



# A and S Made Simple: Middle Years Program

## WHAT is Action and Service?

CAS, at the core of the Diploma Program, is an acronym for “Creativity, Activity, and Service.”

Each of those aspects is defined as

- **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

The Middle Years Program emphasizes ACTION AND SERVICE to enable younger students to make connections between what they are learning in the classroom and “the real world” and build healthy habits of physical activity, community engagement, and personal development.

**It is the core of IB education because it allows for REAL LIFE application of cognitive and non-cognitive skills as well as content knowledge.** A&S in high school is different from middle school. It is all about learning how to plan and execute activities and how to reflect on what you learned about yourself from that activity. A&S in MYP is required to progress into the Diploma Program, whether as a Course Student or Diploma Candidate.

## WHAT is the purpose of A&S?

**IB wants students to be engaged and involved in the world to develop a heightened sense of global responsibility.** IB has identified skills that people need to be successful as global citizens, which IB has labeled as **LEARNER OUTCOMES**. IB wants you to grow as a person by

- **increasing awareness of your own strengths** and develop areas for growth
- **undertaking new challenges** and **developing new skills** in the process
- planning and initiating activities
- developing skills and **recognizing the benefits of working collaboratively with others**
- **showing perseverance and commitment** in your activities
- **engaging with issues of global importance**
- **considering the ethical implications of your choices** and actions and the actions of others.

To meet these LEARNER OUTCOMES, IB invented Creativity, Activity, and Service, **an experiential learning program that pushes students to engage in the world outside the classroom**, using what they know and learning new skills. Students plan and pursue experiences, tied to the learner outcomes above as well as the Learner Profile, accomplish great things, and reflect on what they learn from the experiences.

## **WHAT is the process for Action and Service?**

Action and Service experiences may flow naturally from your work in class. For example,

- Literature (English) students could engage in creative writing, produce audiobooks for the blind or write a movie and produce it.
- World language students could provide language lessons to those in need, develop language guides using technology or raise awareness of the culture of the language being studied through a website or other forms of communication.
- History students could record the oral histories of people living in elderly residential facilities and create family memoirs, create a social enterprise addressing a community need or collaborate on a community garden.
- Science students could form an astronomy club for younger students, help maintain a nature reserve, or promote physical participation in “walk to school” groups.
- Math students could teach younger children to overcome mathematical challenges, maintain financial accounts for a local charity, or plan a mathematics scavenger hunt at school to highlight the importance of mathematics in everyday life.
- Arts students could take dance lessons that lead to a theatrical performance, participate in a community art exhibition or community initiatives (such as performances or photo exhibits) for hospitals or aged-care facilities.

As well, you will continue to do the things you like to do. Most high-achieving high school students do sports, play instruments, and engage in philanthropy. The only difference now is that you will

- **investigate, prepare, plan** and seek to **accomplish** something as you do it (CAS Stages/design cycle),
- **document** both the process and the outcome in a tangible way (demonstration)
- **evaluate** what you did and **reflect** on what you learned from doing it (reflection).

To pursue your A&S activities, you should follow these five stages. These stages are referred to as the **experiential learning cycle** in your **SA Questions** on ManageBac.

- **Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for A&S experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their A&S experience. In the case of service, students identify a need they want to address.
- **Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the A&S experience.
- **Action:** Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.
- **Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during A&S activities 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.

- **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their A&S experience through their A&S portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

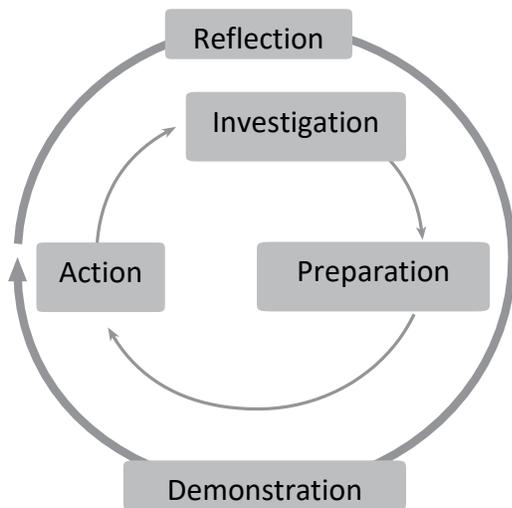


Figure 4

There are two parts as noted in the diagram. **The center** represents the process with four key parts: **investigation, preparation, and action**, with **reflection implied** (occurring intermittently in response to significant experiences). The outer circle has two parts and guides students in summarizing their experience: **reflection** and **demonstration**

### Service may take many forms as you follow the five stages.

Following these 5 stages encourages and supports student initiative as their choices and plans emerge from and advance their interests, skills, talents and knowledge. As students evolve through the service-learning process, they may engage in one or more types of action.

- **Direct service:** Students have interaction that involves people, the environment or animals. This can appear as one-on-one tutoring, developing a garden alongside refugees, or teaching dogs behaviours to prepare them for adoption.
- **Indirect service:** Though students do not see the recipients during indirect service, they have verified that their actions will benefit the community or environment. This can appear as redesigning an organization's website, writing original picture books to teach a language, or raising fish to restore a stream.
- **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest. This may initiate an awareness campaign on hunger in the community, perform a play on replacing bullying with respect, or create a video on sustainable water solutions.
- **Research:** Students collect information through varied sources, analyse data and report on a topic of importance to influence policy or practice. They may conduct environmental surveys to influence their school, contribute to a study of animal migration patterns, or compile the most effective means to reduce litter in public spaces.

## WHAT are the A&S requirements?

In practical terms, to document, manage and support A&S activities, Henrico HS requires MYP students to fulfill A&S requirements

- In 2021-22, by the end of **ninth grade**, you must have **five** activities – 2 international mindedness with Biddle and 3 service/advocacy.
- By the end of **tenth grade**, you must add another 5 activities to have **10 total service/advocacy/action activities**. *If you are new to the program in grade 10, you are only required to do five activities for the year.*
- Although we do not count hours, to gauge whether or not you are “doing enough,” you should have at least one activity every other month.

### HHS Action as Service:

**Ninth:**           **2 international activities (With Biddle)**  
**3 service/advocacy activities**

**Tenth:**           **5 service/action/advocacy activities (for those starting the program in 10<sup>th</sup>, 5 is the total number of activities required.)**

- For your **SERVICE ACTIVITIES**, you may have a commitment that engages you **over time**, like volunteering weekly at the Food Bank or mowing your elderly neighbor’s yard once a month, or **you may have numerous activities that are a one-time event**, like participating in the Crop Walk or attending a Richmond Forum speaker. This is **YOUR CHOICE!**
- If you do have repeat activities like volunteering at the hospital or library, you may enter them **ONCE** and indicate in the title – e.g., “Service: Library Volunteer (X5)” – how many times you have done this activity. You must also include evidence of every time you did this activity, but you may reflect in the SA questions once.
- Sophomores may include participation in sports in their A&S. Preparing for tryouts can count as one activity. Participating on the team is one activity.
- All activities must be structured or you must create a structure by selecting an outside supervisor and documenting your planning in the “Reflection and Evidence” section. Each activity must have a supervisor who is the person who can verify that you did the work. **Parents generally may NOT be supervisors for any goals unless approved by Ms. Satchell, Mr. Rigler or Ms. Biddle. Students may not be supervisors unless they serve in some official capacity such as a club officer. Your CAS supervisor is NOT your activity supervisor. If a situation arises which in which a fellow student or a parent MUST be the supervisor, students must get it approved IN ADVANCE from Ms. Satchell, Mr. Rigler or Ms. Biddle.**
- **All activities must be documented!!** This means you have to have a program with your name on it, a picture or video of you doing it (preferably with a time stamp), a recording of you playing it, an email from the responsible party who oversaw you doing it, OR a supervisor review from the activity’s supervisor. This must be loaded under “Reflections/Evidence” within two weeks of each activity.

- **For 2021-22, at the end of freshmen year, you should have at least 5 activity entries on ManageBac. By April of sophomore year, you must have at least 10 activity entries.**

## **How do I do activities safely in the time of CoVid and Social Distancing?**

While physical distancing protocols limit the kinds of action that students can undertake, there are still many ways that they can work towards the learning outcomes for service. Many MYP students already engage in advocacy and awareness-raising, which do not require close physical contact. Moreover, the current context has highlighted a range of opportunities for principled action that could be meaningful for MYP students.

For example:

- Indirect service: Students collaborate remotely to create a podcast to sensitize fellow students on how to take care of their physical and mental well-being during the Covid19 crisis.
- Advocacy
  - Based on a unit of world literature previously studied, students collaborate remotely to write about a blog on a social issue. Students should be encouraged to interpret the literature work they have studied from multiple perspectives e.g. gender lens, social class lens etc.
  - Students can partner with youth organizations and influencers to design social and behavioral change communications with appropriate messaging targeting different communities and groups.
  - Virtual or F2F discussions to question and unpack issues related to gender, race, wellbeing. All participants must recognize the importance of creating safe spaces for engaging in civil discourse.
- Public service announcements
  - Students can work collaboratively to create posters for the virtual or physical classroom wall to sensitize/create awareness in fellow students/ school community on matters pertaining to BLM/BAME issues, sustainable solutions, practical measures to prevent the spread of infectious diseases e.g Covid19
- Outreach
  - Students may write letters or send cards to children in hospitals, elderly in care homes, service people overseas.
- Virtual visits
  - Students can have virtual visits to discover new places. They then do some research about these new places and articles to inform and educate their peers.

Consider that self-isolation and physical distancing measures are actions taken by individuals in the interest of public health. While students haven't necessarily chosen to take these actions, there is an extent to which they chose to comply with local regulations. Either way, students have had to make changes in their daily lives in order to protect themselves, their families and

others. This can be a powerful starting point for exploring some of the service as action learning outcomes.

## HOW do I document what I have done?

So that you can create an A&S Portfolio to “prove” that you have done these great things and learned how to be a better human being, we use MANAGEBAC, an online service. It creates that “paper trail” that IB requires us to demonstrate that you are doing what you say you are doing without actual paper. **It also makes a nice portfolio for you to download to take to a job or summer internship interview.** You are required both to DOCUMENT what you have done and how you did it, providing evidence (loaded in the Worksheet under “Reflections and Evidence”) with artifacts of your activities and to REFLECT on those activities (Loaded in the worksheet under “S&A Questions”).

## HOW do I use MANAGEBAC?

- For a complete tutorial, go to <https://docs.google.com/viewer?url=http%3A%2F%2Fhenricowarriors.org%2Fmiddle%2Fwp-content%2Fuploads%2F2009%2F03%2FMYP-Student-CS.pdf>
- Otherwise, go to <http://henricohs.managebac.com/>
- Log in
- Enter your activities as you do them. Under “Enter Activity”
  - Enter a Goal followed by the activity, making sure it is labeled with your grade level or the school year. For example, for a SERVICE ACTIVITY you might write, “2021-22: Service: Doing the Crop Walk” or “2021-22: Advocacy: Signing Target Petition,” “2021-22: International Mindedness: Who Am I? activity,” (for freshmen only) or “2021-22 Action: Field Hockey” (for sophomores only)
  - As you enter your activities on your worksheet, you will include which LEARNER OUTCOMES you will demonstrate with this activity. **Don’t choose more than 2.** After you complete the activity, you will provide evidence (Reflection and evidence) and reflect (under S&A questions).
  - You will designate a supervisor of the activity. This is NOT your CAS faculty advisor, but the person who is in charge of the activity in which you are engaging. **PARENTS MAY NOT BE SUPERVISORS unless pre-approved by the CAS advisor, CAS Coordinator, or the IB Coordinator!!! Students also MAY NOT BE SUPERVISORS unless they serve in some official capacity like a club officer. If that is the case, make sure you include that as you note them as supervisor.**
  - Write about your research and planning as you prepare to do your activity. Upload any documents or evidence of your activity under **ADD A REFLECTION/EVIDENCE.** This can be pictures, emails, videos, flyers, audio recordings, etc. **Everything MUST have evidence from an external source!!! This should be done WITHIN TWO WEEKS OF THE ACTIVITY!**
  - As you finish each service activity, think on how it went and what you learned and reflect on it under **S&A QUESTIONS.** Under **S&A QUESTIONS,** reflect on how

you did what you did (planning, research), how it actually went (did it meet your expectations for success), what you learned, how you learned it, what you might do differently, and what you can do in the future.

- If you do not have the ability to provide external verification or evidence, a supervisor review is mandatory. Otherwise, it is not required.
- If you have questions, please see your CAS Faculty Advisor (for sophomores), Ms. Satchell, Mr. Rigler, or Ms. Biddle.

## **WHAT support do I have to do CAS?**

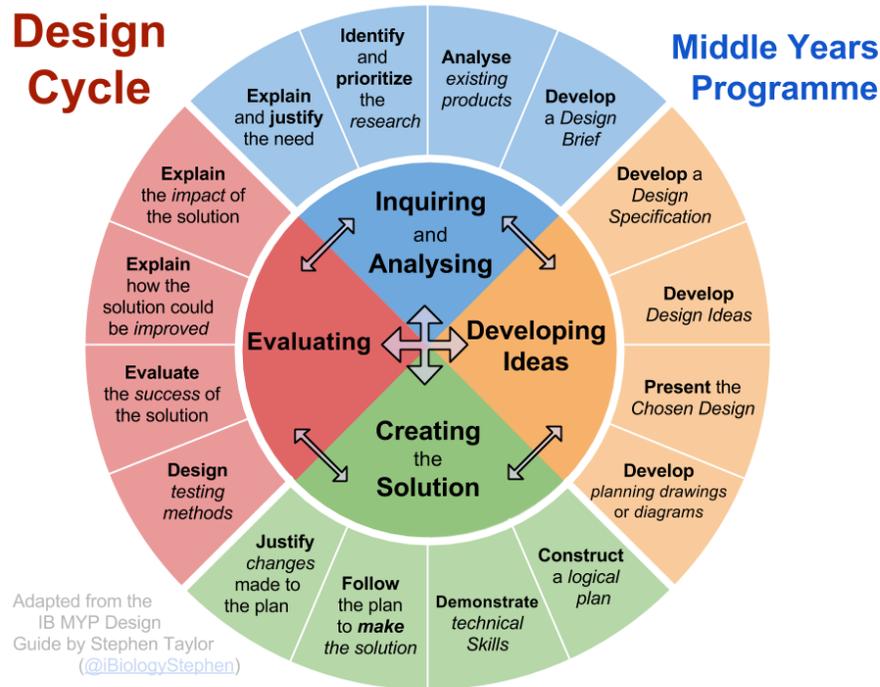
**Every student will have a CAS advisor.** Freshmen are overseen by Ms. Biddle. Sophomores will be divided alphabetically among the faculty. Hopefully, your advisor will be someone you have as a teacher, but if not, you may always email him/her. All your teachers can answer questions as well. If there is a particularly difficult question, Ms. Satchell, Mr. Rigler or Ms. Biddle is available. If your activities documented on ManageBac do not have an activity supervisor, please list your CAS Faculty Advisor, with his/her prior permission, in that area. It is good manners, however, to notify your supervisor that you have done this so that emails from ManageBac will not be ignored.

## **How do I reflect on my learning?**

Students are required to reflect on how their CAS experiences have taught them something – whether they are tangible skills or character growth. These reflections must, at minimum, cover all the aspects of the ***experiential learning cycle***.

- **Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for A&S experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their A&S experience. In the case of service, students identify a need they want to address.
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- **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their A&S experience through their A&S portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

Entries in ManageBac should demonstrate the growth of the student through explanation and anecdotal example. Students might reflect how they might have done something differently, whether something went well or not and why, how the activity made them feel and why, what the hardest part of the activity was and why, how they were able to overcome difficulties within the activity, or how this activity connected them to a better global understanding. **You will document this reflective process on ManageBac under the A&S Questions.**



***The Design Cycle may be used in documenting and reflecting on your CAS activity***

**INVESTIGATE:** How is this project a reflection of you?

What do you need to know how to do to do this project?

Who will teach you or how will you learn?

Where will you find information? What kind of help will it take to finish this project?

What other resources do you need? Who else has done projects like this and what did they do?

**DESIGN:** What will your project look like to another person?

Break your project into parts and explain them.

How is your project organized – time, space, importance? Why? What will determine how your project looks and feels? Are there different ways to do the project? If so, what are they?

**PLAN:** When will I start? Where will I get my materials?

What is my timeline? What might happen that impacts my timeline? Where will I get my resources? What happens if something goes wrong?

**CREATE:** What is your final product? How will you know it is finished? How will you evaluate your success? How will you document your project?

**EVALUATE:** What have you learned? How? Why? What step did you find to be the most challenging? Why? What step did you find to be the most enjoyable? Why? What are the ethical concerns of this activity? Why?

**REFLECT:** What parts did you like of your project? How could you have improved the process? How does this activity connect you to yourself and your community? How does this activity connect to issues of global concern?

## What Action and Service is NOT:

CAS can be a lot of things, but there are certain things it is NOT.

- **For Service, it is not service to family members.** You cannot count babysitting your nephews, tutoring your brother, helping your dad fix the lawn mower, or mowing your Aunt Sally's yard.
- **For Service, it is not service within your religious organization.** You cannot count keeping the nursery, teaching VBS, singing in the choir, or visiting members who are ill because those actions serve the religious community of which you are a member. *If your youth group or religious community works with secular organizations such as Habitat for Humanity or CARITAS, however, or provides a service to the community such as a clothes closet or soup kitchen for the homeless, those events MAY count.*
- **For Service, it is not doing things that are self-serving, financially advantageous to yourself or others, or doing things required by law, for a class grade, or HCPS policies.**  
Activities that do not qualify include
  - religious proselytizing (spreading the message of a faith during official or unofficial services),
  - working for companies that do not have non-profit status and are not related to education,
  - court-ordered service as a consequence for wrong-doing,
  - working for others who could help themselves. An example of the last one would be cutting grass for a neighbor who could have done it/paid for it himself or teaching a classmate to play chess.
  - Completing assignments that are required in a class.
  - Getting an A in a class or an assignment.
- **Activities that are a part of participation in your IB classes do not count.**
  - This includes forming study groups for your classes, making an A in a class or assignment, or tutoring your classmates in your grade.
  - You may, however, include starting a study group for younger students in the role as mentor or tutor younger students.
  - You may, however, include AP or non-IB courses as well as courses of religious instruction.

## Academic Honesty in Action and Service:

A&S is tied inextricably to the Learner Profile. One of the seven learner outcomes is to engage in issues of ethical importance. Thus, it is expected that integrity is essential in students' CAS experiences. *To that end,*

- All activities should reflect respect for the planet, your community, your school, your peers, and yourself. Activities that are deemed inappropriate will not be allowed.
- While participating in public service events, students are to behave respectfully and politely to all adults and fellow participants. Students are to follow instructions from the event leaders. Failure to do so will result in an honors infraction.
- All activities must be truthfully documented. Fabricating documentation for an activity is a serious honor code violation.