

INTERNATIONAL BACCALAUREATE ORGANIZATION

CLASS OF 2016

CREATIVITY, ACTIVITY, SERVICE

Student Name _____

Academic Coach _____

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IB Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Inquirers – develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Why CAS?

The main purpose of the International Baccalaureate is to develop **internationally minded** people who become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. CAS is at the heart of the Diploma Programme. You will be involved in a range of experiences beyond the academic classroom. CAS enables you to enhance your personal and interpersonal development through **experiential learning**. It provides a **counterbalance** to the academic pressures of the rest of the Diploma Programme. It provides a personal journey of self-discovery while being challenging and enjoyable.

Aims

CAS allows you to:

- Be a **reflective** thinker: you develop an understanding of your own strengths and limitations; you identify goals and devise strategies for personal growth
 - Be willing to accept new challenges and new roles
 - Be aware of yourself as a member of communities with responsibilities towards others and the environment
 - Be an active participant in sustained, collaborative projects
 - Be balanced – you will enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.
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The nature of creativity, action, service

...if you believe in something, you must not just think or talk or write, but must act.
Peterson (2003)

Creativity, Activity, Service (CAS) is at the heart of the Diploma Programme. The three components of CAS, which are often interwoven with particular experiences, are characterized as follows:

C(reativity): Developing a broader view of the world and of oneself through the arts, and other experiences that involve **creative thinking**.

- Working in areas that stretch oneself beyond his/her comfort zone and embraces ‘thinking outside of the box’

A(ctivity): **Physical involvement** contributing to a **healthy lifestyle**, complementing academic work elsewhere in the Diploma Programme.

S(ervice): Unpaid **and** voluntary exchange that has a **learning benefit** for the student. The rights, dignity and autonomy of all those involved are respected.

- The goal is to work **with** someone and not work **for** a person and/or organization.

CAS experiences/projects must involve:

1. Real, purposeful experiences, with significant outcomes
2. A personal challenge – tasks must **extend** you and be achievable in scope
3. Thoughtful consideration, such as planning, reviewing progress, reporting
4. Reflection on outcomes and personal learning.

ALL proposed CAS experiences must meet the above four criteria. CAS experiences MUST continue on a CONTINUOUS basis over a MINIMUM of 18 MONTHS. CAS MUST continue until **at least** March of the senior year. CAS is required to be eligible for the IB diploma. In addition, you are not eligible for a State of Florida diploma due to not meeting the IB requirements for the IB diploma.

- From the SPHS IB Policy and Procedures: Rising Seniors must be in compliance with CAS guidelines for at least **nine months** by July 31 to be permitted to start their senior year in the IB Program. Students who are out of compliance with CAS will receive a disciplinary referral (as well as additional possible consequences/sanctions).

Learning Outcomes (LOs)

Through your CAS experience as a whole, including reflections, there should be evidence that you have:

- **Increased your awareness of your own strengths and areas for growth**
You are able to see yourself as an individual with various skills and abilities, some more developed than others, and understand that you can make choices about how you wish to move forward.
- **Undertaken new challenges**
A new challenge may be an unfamiliar experience, or an extension to an existing one.
- **Planned and initiated activities**
Planning and initiation will often be in *collaboration* with others, but does not need to be. It can be shown in activities that are part of larger projects, as well as in small student-led experiences.
 - Planning demonstrates the cultivation of the steps necessary to achieve a goal.
 - Initiation puts these proposals and steps into action.
- **Worked collaboratively with others**
Collaboration can be shown in many different experiences, often in experiences that may not outwardly appear to include it. Collaboration involves the exchange of thoughts, ideas, and opinions towards a common goal/objective.
 - **At least one project involving collaboration and the integration of at least two of creativity, action and service is required.**
- **Shown perseverance and commitment in your activities**
At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.
- **Engaged with issues of global importance**
You 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)
- **Considered the ethical implications of your actions**
Ethical decisions arise in almost any CAS experience. Evidence of your thinking about ethical issues must be shown.
- **Developed new skills**
As with new challenges, new skills must be shown in activities that you have not previously undertaken, or you must increase your expertise in an established area.

*** All eight Learner Outcomes (LOs) **must** be present for you to successfully complete the CAS requirement. Some may be demonstrated many times, in a variety of experiences, but completion requires that you have **SOME** evidence (typically present in about 3 combined experiences /projects- depending on the depth/breadth of each) for each outcome.

This focus on learning outcomes emphasizes that it is the quality of a CAS experience (its contribution to your development) that is most important. The guideline for the minimum amount of CAS involvement is equivalent of **3-4 hours per week**; HOWEVER, **consistency in involvement over an extended period** is the focus, with a **REASONABLE BALANCE** between creativity, action and service. It is the **EXPERIENCE and REFLECTION** upon one's involvement that counts.

*** CAS is **NOT** a logging of hours exercise. ***

Responsibilities of the Student

The CAS programme is **YOUR** responsibility. You need to “*OWN*” your personal CAS programme. The faculty will help guide you; however, the CAS experience is **personal** and only you can build a program that meets your needs. There are requirements that must be met.

You are **required** to:

- Self-review at the beginning of your CAS experience and set personal goals for what you hope to achieve.
 - Plan, do and reflect: plan activities, carry them out and reflect on what you have learned
 - Communicate with your CAS advisor and the CAS coordinator throughout the process over 18 months. You should discuss your plans and progress at least monthly.
 - Take part in a range of experiences
 - This includes **at least one PROJECT**, which includes:
 - Collaboration
 - Some significant part of the Project which YOU personally **Plan and Initiate**.
 - It must include **Service** and at least one of the other two CAS Components
 - Must continue for at least eight (8) consecutive weeks.
 - Always keep records of your experiences /achievements.
 - Show evidence of achievement of the eight CAS Learning Outcomes.
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Choosing an activity

You must choose carefully considering the CAS guidelines presented in this Handbook.

- Every experiences /project must include clearly stated **new, Measurable Goal(s)**
 - You **MUST** learn NEW skills and meet NEW challenges.
 - An **activity** **MUST** continue for six week minimum
 - A **project** must go at least 8 weeks.
 - Each experiences/project **MUST** be documented and verifiable.
 - CAS is **MORE** than just VOLUNTEERING; **you** must get something from your involvement.
 - You must have a **plan**.
 - A **MAJOR** portion of your CAS experience **MUST** involve a CAS Project
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Is it CAS?

It is CAS if it is a **new experience** for you and permits **YOUR growth** in one or more of the LOs.

There are exceptions to this, including:

- 1) Just volunteering
- 2) Activities for pay
- 3) Political activities which are divisive
- 4) A course for a grade (or part of a course that you will receive in class credit for)
- 5) A religious activity involving only your own religion
- 6) A family responsibility
- 7) Other activities deemed inappropriate by the CAS Coordinator and/or CAS Team.

*** A CAS experiences/project **should** be approved by the CAS advisor before you begin. **However**, you may choose to start an activity prior to its approval but do so at your own risk, as if the activity is not approved you will receive no credit for what you have done for the activity/project for CAS. ***

- By the end of the IB Research course, the expectation is that there is consistent understanding of the viability of an experience and you should no longer wait for approval before beginning.
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Planning

Answer these questions:

- What do I **plan** to do? Describe your experience.
 - Where will it occur?
 - When will I participate?
 - How will I be involved?
 - Why am I going to be involved in this experience?
 - What are my measurable goals?
 - What LOs are involved/included?
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Documentation requirements:

A student's CAS program should be individual and personal. Students should be granted flexibility to document their CAS involvement in a way that works best for them. The following outlines the minimum required of students for their documentation.

Proposing an experience:

When proposing an experience, students must include a description of the following:

- **What** they plan to do and **how** they plan to do it (described above, in "Planning").
- A measurable goal: the goal needs to include both quantifiable (easy to measure) aspects **and** personal, reflective (qualitative/intrinsic) aspects.
- A discussion of the Learning Outcomes they intend to meet and how they see themselves doing so (minimum 2 sentences for each included)

Recording progress:

At least once a month for each current experience, students must:

- Supportive evidence documenting their involvement. A minimum of two pieces is required; however, **some experiences require more evidence each month.**
 - Evidence can take the form of photos, videos, hour logs signed by a supervisor, copies of documents (flyers for example) that students have created for your activity...

For a CAS Project (in addition to the evidence above):

- Add a brief narrative reflection, or discussion, of progress on ManageBAC.
 - Include details of what you **planned** to do and what you **actually** did
 - Examples of **collaboration** that took place
 - What progress towards goals was made, and, if you achieved part/all – why or why not
- Whenever possible, include specific reference to the Global Importance and Ethical Awareness.

To conclude an activity:

Within 2 weeks of ending an activity, you must:

- Write a "Final Reflection" including:
 - Remarks on success/failure regarding progress of the goals and why.
 - What you learned with the experience
 - The high and low points of the experience
 - Obstacles that were faced and how you overcame them- or not.
 - What could you have done differently?
 - Thoughts on the **Global Importance** and **Ethical Considerations**
- Answer the CAS questions, providing examples for how each 'proposed' LO was addressed.

Other notes:

- Putting an activity "On Break": there may be times where instead of concluding an activity, you choose to put it on break, leaving it open to pick up at another time (for example, if your season ends for a sport but you intend to pick it up again next season) to do so,
 - Edit the title of your activity to reflect that this activity is "ON BREAK"
 - Provide a short written entry explaining your reason for doing so.

Developing reflection

Experiential learners should consider, where appropriate, for you and others, and for each stage (before, during and after):

- How did I feel? What did I perceive?
 - What obstacles did I face? How did I overcome/cope with them?
 - What did I think about the activity?
 - What did the activity mean to me? What was the **value** of the activity?
 - What did I **learn** from the activity? How might this learning be applied more widely?
 - What were the Ethical Consideration that I had to be mindful of during this time?
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Evaluation

- The most important aspect of evaluation is **your** self-evaluation, your **reflections**.
 - You will be provided feedback on your progress by your CAS advisor and offered advice on your experiences.
 - The school makes the final decision on your completion of CAS and reports the completion to the IB regional office.
 - You **MUST** meet the minimum requirements in order to be eligible to receive the IB diploma.
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Consequences for failing to document or engage in CAS:

Each month students must meet the requirements detailed above. If they fail to do so by the 1st of each month, they will be considered Out of Compliance.

1st Out of Compliance: Student will serve Academic Coach or CAS Coordinator led detention until caught up

2nd Out of Compliance: Student will be assigned to detention in the IB office until caught up; a referral will be issued.

3rd Out of Compliance: Additional referral will be written and a parent conference will take place.

A Final Word

The beauty of the CAS programme is that it is an individual experience designed **BY** you, **FOR** you. Yes, CAS is about reaching out to your local, national and global community, but it is also about **reflecting** upon your experiences and actions. It's about becoming an active member of life and learning who you are. You should **enjoy** the journey! Your CAS advisor and the CAS team at SPHS will be here to advise and guide you through the adventure.