
<ul style="list-style-type: none"> <li>Evidence of engagement with issues of global significance (LO6)</li> </ul>			
<ul style="list-style-type: none"> <li>Evidence of recognising and considering the ethics of choices and actions (LO7)</li> </ul>			
Reflections completed on significant CAS experiences			
Supervisor reports supplied where necessary			
CAS interview 1 completed			
CAS Interview 2 completed			
CAS Interview 3 completed			
<b>CAS portfolio completed</b>			



## **CAS project proposal form**

For all CAS projects, following the CAS stages of investigation, preparation, action, reflection and demonstration is recommended. Completion of this form can help CAS students to formalise a plan and provide a framework for projects.

**Name of Project:**

<b>Student project leader</b>	
<b>Other members involved</b>	
<b>Aim of project</b>	
<b>Strand(s) C, A or S?</b>	
<b>How are we following the CAS stages</b>	<b>Describe what you are going to do in each stage</b>
<b>1. Investigation</b>	
<b>2. Preparation</b>	
<b>3. Action</b>	

<b>4. Reflection</b>	
<b>5. Demonstration</b>	
<b>Name of organisation involved, if applicable</b>	
<b>Dates of project and involvement frequency</b>	
<b>Risk Assessment – what problems do you envisage and how will you overcome them?</b>	
<b>Learning Outcomes addressed and how they will be achieved</b>	
<b>Student signatures</b>	

<b>CAS Co-ordinator signature</b>	
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**Summarize the tasks you performed in this project. Use the following questions to help formulate your reflection.**

1. How did the project unfold over the duration of your participation? What did you do?
2. Explain what you expected to learn through this activity. Talk about your expectations or intentions when you initiated this project.
3. What personal qualities and skills did you identify through this project? How did you improve on the qualities and skills that you already have? How could you use these skills and qualities to improve your future life?
4. What kind of challenges did this project present? How were you able to fulfill your goals? What difficulties did you find and how did you overcome them?
5. What was it like to collaborate with others on this project? How were your ideas the same or different? How did you resolve any conflicts that arose? How were your goals for this project realized as a result of your collaboration?
6. What kind of commitment did you show with this project? Explain how you persevered, took responsibility and shared responsibility.
7. What kinds of global issues did your project address? How did it create awareness in environmental or social matters in your community? Who did your project benefit, either directly or indirectly?
8. How did your project make you think about the goals established? How did it allow you to broaden your life experience?
9. What consequences has this project had on you, the members of your group, or even the people in your community?
10. If you were to do this project again, what would you do differently to improve your participation?
11. How can you use what you learned through your participation in other situations? How can you apply your learning to others areas of your life?

## Contacts

We have connections many local organisations. Please contact the CAS Coordinator if you are interested in working with any of the following:

BVI Red Cross  
VISAR  
Humane Society  
BVI Tourism Board  
Hands on Volunteers  
Green VI  
BVI Cancer Awareness  
Killi Killi Centre  
Royal BVI YC  
BVI Spring Regatta  
Lions Club of Tortola  
Rotary Club/Interact  
BVI Filipino Association  
KATS

If you can help us to add further to this list, please contact one of the people below.

SA/CAS Coordinator

Ms. Roshan Gujar  
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DP Coordinator

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Secondary Head

Mr. Zach Pascoe  
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