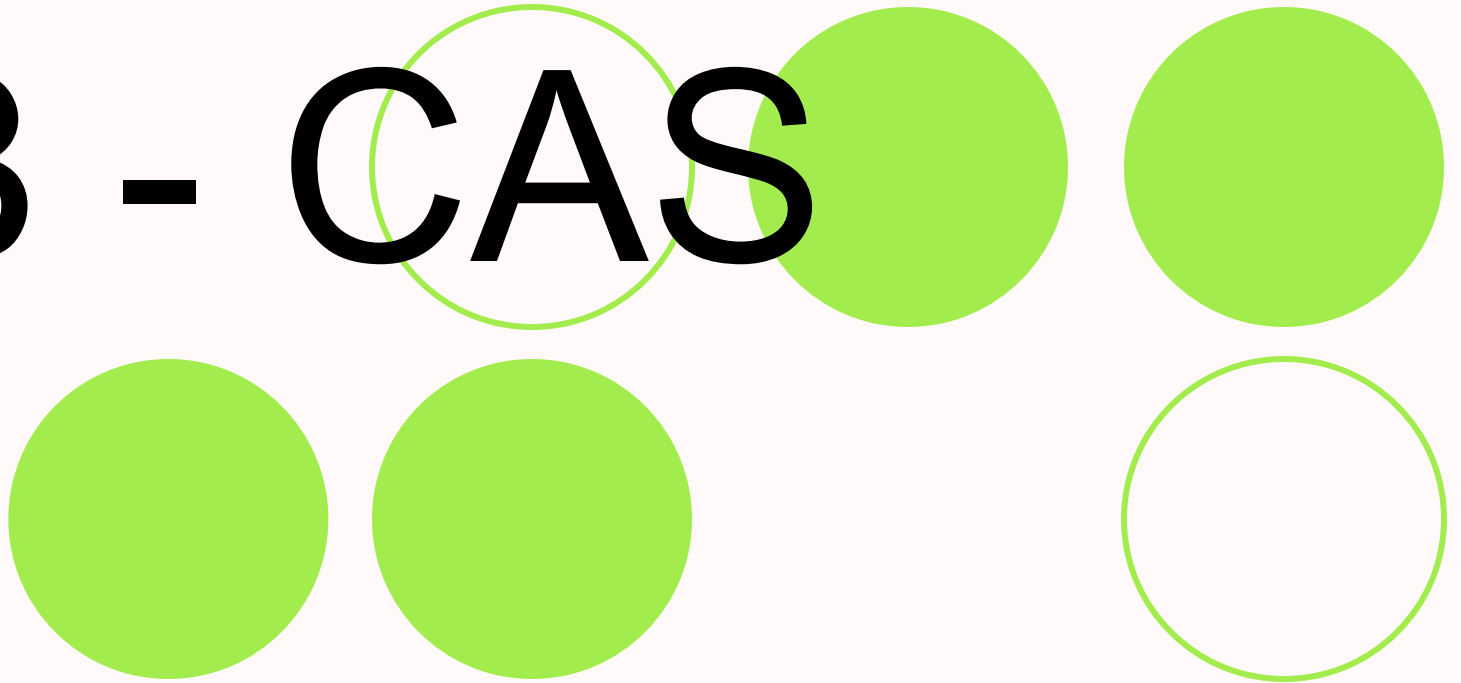


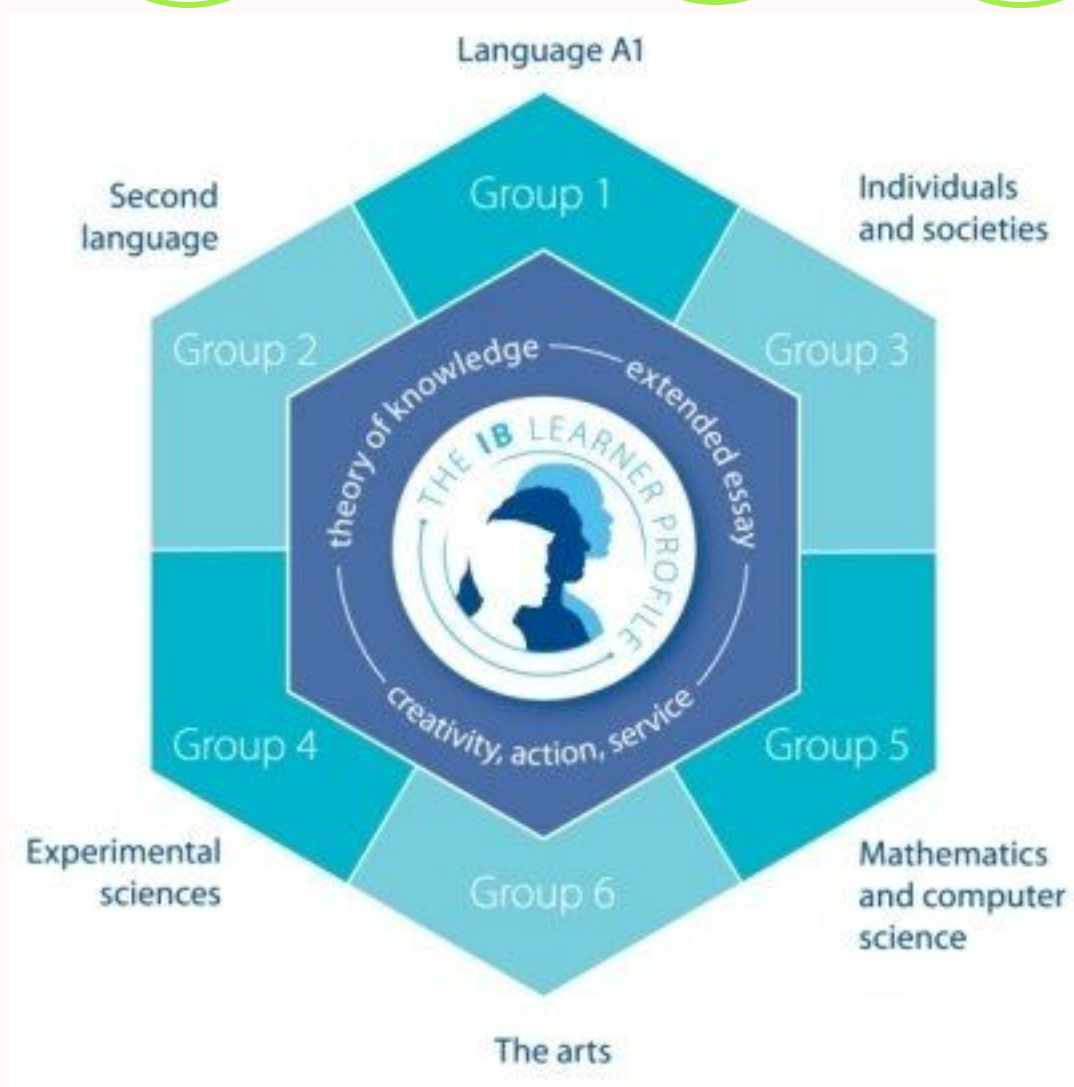
IB - CAS



Creativity **A**ctivity **S**ervice

Adapted from: <https://bthsib.pbworks.com/f/2012+CAS.ppt>

IB HEXAGON





IB GOAL

“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.” ~ IBO, 2006

WHAT IS CAS?

- CAS is a framework for experiential learning, designed to involve you in new roles.
- The emphasis is learning by doing and then reflecting on these experiences.
- CAS activities should involve working collaboratively, include new roles, provide opportunity for learning, growth and reflection.

CAS: CREATIVITY, ACTIVITY & SERVICE

- **Creativity** is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects.
- **Activity** can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects.
- **Service** encompasses a host of community and social service activities. Some examples include helping children with special needs, visiting hospitals and working with refugees or homeless people.

CAS REQUIREMENTS/EXPECTATIONS

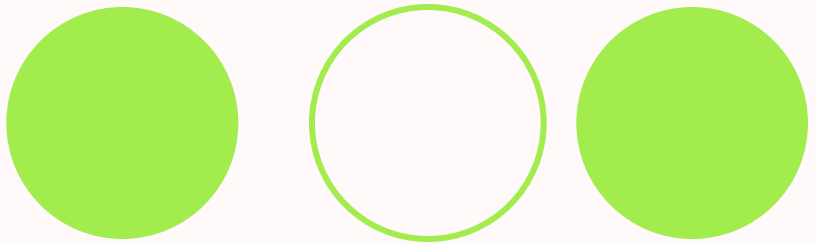


- One activity lasting 4 months, one self initiated project, one meeting all three areas of CAS, minimum of three hours a week and continue over 18 months
- A balance of C, A, and S
- Ongoing, sustained activities
- Clear, timely documentation & reflection
- Evidence collected for each activity (letters, certificates, pictures/products, etc.)
- Meet all learning outcomes at least once
- Exit interview/final reflection with a CAS coordinator
- **DO NOT PROCRASTINATE!!!**

WHAT IS NOT CAS?

- CAS is not taking place when a student is in a passive rather than an active role. There should be interaction. If the student is passive, nothing of real value, either for the student or for other people, results from what the student is doing, and no real reflection is possible. It should be the result of preplanning, not post planning.

NOT CAS



- Any class, activity, or project that is part of your diploma program.
- Doing simple, tedious and repetitive work, like returning library books to the shelves.
- Working in an old people's or children's home when the student:
 - has no idea how the home operates
 - is just making sandwiches
 - has no contact at all with the old people or children
 - actually does no service for other people
- a passive pursuit (such as a visit to a museum, theater, concert, sports event, etc.).
- All forms of duty within the family.
- Work experience which only benefits the student.
- Fund-raising with no clearly defined end in sight.
- Religious devotion and any activity which can be interpreted as proselytizing.
- An activity where there is no leader or responsible adult on site to evaluate and confirm student performance.
- Activities which cause division amongst different groups in the community.

C.A.S. GOALS

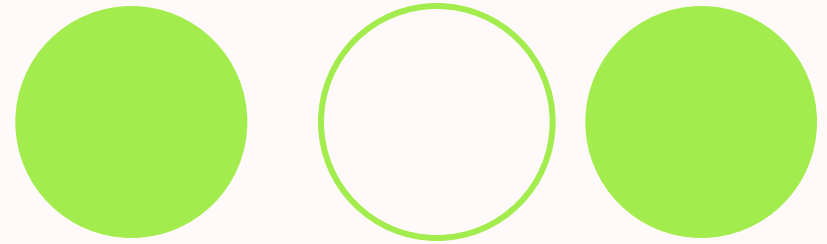
The logo for C.A.S. GOALS features the text 'C.A.S. GOALS' in a bold, blue, sans-serif font. The letters 'A' and 'S' are partially enclosed by green circles. To the right of the text are two more green circles: one is an outline, and the other is a solid fill.

- An appreciation of the potential of the human spirit.
- Knowledge, skill and understanding.
- An awareness of humanitarian issue across the world.
- A recognition that education imposes lifelong ethical responsibilities.
- Confidence in one's ability to initiate and adapt to change.

8 LEARNING OUTCOMES

- Increase awareness of own strengths and areas for growth
 - Undertake new challenges
 - Plan and initiate activities
 - Work collaboratively with others
 - Show perseverance and commitment in activities
 - Engage with issues of global importance
 - Consider the ethical implications of actions
 - Develop new skills
- (All 8 learning outcomes need to be met)

CREATIVITY



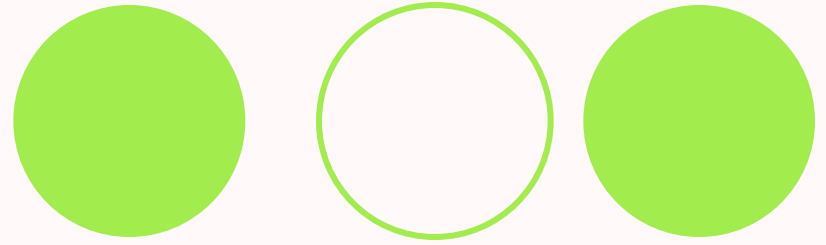
- interpreted as imaginatively as possible to cover a wide range of arts and other activities and to include creativity by the individual student in designing and carrying out service projects. This could also include dance, theatre, music, and art, for example, but hopefully involving students in new roles.



CREATIVITY EXAMPLES

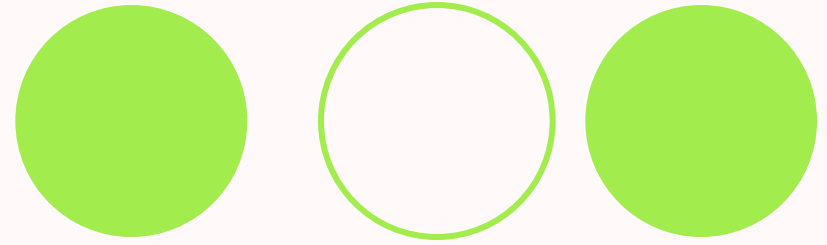
- Drama and Theatre (CA, APAC and other) (Cast, lighting and sound, set design, costume design (and sewing), make-up)
- Musical Ensembles (teach others; perform for public, such as Jazz Band))
- Talent show
- Emceeing or deejaying for a public event
- Face Painting at a charity event
- Learning and performing Tea Ceremony
- Photography (beyond simple snapshots)
- Webpage design
- Seaquam Signal
- Yearbook Design
- Dance (Choreographing, learning a new dance form or starting a dance group for younger students)
- Art – learning a new style, taking a class outside of IB
- Making crafts for a charity sale
- Pottery classes
- Producing a display for school (not for grade) or community event.
- Make a video for a local charity.

NOT CAS CREATIVITY



- Anything you receive IB credit for
- Playing an instrument you've played for years without learning something new
- Making crafts and selling them for personal gain
- Painting your bedroom
- Updating Facebook
- Watching a movie or going to the theatre
- Singing karaoke

ACTIVITY



- Physical Action
- can include participation in expeditions, individual and team sports and physical training



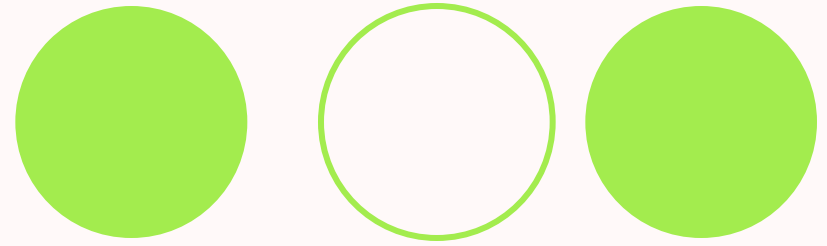
ACTIVITY EXAMPLES

- Team sports at Seaquam or in the community, such as:
 - Volleyball
 - Rugby
 - Basketball
 - Football
 - Softball
 - Ultimate Frisbee
 - Badminton
- Individual physical activities at Seaquam or in the community, such as:
 - Yoga
 - Kendo
 - Dance
 - Running

NOT CAS ACTIVITY

- Learning to drive
- A skiing/snowboarding holiday with your family
- Participating in a sport that you have been playing for a few years already without any clear goals for new achievements.
- Participating in any physical activity for personal gain such as medals and money.
- Swimming with your friends for fun (remember all CAS activities must be supervised by an adult - ie: coach).
- Walking to school
- Playing pool
- Painting a wall, or playing an instrument

SERVICE



- is community or social service; it can include environmental and international projects. Service activities should not only involve doing things for others but also doing things with others and developing a real commitment with them.



SERVICE EXAMPLES

- Teaching English
- Student government
- Tutoring (without pay) of elementary school students
- Peer tutoring
- Assistance with planning and running school events such as Back-to-School Night, Welcome Back Barbeque, Parent Teacher Interviews, Talent Show, Art Shows etc.)
- Classroom Aide (non-credit - if you are learning from the experience)
- Office Aide (non-credit - if you are learning from the experience)
- Assistance with Boy or Girl Scouts
- Organizing service projects (book, toy, clothing, food drive, walk-a-thon etc.)
- Working with Habitat for Humanity
- Coaching younger athletes
- Spending time with the elderly at a home
- Assisting victims of natural disasters
- Clearing a beach of oil, pollution and litter
- Planting trees in areas of deforestation
- Work with animal welfare organizations
- Work with or for an international charity such as: the Red Cross, Free the Children, Me to We, Oxfam, etc.
- Implementing a project in a village in CAMBODIA on Spring Break 2012!!!

NOT CAS SERVICE

- Any service or community activity that is already part of your diploma programme.
- Any activity for which you are personally rewarded or being paid.
- Doing simple repetitive work such as restocking shelves
- Work that is not providing a service to those in need
- Helping a friend with their homework
- Asking for donations without doing something

WHEN PLANNING CAS

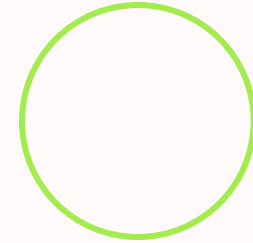
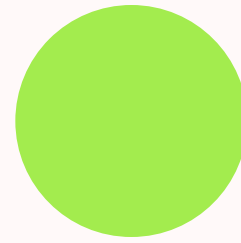
ACTIVITIES ASK YOURSELF:

- Is the activity a new role for me?
- Is it a real task I am undertaking?
- Does it have real consequences for other people and for me?
- What do I hope to gain from this?
- How does this activity benefit others?
- How does the activity fit with the learning outcomes of CAS?

PROPOSALS:

- If you question whether an activity will count or not..... DON'T ASSUME – ASK!
- Planning sheets are available from Mrs. Helbach and will soon be available online
- Alternately, please feel free to email me at mhelbach@glisd.k12.wi.us for any necessary forms or with any questions.

REFLECTION



When reflecting on your experience, consider the learning outcomes for CAS

Ask yourself:

- What did the activity mean to you?
- What was the main value of the activity?
- What did you learn from the activity and how might this learning (e.g. a change of perspective) apply more widely?