

Albert Einstein High School
International Baccalaureate Programme



CREATIVITY, ACTION AND
SERVICE

STUDENT MANUAL

For 2010 Graduates and thereafter

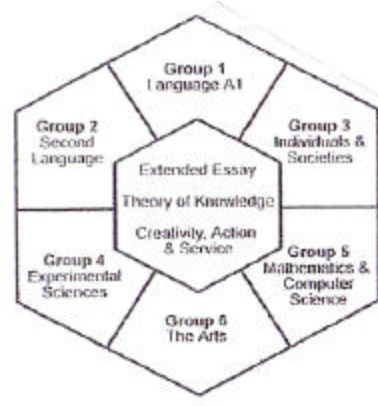
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CAS: Creativity, Action, Service

Introduction

Creativity, action, service (CAS) is one of the three essential elements in every student's Diploma programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme.



CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme. CAS should be a personal journey of self-discovery, both challenging and enjoyable. The idea of CAS is to ensure that students have a balanced, fulfilling overall experience. CAS is not to overload students who are already participating in a very demanding academic schedule.

Successful completion of CAS is a requirement for the award of the IB diploma. CAS is not formally assessed, but students need to document their activities and provide evidence that they have achieved the eight key learning outcomes. The IB Coordinator will confirm with the regional IB office that all diploma candidates have met or not met the CAS requirement before the student sits for exams at the end of the two-year program. Failure to fulfill the CAS requirements means the IB diploma will not be awarded.

The three strands of CAS are characterized as follows:

- **CREATIVITY:** arts, and other experiences that involve creative thinking.
- **ACTION:** physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme
- **SERVICE:** an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

For student development to occur, CAS activities need to meet these four criteria:

1. real, purposeful activities, with significant outcomes
2. personal challenge – tasks must extend the student and be achievable in scope
3. thoughtful consideration, such as planning, reviewing progress, reporting
4. reflection on outcomes and personal learning

CAS activities should vary in length and in the amount of commitment required from the student, but not should be trivial. In line with the aim of CAS to broaden students' experience during their Diploma Programme years, CAS activities may not replicate other parts of the student's course work. Concurrency of learning is important, therefore, CAS activities should continue on a regular basis throughout the programme.

International dimensions

One aim of the IB programme is to develop internationally minded people. These are individuals who recognize their “common humanity and shared guardianship of the planet”. Working toward creating “a better and more peaceful world” should be seen as involving many steps, which may be taken locally, nationally or internationally. CAS activities should be seen in a broader context, bearing in mind the maxim “Think globally, act locally”. Working with people from different social or cultural backgrounds in the vicinity of the school can do as much to increase mutual understanding as large international projects.

CAS and ethical education

CAS provides a major opportunity for ethical education because it involves real activities with significant outcomes. Meaningful ethical education – the development of ethical beings – happens only when people’s feelings and behavior change, as well as their ideas. The emphasis in CAS is on helping students to develop their own identities in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. Various ethical issues will arise naturally in the course of CAS activities, and may be experienced as challenges to a student’s ideas, instinctive responses or ways of behaving.

CAS and theory of knowledge

CAS and theory of knowledge (TOK) each emphasize the importance of reflection and developing self-awareness. CAS reflection flows from experience, from thinking about how an activity feels and what it means to everyone involved. In TOK the approach to knowledge issues tends more towards the abstract and theoretical. Students can be encouraged to compare their learning in CAS with their subject learning, and to consider how one may help the other. TOK lessons may provide an opportunity for extended discussion of the values and philosophy of CAS, and student responses to these.

Aims of CAS

CAS provides the main opportunity to develop many of the attributes described in the IB learner profile. The aims of CAS below are written to highlight their connections with the IB learner profile.

The CAS programme aims to develop students who are:

- **reflective thinkers** – they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- **willing to accept new challenges and new roles**
- **aware of themselves as members of communities with responsibilities towards each other and the environment**
- **active participants in sustained collaborative projects**
- **balanced** – they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences

Learning outcomes

Although there is a guideline for the minimum amount of CAS activity to be approximately the equivalent of half a day per school week, or 150 hours in total, the focus on learning outcomes emphasizes that it is the quality of a CAS activity in contributing to the student's development that is most important. As a result of their CAS experiences as a whole, including their reflections, there should be evidence that students have achieved the learning outcomes described below. All eight outcomes must be present 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.

The eight learning outcomes are:

- 1. increased their awareness of their own strengths and areas for growth**
They are able to see themselves as individuals with various skills and abilities, some more developed than others, and they can make choices about how to move forward.
- 2. undertaken new challenges**
A new challenge may be an unfamiliar activity, or an extension to an existing one.
- 3. planned and initiated activities**
Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example ongoing school activities in the local community, as well as in small student-led activities.
- 4. worked collaboratively with others**
Collaboration can be shown in many activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.
- 5. shown perseverance and commitment on their activities**
At minimum, this requires regular attendance and accepting a share of the responsibility for dealing with problems that arise in the course of activities.
- 6. engaged with issues of global importance**
This activity may be an international project, but there are many global issues that can be acted on locally or nationally (for example, environmental concerns or caring for the elderly).
- 7. considered the ethical implications of their actions**
Ethical decisions arise in almost any CAS activity. Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisors.
- 8. developed new skills**
As with new challenges, new skills may be shown in activities that the students has not previously undertaken, or in increased expertise in an established area.

Experiential learning

Experiential learning is at the heart of CAS. To make the experience as valuable as possible, planning, acting, observing and reflecting are all crucial.

Cycle of experiential learning



The benefits students get from experiential learning include:

- seeing the application of academic learning, social, and personal skills to real-life situations
- bringing benefits to self and others
- understanding their own capacity to make a difference
- making decisions that have real results
- developing skill to solve problems
- developing a sense of responsibility and accountability for their actions

Responsibilities of the Student

Students should “own” their personal CAS programs. With guidance from mentors, students should choose activities for themselves and initiate new ones where appropriate.

Students are required to:

1. Self review at the beginning of their CAS experience and set personal goals of what they hope to achieve through their CAS program.
2. plan activities, carry them out and reflect on what they have learned
3. meet with the IB Coordinator
 - a. in September of the junior year to present a plan for their CAS experience
 - b. in January of the junior year for an interim progress review
 - c. in June of the junior year to submit reflective work
 - d. in September of the senior year for an interim progress review
 - e. by April 1 of the senior year to submit final reflections by April 1
4. take part in a range of activities (150 total hours with a reasonable balance between creativity, action and service should be used as a guideline)
5. participate in CAS activities which meet the four criteria listed below:
 - a. real, purposeful activities, with significant outcomes
 - b. personal challenge – tasks must extend the student and be achievable in scope
 - c. thoughtful consideration, such as planning, reviewing progress, reporting
 - d. reflection on outcomes and personal learning
6. have at least one project which they initiated themselves
7. be involved in at least one project involving teamwork that integrates two or more of creativity, action and service and is of significant duration
8. participate in one or more activity that supports the IB theme of “Sharing our Humanity” while engaged with issues of global importance
9. be sure that CAS activities do not replicate other parts of the student’s Diploma Programme work
10. keep records of their activities and achievements, including a list of the principal activities undertaken
11. show evidence of achievement of the eight CAS learning outcomes

Reflection

The fundamental questions to ask for reflection are:

1. What did I plan to do?
2. What did I do?
3. What were the outcomes -
 - a. For me?
 - b. For the team I worked with?
 - c. For others?

Kinds of Reflection

- Public or private
- Individual or shared
- Objective or subjective

Developing Reflection

Moving on from the fundamental “What...?” questions listed above, experiential learners might consider the following, for themselves and others, and for each stage of an activity:

- How they felt
- What they perceived
- What they thought about an activity
- The meaning of the activity to them
- The value of the activity
- What they learned from the activity and how this learning might apply more widely

Recording and Reporting CAS Activities

Students must document their CAS activities, noting in particular their reflections upon the experiences. The documentation of each activity must tell what happened, why it happened, how it happened, the value of the action and what the student learned from it. The extent of the documentation should match the significance the particular activity had to the student. Documentation may take many forms, including, but not limited to:

- Written
- Oral
- Scrapbooks
- Photo essays
- Videos/DVDs
- Audio tapes
- Weblogs
- Journals
- Private

AEHS CAS General Information and Rules

Creativity

Creative activities should have a definite goal. They should present a personal challenge. As an example, a musician could learn a particularly difficult piece or different style of playing in order to play for an audience as a fund-raising activity. The musician might give a talk to younger children about an instrument.

Action

Action could be a component of many types of activities. Action may be physical exertion as part of a service project, a sport, experiencing a demanding endurance, or conquest of a personal fear. In sports a student needs to extend beyond routine practice. Training goals could be set to force the student to extend in a sport. A student whose chosen sport is an individual sport could try a team game. One could pass on sports skills and knowledge to others

Service

Service activities must have a learning benefit for the student.

CAS activities:

- may be earned only for volunteer services, not for paid activities.
- may be performed for the school after normal hours, for the community, or for an individual.
- must be earned through a variety of activities spread out over the two years

CAS cannot be:

- Anything done for personal gain monetary gain
- Activities that are part of the student's course requirements at AEHS
- Routine practice of a sport, musical instrument, etc
- Doing simple, tedious and repetitive work (i.e. returning school library books to the shelves)
- A passive pursuit, such as a visit to a museum, the theatre, art exhibition, concert or sports event, unless it clearly inspires work in a related activity in which a student is already engaged.
- All forms of duty within the family
- Religious devotion and any activity which can be interpreted as proselytizing
- Fund-raising with no clearly defined end in sight

References

IB learner profile booklet. (March 2006)

IB Creativity, action, service guide. (March 2008)

Sample CAS Activities

For specific opportunities in Montgomery County, go to:
<http://www.montgomerycountymd.gov/mc.services/volunteer>

Creativity

Roundhouse Theater
Crossway Community
Olney Theater
Local pre-schools
Boys/Girls Club
YMCA/YWCA
Art Club
Drama & Theater
Band/Orchestra
Boy/Girl Scouts

Montgomery County Volunteer Center
Wolf Trap
Choreography
Science Club
Chorus/Madrigals
Writing Club
Debate & Forensics
Dance
Lessons outside of school

Action

Class officers
Team sports
Individual sports
Modeling in fashion show
Brookside Gardens
Rebuilding Together
Boys/Girls Club

Assisting at school
functions
Model UN
YMCA/YWCA
Boy/Girl Scouts
Local Library
Speech and Debate

First Aid workshop
Cheerleading
Dance
Best Buddies
Red Cross

Service

Habitat for Humanity
Nursing Homes
Crossway Community
Used book drive
Amnesty International
Fundraising
Orphanage
Environmental club
Canned Food Drive
Boy/Girl Scouts
Soup Kitchens
Camps
Elementary Schools

Day Care Centers
Boys/Girls Club
Montgomery County
Volunteer Center
Red Cross
Local Library
YMCA/YWCA
Working with disabled people
Homeless shelter
Key Club
Women's Shelters

Working with refugee
children
Mathletes
Park Preservation
Peer Counseling
Computer Club
Student Government
International Club
Tutoring
Library Association

Self Assessment of CAS plan

This checklist is to help in the development of the CAS plan.

My CAS plan includes

- _____ a variety of activities
- _____ real, purposeful activities, with significant outcomes
- _____ activities of significant duration
- _____ involvement with more than one group
- _____ the opportunity for 150 total CAS hours
- _____ a balance between Creativity, Action and Service
- _____ activities supporting “Sharing our Humanity” while engaged with issues of global importance
- _____ no trivial activities
- _____ a consideration of ethics
- _____ personal challenges and opportunities to extend myself
- _____ at least one project which I will initiate myself
- _____ at least one project involving teamwork that integrates two or more of CAS
- _____ evidence of the potential to achieve the eight CAS learning outcomes
- _____ no CAS activities that replicate other parts of my Diploma Programme work
- _____ thoughtful consideration, such as planning, reviewing progress, reporting
- _____ method(s) for reflecting
- _____ method(s) for recording

CAS Progress Form

Student Name _____ Candidate Number 1478-

Event	Due date indicated actual date to be recorded	Comments	Signatures – Student and IB coordinator
1 st junior year consultation - student has developed an acceptable plan for CAS activities and check progress	9-15-08		
2 nd junior year consultation	1-16-09		
student has submitted reflective work for junior year	6-3-09		
senior year consultation	9-14-09		
student has submitted final reflections	4-1-10		

AEHS - CAS Individual Student Completion Form

learning outcome	achieved? (v)	nature/location of evidence
increased their awareness of own strengths and areas for growth		
undertaken new challenges		
planned and initiated activities		
worked collaboratively with others		
shown perseverance and commitment in activities		
engaged with issues of global importance		
considered the ethical implications of their actions		
developed new skills		

Student Name _____ Candidate Number 1478 –

Signature of IB Coordinator _____ Date _____