CAS Made Simple: Diploma Program

WHAT is CAS?

CAS is an acronym for "Creativity, Activity, and Service." Each of those 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

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. CAS 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. It builds healthy life habits of physical activity, community engagement, and personal development. **CAS is a required component for the IB diploma**.

WHAT is the purpose of CAS?

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 developed 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 CAS?

CAS 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 (demonstrate)
- **evaluate** what you did and **reflect** on what you learned from doing it (reflection).

To pursue your CAS activities, you should follow **the five CAS stages**. Later, when you are answering CAS questions on ManageBac, these steps are what you will discuss as **the cycle of experiential learning.**

- **Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS 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 CAS 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 CAS 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 CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.
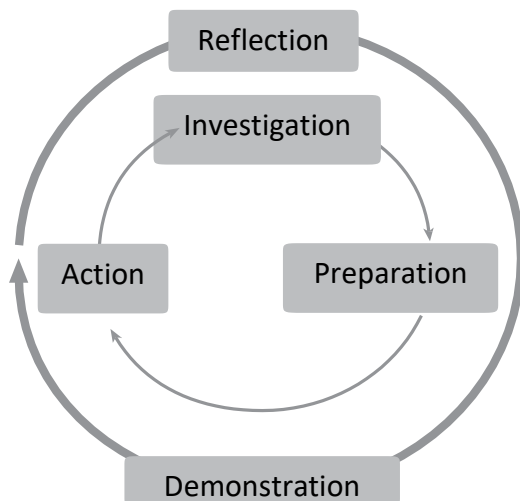

Figure 4

There are two parts as noted in the diagram. **The center** represents the process with four key parts: **investigation**, **preparation**, **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. These are the types of actions IB encourages.

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 requirements for CAS?

In practical terms, for 2021-22, to document, manage and support CAS activities, Henrico HS requires Diploma students in grades 11-12 to have 5 activities a year. In addition to those 10 activities, students MUST complete the CAS Project no later than January (end of semester 1) of their senior year.

- **For flexibility, students may have a variety of service experiences or they may choose to affiliate with one organization and do all their service work there.**
- **In addition to service, students must do at least ONE action activity (sports, health and wellness) and ONE creativity (music, art, dance, etc).**
- Activities must cover all the Learner Outcomes by the end of senior year.
- Although we do not count hours, to gauge whether or not you are "doing enough," you should do something once every other month.
- **By the end of junior year, students should have logged in <u>5 activities/experiences,</u> on ManageBac. By the April of the senior year, students should have <u>10 activities</u> entered on ManageBac. In addition, the CAS project must be competed by the end of semester 1 in senior year.**

How do I do CAS 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 DP 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.
    - Students can participate in letter writing/card sending to children, elderly, or displaced persons in hospitals, care homes, oversea refugee camps.
- 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.
- o Students can partner with youth organizations and influencers to design social and behavioral change communications with appropriate messaging targeting different communities and groups.
- o Virtual or F2F discussions to questions 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
  - o 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
  - o Students may write/send cards or letters to cheer up the sick, lonely or displaced. Children in hospitals, elderly in care homes, veterans in care, service people overseas, refugees in camps all appreciate a kind, cheerful word.
- Virtual visits
  - o 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

What does this look like on ManageBac?

- o You must do Service as part of your CAS experience. **You may have one 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!**
- o **If you do have a long term service commitment,** you may enter it once with something like "2021-22: Service: St. Mary's Volunteer (x5)," indicating how many times you did that activity. You must document (upload evidence) every time you did the activity, but this enables you to only have to reflect in the CAS questions once.
- o **For sports,** participation on a team counts as one experience. This is different from the service experience. So, practices and games should be documented under a single entry and reflected on once, as a whole.

- All activities must be structured or you must create a structure by selecting an outside supervisor and <u>documenting your planning</u>. Each activity must have a supervisor who can verify that you did the work. **Parents generally may NOT be supervisors for any goals except the self-sufficiency goal. Students may not be supervisors unless they serve in some official capacity such as a club officer. <u>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 their CAS advisor.</u>**
- **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, 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 should be loaded under "Reflections/Evidence" within two weeks of each activity.

IB wants you to have a balance of Creativity, Activity and Service. For non-service activities, label them as either ACTION or CREATIVITY. This enables you to pursue personal enrichment and growth in other areas.

- For the non-service activities, please label them as "ACTION" or "CREATIVITY." Examples might look like this: "2021-22: Action: Field Hockey" or "2021-22: Creativity: Piano Lessons."
- These activities must be documented just like Service activities with pictures, MP4, or MP3 and be reflected on by answering the CAS questions.

You must show evidence of activity for 18 months, starting from September of your junior year through April of your senior year. **By the end of your junior year, you should have at least 5 activities. By APRIL of your senior year, you must have at least 10 entries, PLUS your CAS Project.**

HOW do I document what I have done?

So that you can create a CAS 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. You are required both to DOCUMENT what you have done 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 "CAS Questions").

HOW do I use MANAGEBAC?

- For a complete tutorial, go to https://docs.google.com/viewer?url=http%3A%2F%2Fhenricowarriors.org%2Fbiddle%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"

- o Enter "Service," "Action," or "Creativity," 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 say, "**2021-22: Service: Doing the Crop Walk.**" For a CREATIVE ACTIVITY, you might put **"2021-22 Creativity: Playing Rachmaninoff's *Variations on a Theme by Paganini*."** For an ACTION ACTIVITY, you might put **"2021-22: Action: Field Hockey."**
  - o All **ACTIVITIES should be entered separately** on your worksheet except for those ongoing service relationships or sports mentioned earlier. Within each one, you will provide evidence (Reflection and evidence) and reflect (under CAS questions).
  - o As you enter activities, you will include which **LEARNER OUTCOMES** you will demonstrate with this activity. **Don't choose more than 2**. Just make sure as you go along that you cover all 7 in the two years!
  - o You will also designate if it represents Creativity, Action, or Service by clicking as well as labeling.
  - o 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, except for the self-sufficiency goal, unless pre-approved by your CAS Faculty Advisor, the CAS Coordinators, 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.**
  - o After you complete the 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!**
  - o As you finish each activity, think on how it went and what you learned and reflect on it under **CAS QUESTIONS**. Under **CAS QUESTIONS**, regardless of whether it is a service, action or creativity, 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 completed an activity with evidence and reflection, email your CAS faculty supervisor to have him/her "Complete" it for you.**
- For 2021-22, At the end of **junior year**, you should have at least **5 entries**. By the April of **senior year**, you must have at least **10 entries**, **plus the CAS Project.**
- Your activities must cover all seven of the Learner Outcomes by the end of your senior year.
- If you have questions, please see your CAS Faculty Advisor (Ms. Shaw for juniors and faculty designees for seniors), Mr. Rigler, or Ms. Biddle.

WHAT support do I have to do CAS?

Every student will have a CAS advisor. We will divide the students 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, 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.

You will also be monitored by Mrs. Biddle, your faculty advisor and/or Ms. Shaw to ensure that you have "ongoing activity" in the spirit of the program. This will be a completion/deadline grade only. Checks for the quality of the work will be done by your CAS faculty advisor, Mr. Rigler, and Ms. Biddle.

Academic Honesty and CAS:

CAS 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.

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 a minimum, cover the **experiential learning cycle**
- **Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS 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 CAS 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 CAS 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 CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

They 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. Students may also consider how this activity might provide them with experience that will help them in the future – and in what tangible way. **You will document this reflective process on ManageBac under the "CAS Questions."**

You might also consider the Design Cycle from MYP. It may provide questions as you go through your process!!

Adapted from the IB MYP Design Guide by Stephen Taylor (@iBiologyStephen)
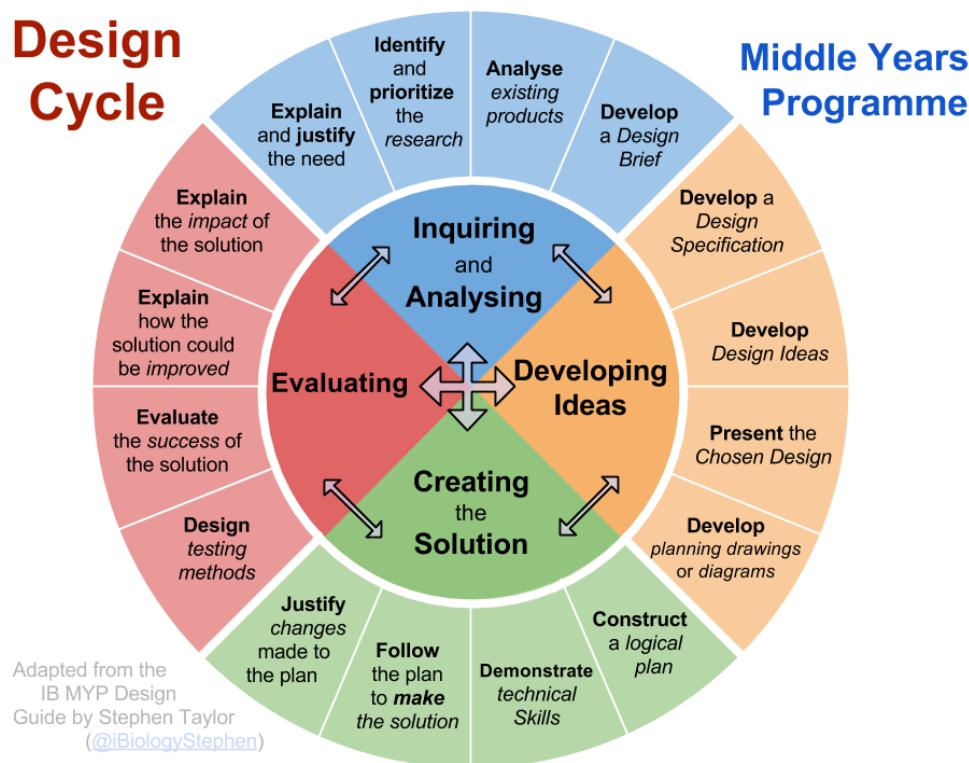
INVESTIGATE: How is this project a reflection of you? What do you need to know how to do to do this project? Who will teach you or how will you learn? Where will you find information? What kind of help will it take to finish this project? What other resources do you need? Who else has done projects like 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 CAS 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 or provides a service to the community like a clothes closet or soup kitchen for the homeless, however, those events MAY count. You may also count religious education and participation as creativity goals.*
- **For service: it is _not_ doing things that are self-serving, financially advantageous to yourself or others, or doing things required by law 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 or are not related to education,
  - court-ordered service as a consequence for wrong-doing,
  - working for others who could help themselves. An example 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 required for an IB class
  - Getting an A in an IB class or on an assignment
- **For a creative or action activity, activities that are a part of participation in your IB classes _do not count_.**

- o This includes forming study groups, making an A, or tutoring your classmates.
- o You may, however, include tutoring or starting a study group for younger students in the role as mentor.
- o You **may** also include AP or non-IB courses, taking SAT and/or ACT, Drivers Ed, as well as courses of religious instruction.

Your DP CAS Project

In addition to engaging in activities that achieve the learning outcomes, students in the Diploma Program must also complete a project. This project must

- **Take at least a month** to conceive, investigate, plan and execute
- **Have the planning/investigation be documented** on ManageBac through "Reflections and Evidence"
- Be designed, planned and executed using the **CAS Process and Design Cycle** documented on ManageBac
- Involve **others** (these do not need to be students)– working in a group **collaboratively,** which can be documented in pictures or with emails/communicate.
- Demonstrate **leadership, planning and organization, and collaboration skills**. This can be documented with emails, posts, etc.
- Connect to at least one aspect of creativity, action, or service.
- Illustrate a consideration the **ethical** aspects of the project and its impact. This will be documented in the reflection
- Have the final product or event **documented** through ManageBac with artifacts, correspondence and pictures
- Be **reflected on** through ManageBac and assessed as to how you used the Design Cycle, what you learned, and how you are affected by this project in CAS Questions.

The two learner outcomes this project must meet are

- planning and initiating activities
- working collaboratively with others

This is to be entered as its own separate experience on ManageBac.

- The experience is entered once and all the progress is uploaded under that one experience.
- Check the multi-colored cube in the worksheet to designate the experience as the CAS project.
- Projects should have a supervisor.

Students may work on other's projects and **count them as CAS activities**, but *they must also lead a project of their own.* This project is a good bit like the Personal Project, but it may not be as complicated, and it does not require a paper to be written! It must be documented just like the goals! It should be labeled **Project.**

Progress needs to be shown on the project. Do not put this off. You can plan the project during your junior year and execute the plan during your senior year, just as long as you are making progress. **YOUR PROJECT MUST BE COMPLETE BY THE END OF SEMESTER 1 in senior year.**