



Kenmore West High School

An International Baccalaureate World School

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Class of 2013

CREATIVITY, ACTION, and SERVICE PROGRAM GUIDEBOOK

“CAS gets kids out of the books for awhile and into the real world. It gets them involved in new things, educates them about their world, their communities, and themselves.” – Dan Stewart, *CAS coordinator at Collège André-Laurendeau in Canada*

“As a supplement to class work, the real-life experience of CAS makes the student an agent of change in their communities.” – Franklin Hurtado, *CAS coordinator at Colegio Politécnico COPOL de Guayaquil in Ecuador*

The 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

They 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.

Creativity, Action, Service (CAS) Basics

AIMS

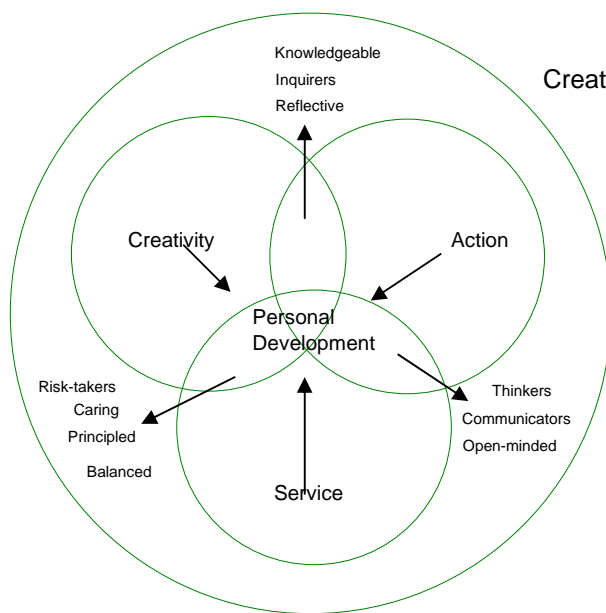
The CAS program aims to develop students who are:

- reflective thinkers
- 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

The CAS experience, as a whole, should be evidence that students have:

- **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 understand that they can make choices about how they wish to move forward.
- **undertaken new challenges** – A new challenge may be an unfamiliar activity, or an extension to an existing one.
- **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.
- **worked collaboratively with others** – Collaboration can be shown in many different 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.
- **shown perseverance and commitment in their 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** – Students may be involved in international projects but there are many global issues that can be acted on locally or nationally (for example, environmental concerns, caring for the elderly)
- **considered the ethical implications of their actions** – Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.
- **developed new skills** – As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.



Creativity, action, service (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

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.

THINK GLOBALLY, ACT LOCALLY

Creating “a better and more peaceful world” is a main goal of the CAS program. This cannot happen overnight, but can be reached through smaller steps. There are many projects and activities in our community and area that can have a major impact on the world as a whole.

ETHICAL CONSIDERATION

As you proceed with your CAS program, you must always keep in mind what you are doing and how it affects the world, environment and people around you. Often times, we focus on the individual task at hand and not what type of ripple effect we have started. In planning and executing your CAS projects and activities you should constantly be thinking about the ethics of what you are doing.

DIPLOMA REQUIREMENTS

To demonstrate that the learning outcomes have successfully been met you will need to present the evidence you have collected over the two years. This evidence will be in a variety of forms. For example, written reflections, photos, video, podcasts or any other suitable medium.

CAS activities should continue on regular basis for as long as possible throughout your IB diploma programme, and certainly for at least 18 months.

Successful completion of CAS is a requirement for the award of an IB diploma. Students must document their activities and provide evidence that they have achieved the eight key learning outcomes.

Student Responsibilities

You need to “own” your own CAS program, meaning you need to choose your own CAS activities, with your advisers, and undertake activities in a local and international context as appropriate.

You are **required** to:

- self-review at the beginning of the CAS experience and set personal goals for what you hope to achieve through your CAS program
- plan, do, and reflect (plan activities, carry them out and reflect on what you’ve learned)
- undertake at least one interim and a final review per activity with your CAS adviser
- take part in a range of activities, including at least one project, some of which you have initiated yourself
- keep records of your activities and achievements, including a list of principal activities undertaken
- show evidence of achievement of the eight learning outcomes.

ACTIVITIES: RANGE AND DEFINITION

All students should be involved in CAS activities that they have initiated themselves. It doesn’t necessarily have to be a huge project, but you should be able to “own” some activity within a larger project.

Activities should vary in length and in the amount of commitment required from the student, but none should be trivial. Some activities make take longer to complete than others. Some may require more of your time and focus, others may provide for a limited commitment on your part.

The goal of the CAS program is to widen your experiences during the diploma programme. Any work that you complete as part of your subject coursework, theory of knowledge, or extended essay cannot be counted for CAS. This excludes, for example, routine practice performed by IB music, dance, or theatre students. However, if students undertake activities that follow CAS guidelines (meeting the key learning outcomes and including initiative and student choice) the fact that these activities also satisfy the requirements of a state qualification or of another award scheme does not prevent them from being counted towards CAS.

You cannot receive monetary compensation for your CAS.

Students should be involved in at least one project involving teamwork that integrates two or more creativity, action, and service, and is of significant duration (months rather than weeks).

Your CAS program should be comprised of a variety of tasks, activities and projects that represent a mix of creativity, action, and service. Projects are made up of activities, and within activities there are usually many tasks. For example, students may create an international development project that includes a visit to the village being assisted. One activity within that project may be creating/running a fundraiser for the trip. A task might be to work a table selling baked goods at the fundraiser.

ABRIDGED LIST OF ACTIVITIES AND OPPORTUNITIES IN OUR COMMUNITY

A selection of these projects, activities, and tasks will provide students with a balanced CAS program. Students are not limited to this list, and are encouraged to create and seek out their own projects and activities.

Amnesty International	Junior varsity and varsity softball (girls)
Art show	Just Buffalo Literary Center
Art/Photo club	Kids Escaping Drugs
Bald for Bucks	Local theatre internships
Book club	Monologue recitals
Both Your Hands-Interact Club	Museum or gallery volunteer
Bowling	Music lessons (private)
Buffalo Zoo volunteer	National Honor Society
Choir	One-act play festival
Community Club	Peer tutoring
Creative writing club	Pep band
Dance lessons (private)	Power club (weight training)
Dance team	Recycling program
Donate Life	Salvation Army
Fall play production	School newspaper
Fashion show	Shakespeare competition
Fitness center classes	Ski club
Gay-Straight Alliance	Solo music adjudications
Girl Scouts and Boy Scouts	Soup kitchen volunteer
Girls' and boys' rugby	Spring play production
Golf	Stage crew
Gymnastics	Student Council
Hospital or nursing home volunteer	Student government
Ice hockey (boys; girls)	Summer theatre productions
International Institute	Synchronized swimming
Irish dancing	Theatre usher
Jazz ensemble	Town sports leagues
Junior varsity and varsity baseball (boys)	Welcome Crew
Junior varsity and varsity basketball	Winter musical production
Junior varsity and varsity cheerleading (girls)	Y.E.S. (Youth Engaged in Service)
Junior varsity and varsity field hockey (girls)	Yearbook

REFLECTION

The most important type of evaluation in the CAS program is self-evaluation.

The fundamental questions of reflection may seem basic, but the answers may be quite complex:

- What did I plan to do?
- What did I do?
- What were the outcomes for the team, others and me?

Beyond these questions, you should also consider:

- how you felt,
- what you perceived
- what you thought of the activity
- what the activity meant to you
- what the value of the activity was
- what you learned from the activity and how this learning (for example, a change on perspective) might apply more widely.

Reflections can come in many forms, public and private, individual or shared, objective or subjective. You and your CAS adviser will determine the best form of your reflection.

Students may present their reflection publicly in any number of ways, including:

- written form
- orally to parents, peers, or outsiders
- scrapbooks
- photo essays
- videos/DVDs
- or blog.

Some students may feel more comfortable reflecting on an activity privately, and some projects may be better suited to more private reflections.

The extent of the reflection should match the significance of the activity to the student. Start early on your CAS log, but there is no need to write lengthy reflections about relatively routine experiences.

Regardless of the form of the reflection, it must be documented and kept on file with the CAS coordinator.

CAS CALENDAR

1st Semester 2011

- Presentation and Introduction to CAS: Students entering the program will complete a self-review during the opening few days of school to help identify what their strengths and weaknesses are to help them design a CAS program.
- Students will pick from a few different CAS advisers to work with throughout their CAS experience and begin to layout a CAS program, meeting with their adviser at least once a quarter.

2nd Semester 2012

- Students will meet regularly, during the school day, with their CAS advisers to discuss current and upcoming activities, and reflect on their experiences (at least once a quarter), although it is anticipated that informal contact (such as email) will be continuous.
- CAS advisers and students will begin to collect evidence of the students' work and reflections to demonstrate the learning outcomes they have reached.

1st Semester 2012

- CAS advisers and students will review their current program and create a plan for meeting all the requirements of the CAS program ensuring a balance of creativity, action, and service; projects, activities, and tasks; and that they will meet all of the eight learning outcomes.

2nd Semester 2013

- Students will continue to meet regularly with their CAS advisers to discuss current and upcoming activities, and reflect on their experiences (at least once a quarter), collecting evidence of the students' work.

March 2013

- Students will meet with their CAS advisers/coordinator to complete any final reflections and ensure that all of the students' evidence is appropriately filed and complete.