



**CREATIVITY, ACTIVITY
AND SERVICE Experience**

STUDENT MANUAL

For 2019 Graduates

*“Only a life lived for others is a life worthwhile.”
~Albert Einstein*



Albert Einstein High School International Baccalaureate Program

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“A comfort zone is a beautiful place, but nothing ever grows there.”
~UNKNOWN

Why CAS?

Creativity, activity, service (CAS) is one of the three essential elements in the Diploma program experience. CAS complements a challenging academic program in a holistic way that encourages citizenship and global mindedness. It is an enjoyable extension of academics that enhances students' personal and interpersonal development through experiential learning. It asks the student to challenge themselves, to stretch beyond their personal limits, and to share their talents and energies with others in their local, national, and global communities. The CAS requirement encourages students to discover new skills and interests and develop a sense of responsibility and personal commitment to doing what they can to improve the world around them and increase the well being of others. It prepares students to participate in and contribute to the international community by fostering the development of values and attitudes that transcend issues of politics, religion, class, race and gender. In short, CAS is designed to aid students in becoming better persons, more active and committed citizens, and future leaders working to create a better world.

CAS is individualized for each student since each student has a different starting point and different goals. While engaging in CAS, students must log 150 hours devoted to their CAS project and complete a portfolio of their activities including reflections about their experiences and evidence of achieving the seven learning outcomes. This portfolio often differentiates a student from other academic high achievers during the college application process. The IB Coordinator will confirm with the regional IB office that all diploma candidates have met or not met the CAS requirement at the end of the two-year program. Failure to fulfill the CAS requirements means the IB diploma will not be awarded.

Aims of CAS Program

The CAS experience aims to develop students who:

- ☑ 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.

"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."

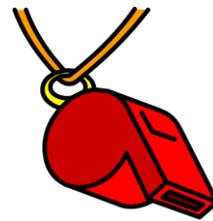
~Albert Schweitzer

The three strands of CAS are:

- **CREATIVITY:** interpreted as imaginatively as possible to cover a wide range of arts and other activities and to include creativity by the individual student in designing and carrying ideas leading to an original or interpretive product or performance
 - **Examples:** school plays, painting, photography, literary magazine, choreography, music lessons & performance, film club, dance classes & performances, youth group activities



- **ACTIVITY:** physical exertion contributing to a healthy lifestyle, including participation in expeditions, individual and team sports and physical training
 - **Examples:** sports (school or elsewhere), sailing, weightlifting, skating, rock climbing, yoga, hiking



- **SERVICE:** Collaborative and reciprocal engagement with the community in response to an authentic need; it can include environmental and international projects.
 - **Examples:** tutoring, nursing home visits, service-oriented clubs, helping elderly neighbors, Harrison food pantry, big brother/sister, raising awareness and funds for issues of global awareness



"The best way to find yourself is to lose yourself in the service of others."
~Mahatma Gandhi

Criteria for a CAS Experience:

- ☑ Activities should be real and purposeful with **significant learning outcomes** (described below in more detail).
 - Learning outcomes are differentiated from assessment objectives because they are not rated on a scale. The completion decision for the school in relation to each student is, simply, “Have these outcomes been achieved?”
- ☑ Tasks should involve **personal challenge** and be **achievable** in scope.
- ☑ Activities should involve **thoughtful consideration**: planning, reviewing progress, reporting, etc.
- ☑ Students should **reflect on outcomes** of the activity and on personal learning.
- ☑ At least one experience must use the **CAS stages** (see page 8 for more information) as a framework for implementation to design and implement an experience with the duration of **at least one month** and be done as a **team collaboration** between a group of students or with members of the wider community with all members being contributors

What experiences would NOT fit the CAS criteria?

CAS activities require action and interaction. If the student assumes a passive role rather than an active role, then no real value can be determined and no real reflection and personal growth is possible.

The following is a list of activities which would not fit into the CAS criteria:

- Any class, activity or project that is already part of the Diploma Program (classes that are not part of the Diploma Program may qualify).
- Simple, tedious and repetitive work- like returning library books to the shelves.
- A passive pursuit, e.g. museum, theatre, exhibition, concert visits, unless it clearly inspires work in a related activity in which a student is already engaged.
- All forms of duty within the family, including religious devotion.
- An activity for which only the student is personally rewarded either financially or with some benefit (unless this benefit is passed on in full to a worthy cause.)
- Fundraising with no clearly defined end in sight.
- An activity where there is no responsible adult on site to evaluate your performance.
 - Note: Your parent cannot supervise your CAS project.
- Activities that cause division amongst different groups in the community such as political activities or religious proselytizing.
- Working in an old people’s or children’s home when you:
 - Have no understanding of how the home operates.
 - Are just making sandwiches or working a cash register.
 - Have no contact with the elderly people or children.
 - Do not perform a service for other people.
 - The above example can be applied to many other activities purporting to be CAS.

*“The only way that we can live, is if we grow. The only way that we can grow is if we change.
The only way that we can change is if we learn. The only way we can learn is if we are exposed.
And the only way that we can become exposed is if we throw ourselves out into the open.*

*Do it. Throw yourself.”
~Joy Bell*

The Seven Learning Outcomes:

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 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.

Learning outcome 1: Identify own strengths and develop areas for growth

The student:

- is aware of own strengths and weaknesses
- is open to improvement and growth opportunities
- is able to propose activities according to own interests and talents
- is willing to participate in different activities
- is able to undertake a thoughtful self-evaluation
- is able to see him/herself as an individual with various abilities and skills, some more developed than others

Learning outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process

The student:

- participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences
- is willing to become involved in unfamiliar environments and situations
- acquires new skills and abilities
- increases expertise in an established area
- shows newly acquired or developed skills in an established area

Learning outcome 3: Demonstrate how to initiate and plan a CAS experience

The student:

- is able to articulate the CAS stages including investigation, preparation, action, reflection and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences
- demonstrates knowledge and awareness by building on a previous CAS experience
- shows initiative by launching a new idea or process
- suggests creative ideas, proposals or solutions
- integrates reflective thoughts in planning or taking initiative
- is aware of roles and responsibilities when designing an individual or collective CAS experience
- shows responsible attitude to CAS project planning
- is able to develop a coherent action plan taking into account the aim or purpose, activities and resources

Learning outcome 4: Show commitment to and perseverance in CAS experiences

The student:

- demonstrates regular involvement with CAS experiences and CAS project
- is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
- demonstrates adaptability to uncertainties and changes
- gets involved in long-term CAS experiences and CAS project

“Out of your vulnerabilities will come your strength.”

~Sigmund Freud

The Seven Learning Outcomes: (continued)

Learning outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively

The student:

- shares skills and knowledge
- listens respectfully to proposals from peers
- is willing to take on different roles within a team
- shows respect for different points of view and ideas
- makes valuable contributions
- is responsible for participating in the group
- readily assists others
- is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences

Learning outcome 6: Demonstrate engagement with issues of global significance

The student:

- recognizes the global implications of local issues
- is able to identify global issues in the local or national community
- shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
- gets involved in CAS projects addressing global issues in a local, national or international context
- develops awareness and responsibility towards a shared humanity

Learning outcome 7: Recognize and consider the ethics of choices and actions

The student:

- recognizes ethical issues
- is able to explain the social influences on one's ethical identity
- takes into account cultural context when making a plan or ethical decision
- identifies what is needed to know in order to make an ethical decision
- articulates ethical principles and approaches to ethical decisions
- shows accountability for choices and actions
- is aware of the consequences of choices and actions regarding self, others involved and the community
- integrates the process of reflection when facing an ethical decision
- shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences

“Don’t go through life. GROW through life.”

~Eric Butterworth

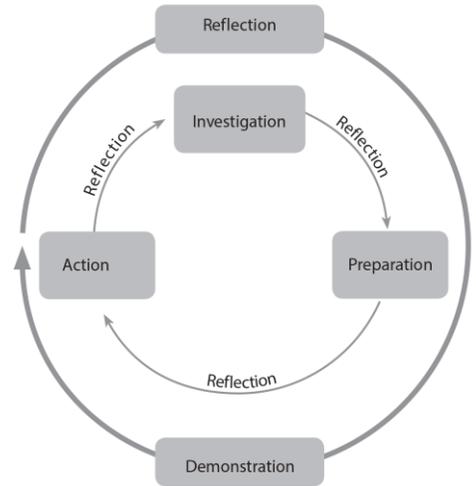
CAS Experience Stages:

The CAS stages (adapted from Cathryn Berger Kaye’s “five stages of service learning”, 2010) represent a process and sequence to assist students. By applying these stages to CAS, students have a reliable yet flexible structure they can then apply to future situations with confidence.

There are two parts to the CAS stages framework as diagrammed below:
process and **summarizing**.

1. **Process:** The center circles and arrows have four key parts:
 - Investigation
 - Preparation
 - action
 - reflection

2. **Summarizing:** The outer circle of guides students in their experience through
 - reflection
 - demonstration



Stage one: 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.

Stage two: Preparation

When a CAS experience has been chosen, preparation is needed. This can include students clarifying roles and responsibilities, developing a plan of steps to be taken, identifying specified resources and timelines, and acquiring any skills as needed to engage successfully in the CAS experience.

Stage three: Action

Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners or in groups. Students put their ideas for a CAS experience into **action**; they implement what they set out to do.

Stage four: Reflection

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.

Honest, personal reflection is a dynamic means for self-knowing, learning and decision-making. Four elements assist in the CAS reflective process.

- Describing what happened: retell memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- Expressing feelings: articulate emotional responses the 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 ongoing inquiry.

Stage five: 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 responses from others.

CAS Experience Stages: Planning Document

Stage one: Investigation	<ul style="list-style-type: none"> • Identify your interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. <ul style="list-style-type: none"> ○ What strand of CAS (Creativity, Action or Service) will your project focus on? ○ What learning outcomes will you work towards? • Investigate what they want to do and determine the purpose for your CAS experience. In the case of service, you need to identify a need you want to address.
Stage two: Preparation	<ul style="list-style-type: none"> • Develop a plan of steps to be taken. Make sure to identify who is responsible for each action item. • Clarify roles and responsibilities. • Identify specific resources and timelines, and acquiring any skills as needed to engage successfully in the CAS experience. <ul style="list-style-type: none"> ○ If the activity is at schools, it must be approved by Mr. Fernandez. If you require building space or are dealing with money, you must contact Mr. Plank, Business administrator.
Stage three: Action	<ul style="list-style-type: none"> • Students put their ideas for a CAS experience into action; they implement what they set out to do. • Students may work individually, with partners or in groups.
Stage four: Reflection	<ul style="list-style-type: none"> • 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. • Honest, personal reflection is a dynamic means for self-knowing, learning and decision-making. Four elements assist in the CAS reflective process. <ul style="list-style-type: none"> ○ Describing what happened: retell memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes. ○ Expressing feelings: articulate emotional responses the 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 ongoing inquiry. • Your reflection should include clear connections to using the CAS stages to plan and implement your experience.
Stage five: Demonstration	<ul style="list-style-type: none"> • Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio in ManageBac. Through demonstration and communication, students solidify their understanding and evoke responses from others.

CAS Program Self-Assessment:

Self-Assessment of CAS Program Portfolio		
My CAS Program	Y/N	Notes
Evidence of planning of a CAS program		
CAS interview 1 completed – Sept. of Jr year		
CAS interview 2 completed – June of Jr year		
CAS interview 3 completed – March/April of Sr year		
Regular commitment over at least 18 months to CAS with completion of 150 hours		
Balance between creativity, activity and service		
A planned, collaborative project undertaken over at least one month and using the CAS stages		
Evidence of achieving all seven learning outcomes		
<ul style="list-style-type: none"> • Identification of strengths and areas for personal growth (LO1) 		
<ul style="list-style-type: none"> • Undertaking new challenges and developing new skills in the process (LO2) 		
<ul style="list-style-type: none"> • Initiating and planning a CAS experience (LO3) 		
<ul style="list-style-type: none"> • Commitment and perseverance in CAS experiences (LO4) 		
<ul style="list-style-type: none"> • Demonstrating the skills and recognizing the benefits of working collaboratively (LO5) 		
<ul style="list-style-type: none"> • Engagement with issues of global significance (LO6) 		
<ul style="list-style-type: none"> • Recognizing and considering the ethics of choices and actions (LO7) 		
CAS portfolio maintained		
<ul style="list-style-type: none"> • Profile 		
<ul style="list-style-type: none"> • Experiences- At least <u>10-12</u> reflections completed on significant CAS experiences 		
<ul style="list-style-type: none"> • Evidence included in reflections or CAS Candidate folder 		

“It is not enough to be compassionate. You must act.”
~ Dalai Lama
