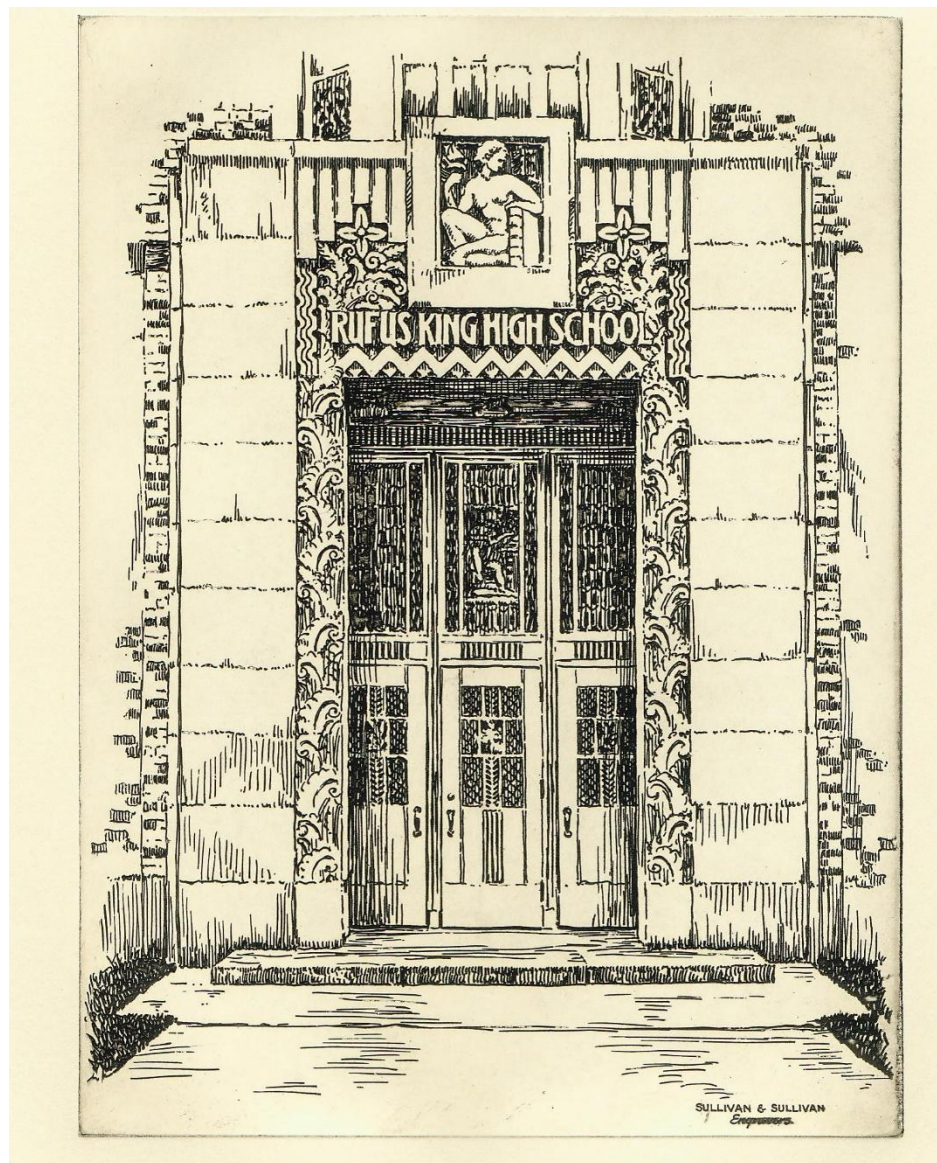


Rufus King International High School

CAS Handbook



International Baccalaureate Diploma Programme

CAS: Creativity, Activity and Service

For over 40 years the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life and able to contribute to creating a better, more peaceful world. CAS emphasizes the importance of creative thinking, living a healthy and active lifestyle, and gaining global understanding and compassion through service.

Within the Full Diploma Programme, CAS provides the main opportunity to develop many of the attributes described in the IB learner profile. For this reason, the aims of CAS have been written in a form that highlights their connections with the IB learner profile. In CAS, students step outside of the academic arena and focus on being caring, compassionate and creative while living a healthy lifestyle. The CAS programme aims to develop students who:

- enjoy and find significance in a range of CAS experiences involving intellectual, physical, creative, emotional and fun elements
- meaningfully reflect upon their experiences
- identify goals, develop strategies and initiate further actions for personal growth explore new possibilities, embrace new challenges and adapt to new roles
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS projects
- understand that they are members of local and global communities with responsibilities towards each other and the environment.

There are three strands of CAS:

- **Creativity:** arts, and other experiences that involve creative thinking.
- **Activity:** 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.

CAS requires that students participate in purposeful experiences with a reasonable balance of Creativity, Activity and Service. Students should join in a variety of activities that lead to a quality individual experience with significant outcomes. Successful completion of CAS is a requirement for the award of the IB diploma. CAS is not formally assessed but students need to document activities and provide evidence that all eight learning outcomes have been achieved. Verification of successful completion of CAS happens during a face-to-face exit interview where students share their experiences and electronic portfolio containing evidence and reflections with their advisor.

CAS Learning Outcomes:

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

The Learning Outcomes all have equal importance. You have to show that you have achieved all of them at least once, although you are likely to do them multiple times.

CAS at a glance - Responsibilities of students...

- Balance of Creativity, Activity and Service
- Record activities and achievements via rufusking.managebac.com
- Complete self-initiated project that is longer in scope and involves collaboration
- Write reflections stating how all 8 learning outcomes were achieved
- Upload 10 pieces of evidence showing participation in CAS activities
- 1 meeting per year with CAS coordinator
- 4 face-to-face interviews with CAS advisor the final being the exit interview

The following information is taken from the Creativity, Activity and Service Subject Brief - 2015

A complete copy may be downloaded at <https://www.ibo.org/contentassets/.../cas-2016-english-1st-final-web.pdf>

I. Description and aims

Creativity, activity, service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the Primary Years Programme (PYP) and Middle Years Programme (MYP). CAS is organized around the three strands of creativity, activity and service defined as follows.

- 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.

CAS aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events. A CAS project is a collaborative series of sequential CAS experiences lasting at least one month. 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 just a series of unplanned/singular experiences. Students must be involved in at least one CAS project during the programme.

II. Programme overview

The CAS programme formally begins at the start of the DP and continues regularly for at least 18 months with a reasonable balance between creativity, activity and service.

A CAS experience must:

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student's DP course requirements. CAS students have guidance at the school level through a variety of resources including this CAS handbook, information sessions and meetings. In addition, students have four formal interviews with the school's CAS coordinator/adviser.

Typically, students' service experiences involve the following stages.

- Investigation, preparation and action that meets an identified need.
- Reflection on significant experiences throughout to inform problem-solving and choices.
- Demonstration allowing for sharing of what has taken place.

All CAS students are expected to maintain and complete a CAS portfolio in ManageBac as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and student reflections; it is not formally assessed.

A school's CAS programme is evaluated as part of the school's regular programme evaluation and self-study process that assesses the overall implementation of the DP.

III. Learning outcomes

Completion of CAS is based on student achievement of the seven CAS learning outcomes listed above. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome. Some learning outcomes may be achieved many times, while others may be achieved less frequently. In their CAS portfolio, students provide the school with evidence of having achieved each learning outcome at least once through their CAS programme.

Identify own strengths and develop areas for growth.

Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

Demonstrate that challenges have been undertaken, developing new skills in the process.

A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through new experiences or through increased expertise in an established area.

Demonstrate how to initiate and plan a CAS experience.

Students can articulate the stages from conceiving an idea to executing a plan for individual or collaborative CAS experiences. Students may show their knowledge and awareness by building on a previous experience or by launching a new idea or process.

Show commitment to, and perseverance in, CAS experiences.

Students demonstrate regular involvement and active engagement in CAS.

Demonstrate the skills and recognize the benefits of working collaboratively.

Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

Demonstrate engagement with issues of global significance.

Students are able to identify and demonstrate their understanding of global issues, make responsible decisions and take appropriate action in response to the issue either locally, nationally or internationally.

Recognize 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

IV. Sample projects

- Creativity: A 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.
- Service: Students set up and conduct tutoring for people in need.

- Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.
- Creativity, activity and service: Students rehearse and perform a dance production for a community retirement home.

This is the checklist you will complete with your CAS advisor in March of your senior year:

_____ **Quality experiences in Creativity** (Art, music, planning, organizing, dance, creative writing)

_____ **Quality experiences in Activity** (Exercise/physical exertion leading to health benefits)

_____ **Quality experiences in Service** (During your volunteer experiences, you may want to consider these ethical questions... Am I trying to help or empower people? What obligation do I have to the person being served? How do I finish a service relationship?)

_____ In-depth **Reflections** written for every activity

The reflections can be similar to journal entries and must be included upon completion of each activity. The length may vary depending on the quality of experience. Consider including the following points ... Describe your role in the activity. Did you enjoy it? Was it challenging? How did this experience help you to grow? What was the value of the activity? How were your perspectives changed through participation in this activity? Include the learning outcomes you achieved throughout your service experience. Reflections could also be web logs, illustrated displays and videos.

_____ **All 8 Learning Outcomes** have been addressed. Have you... ?

- ☐ increased your awareness of your own strengths and areas for growth
- ☐ undertaken new challenges
- ☐ planned and initiated activities
- ☐ worked collaboratively with others
- ☐ shown perseverance and commitment in your activities
- ☐ engaged in issues of global importance
- ☐ considered ethical implications of your actions
- ☐ developed new skills

_____ **10 pieces of evidence** (total) uploaded to ManageBac (photos, medals, flyers, letters, logs, etc.)

_____ **Self-Initiated Project** that encompasses at least two strands of CAS completed (Long-term)

The planning and execution of the project must last at least one month. The project must encompass at least two strands of CAS (ex: Creativity and Service). Examples: Planning an art day at the Children's Hospital, creating videos to help future full diploma students, Senior Citizen Prom, Creating a community garden, collecting winter clothes at Boys and Girls Clubs/churches/local businesses for people who need them, planning formal weekend fitness activities for full diploma students who are not in sports... group bike ride, Halloween hike, touch football, volleyball day, group run.

_____ You must meet with your CAS advisor for an **interview one time each semester**. The due date for CAS will occur in March of your senior year. Once every item above is completed, you may schedule your **face-to-face exit interview** with your advisor. You are not done with CAS until the exit interview is successfully executed.

AIMS:

Why CAS?? Because you are more than just a grade average. CAS is intended to move you out of the academic arena and help you learn through life experiences. Within the Diploma Programme, CAS provides the main opportunity to develop many of the attributes described in the IB learner profile. For this reason, the aims of CAS have been written in a form that highlights 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.

CAS enables you to enhance your 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. A good CAS programme should be both challenging and enjoyable, and a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many students, your CAS activities include experiences that are profound and life changing.

CAS should involve:

- **Real, purposeful activities, with significant outcomes**
- **Personal challenge- tasks must extend the student and be achievable in scope**
- **Thoughtful consideration, such as planning, reviewing progress, reporting**
- **Reflection on outcomes and personal learning**

All proposed CAS activities must meet these four criteria and take place over the course of at least 18 months.



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Rufus King CAS Agreement

I have read and reviewed the IB DP CAS packet. I understand that CAS experiences extend over both junior and senior year (at least 18 months) and are an IB diploma requirement. CAS experiences may not be fulfilled in a one-year period. CAS encourages students to be well-rounded, creative, healthy, and compassionate individuals in hopes that students will ingrain these ideals in their daily lives now, and in the future.

I understand that the Rufus King International Baccalaureate Programme provides students with guidance and support. The CAS Coordinator, Libby Dempsey, will have a meeting with students once per year, then it is each student's responsibility to reach out to their CAS advisor once per semester for a face-to-face interview. If students have additional questions, they are invited to meet with the IB DP Coordinator, CAS Coordinator, and/or their advisor for additional guidance.

I understand that I must complete the following requirements, and if these requirements are not met, I will not qualify for the IB Diploma:

- Balance of Creativity, Activity and Service
- Record activities and achievements via rufusking.managebac.com
- Complete self-initiated project that is longer in scope and involves collaboration
- Write reflections stating how all 8 learning outcomes were achieved
- Upload 10 pieces of evidence showing participation in CAS activities
- 1 meeting per year with CAS coordinator
- 4 face-to-face interviews with CAS advisor the final being the exit interview

Print Student Name

Student Signature and Date

Parental encouragement and support is vital for successful completion of CAS activities. Here are some ideas of how you, as a parent, can encourage your son/daughter:

- Share your own volunteer, action/workout, creative experiences with your student and reflect on how these experiences have been impactful in your life
- Explore your student's interests and look through listings of possible activities that would develop new, meaningful experiences for your son/daughter.
- Join your student in an activity (take a course in yoga, pottery, Zumba, painting together)
- Be willing to be involved – come to support your son/daughter by attending games, concerts, plays, etc.; help them to find transportation; talk to them about their experiences; help them make a call to a community center, rec department, environmental organization, The Red Cross, Habitat for Humanity, The Boys and Girls Club, Amnesty International, or help them log into volunteermilwaukee.org to look for an experience that fits their interests.

I agree to support my son/daughter throughout their CAS experience.

Print Parent/Guardian Name

Parent/Guardian Signature and Date