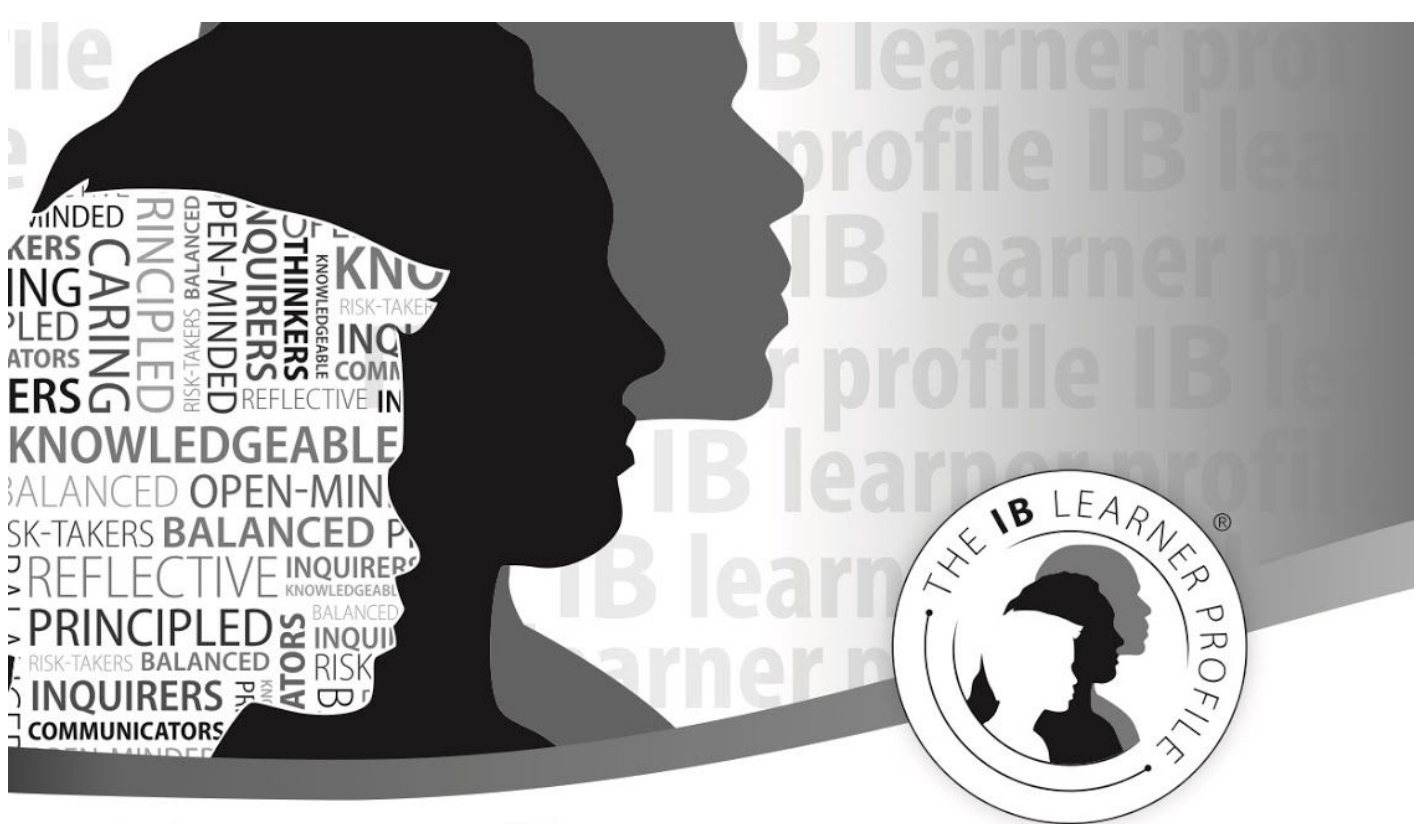




Creativity, Action, Service  
Handbook

Luther Burbank High School  
IB Diploma Program



# 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.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

*“...if you believe in something, you must not just think or talk or write, but must act.”*

*(Peterson 2003)*

## **CAS OVERVIEW**

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service.

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

Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Students engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Students undertake a CAS project of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

Students use the CAS stages (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.

There are three formal documented interviews students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme.

CAS emphasizes reflection which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

(Creativity, activity, service guide - IBO)

## WHAT IS CAS?

CAS encourages you to explore interests, take risks in trying new things, and helps you become an interesting, well-rounded person. CAS experiences build the student, apart from academics. CAS acknowledges you have a well rounded life.

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

The CAS program 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.

(CAS subject guide, IBO)

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 or provide opportunities to develop the attributes of the IB learner profile or not be used or included in the student's Diploma course requirements

To further assist in deciding on a CAS experience, the following questions may be useful to consider.

§ Will the experience be enjoyable?

§ Does the experience allow for development of personal interests, skills and/or talents?

§ What new possibilities or challenges could the experience provide?

§ What might be the possible consequences of your CAS experience for you, others and the environment?

§ Which CAS learning outcomes may be addressed?

(CAS subject guide, IBO)

## CAS LEARNING OUTCOMES

The goal is that, through your CAS experiences, you grow as a person. The CAS learning outcomes help to identify areas growth may be seen. They will help you reflect on your own growth – some may show up in many experiences, some may only show up in one or two. Throughout your CAS experiences, you need to identify and reflect on all learning areas.

### **Learning outcome 1: Identify own strengths and develop areas for growth**

The student...

- Is aware of own strengths and weaknesses
- Is open to improvement and growth opportunities
- Is able to propose activities according to own interests and talents
- Is willing to participate in different activities
- Is able to undertake a thoughtful self-evaluation
- Is able to see themselves as individuals with various abilities and skills, some more developed than others.

### **Learning outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process**

The student...

- Participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences
- Is willing to become involved in unfamiliar environments and situations
- Acquires new skills and abilities
- Increases expertise in an established area
- Shows newly acquired or developed skills or increased expertise in an established area

### **Learning outcome 3: Demonstrate how to initiate and plan a CAS experience**

The student...

- Is able to articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences
- Demonstrates knowledge and awareness by building on a previous CAS experience
- Shows initiative by launching a new idea or process
- Suggests creative ideas, proposals or solutions
- Integrates reflective thoughts in planning or taking initiative
- Is aware of roles and responsibilities when designing an individual or collective CAS experience
- Shows responsible attitude to CAS project planning
- Is able to develop a coherent action plan taking into account the aim or purpose, activities and resources.

### **Learning outcome 4: Show commitment to and perseverance in CAS experiences**

The student...

- Demonstrates regular involvement and active engagement with CAS experiences and CAS project
- Is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
- Demonstrated adaptability to uncertainties and changes
- Gets involved in long-term CAS experiences and CAS project

**Learning outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively**

The student...

- Shares skills and knowledge
- Listens respectfully to proposals from peers
- Is willing to take on different roles within a team
- Shows respect for different points of view and ideas
- Makes valuable contributions
- Is responsible for participating in the group
- Readily assists others
- Is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences

**Learning outcome 6: Demonstrate engagement with issues of global significance**

The student...

- Recognizes the global implications of local issues
- Is able to identify global issues in the local or national community
- Shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
- Gets involved in CAS projects addressing global issues in a local, national or international context
- Develops awareness and responsibility towards a shared humanity

**Learning outcome 7: Recognize and consider the ethics of choices and actions**

The student...

- Recognizes ethical issues
- Is able to explain the social influences on one's ethical identity
- Takes into account cultural context when making a plan or ethical decision
- Identifies what is needed to know in order to make an ethical decision
- Articulates ethical principles and approaches to ethical decisions
- Shows accountability for choices and actions
- Is aware of the consequences of choices and actions regarding self, others involved and the community
- Integrates the process of reflection when facing an ethical decision
- Shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.

(CAS Subject Guide – IBO)

## **IB DIPLOMA PROGRAM REQUIREMENTS**

CAS work is completed over an 18 month time period, starting August of your junior year, and wrapping up April of your senior year. While there is no set requirement of hours per week, it is a general expectation that you are regularly participating in CAS experiences, for an average of about a half a day a week. It is understandable that sometimes will be considerably more than that, while other times will be less. Overall, you should almost always be active in something.

It is expected that each of the three CAS strands are represented in your work, and there is evidence of each of the seven learning outcomes. Reflection is an integral part of growth. Reflection should be done regularly, and incorporate evidence of the learning outcomes.

**CAS Project:** As a part of the DP, it is required that you complete a CAS project. The project must include at least one of the strands (creativity, activity or service), and many times includes multiple.

- Spans the time of a month or more
- Includes at least one of the strands – creativity, activity or service
- Shows evidence of CAS stages
- Includes multiple reflections
  - pre-reflection: Why is this your project? What goals do you have? What planning have you done? What are you looking forward to in your project?
  - 3 or more reflections along the way: What is going well? What obstacles have been encountered, how are you working through them? What success have you seen? How are you working through the CAS stages?
  - final reflection: tie together your learning within the CAS stages – what did you learn? What were some successes?

Record your reflections as you go.

Many things could qualify for the project, as long as it shows the CAS stages. Something you are already familiar with may qualify, as long as it presents a new challenge, and you reflect on that new challenge through the lens of the CAS stages. Being a captain of a team, learning a new skill, leading an event, leading school organizations, being commissioned to create a piece of art, and working with community organizations are all examples of potential projects.

Talk with your CAS advisor as you prepare for your project. You can also always check with the CAS Coordinator (Ms. Tellez)

## **CAS STAGES**

This cycle may be used in individual experiences, or parts may be used. The CAS project should include all parts of the cycle, and may move back and forth through various parts multiple times.

**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.

The CAS stages provide a framework that enables students to:

- increase self-awareness
- learn about learning
- explore new and unfamiliar challenges
- employ different learning styles
- develop their ability to communicate and collaborate with others
- experience and recognize personal development
- develop attributes of the IB learner profile.



## **CAS TIMELINE**

### Junior Year:

- Check in meeting with CAS advisor (fall)
- Interview I with CAS advisor (winter)
- Working on/complete at least 5 CAS experiences
- Reflect on CAS experiences and provide evidence in Portfolio
- Communicate with your CAS advisor as needed
- Make plan for CAS Project
- Summer opportunities meeting (late spring)
- CAS experiences over summer

### Senior Year:

- Check-in meeting with CAS advisor (fall)
- Interview II with CAS advisor (late fall/early winter)
- Continue engaging in CAS experiences
- Reflect on CAS experiences and provide evidence in Portfolio
- Complete CAS Project
- Interview III in May. All experiences and reflections need to be completed, with evidence. This is your final interview

Key to a student's CAS programme is personal engagement, choice and enjoyment of CAS experiences. Throughout the Diploma Programme students undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. They must also undertake at least one CAS project with a minimum duration of one month. Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio.

Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator's satisfaction.

## **Reflections**

While many students find it most convenient to write reflections, other forms may be used – videos, posters, presentations, conversations with their advisor, email, photographs, speeches, etc. All forms of reflection should show evidence of learning outcomes, not just be a recap of the activity.

What might a reflection look like?

- Includes a brief description of the activity
- Shows evidence of the Learning Outcomes you have checked (if you checked 5 outcomes, all
- 5 should be clearly addressed in your writing.)

- Be yourself – discuss your thought process. The only people reading your reflections are the CAS advisors and coordinator. Reflections are not passed along to supervisors listed.
- Some questions to guide your reflection:
- What did you do? What planning took place?
- Was there a moment that left an impact?
- What challenged you in your work?
- How did you handle a time you needed to make a decision that impacted others? o Did your experience have global impact? In what way?
- What strengths did you develop? What challenges did you encounter?
- How did you work with others?
- Look over Learning Outcome descriptions for additional guidance

## WHAT COUNTS AS A CAS EXPERIENCE?

A CAS experience must:

- fit within one or more of the CAS strands: Creativity, Action, Service
- be based on a personal interest, skill, talent or opportunity for growth o provide opportunities to develop the attributes of the IB learner profile or not be used or included in the student's Diploma course requirements or not be a paid experience

### Creativity

Creativity in CAS provides you with the opportunity to explore your own sense of original thinking and expression. Creativity will come from your talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. Students are encouraged to engage in creative endeavors that move them beyond the familiar, broadening their scope from conventional to unconventional thinking.

(CAS Subject Guide – IBO)

Types of creativity

**On-going:** A student may already be engaged in creativity as part of a school group or club, or through some other form of creativity.

**School-based:** These experiences could be part of the school's service CAS projects, school clubs, scheduled creativity sessions or other opportunities.

**Community-based:** Students could join a community-based theatre or music group, contribute towards a community art gallery, create a sculpture for a park, take cooking classes, or participate in other opportunities.

**Individual:** Students could compose music, develop a website, write fiction stories, design furniture, create arts and crafts, take photographs, or paint pictures.

Some ideas for creativity:

- Learn to play an instrument
- Undertake a challenging piece of music
- Choreograph a dance
- Learn and perform a dance
- Photography
- Design and complete a mural
- Participate in a cultural day assembly
- Take a dance class
- Join a community band
- Learn to bake a family recipe
- Improve a known recipe (best chocolate chip cookies ever!)
- Design a website for a nonprofit group/charity/individual
- Design an awareness campaign for a cause you are passionate about
- Participate in speech or debate
- Create/carry out new activities for ASB and other campus organizations
- Take a art class

**Activity: Physical exertion contributing to a healthy lifestyle**

The purpose of the activity element is to promote lifelong healthy habits related to physical well-being. Experiences may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and other forms of physical exertion that contribute to a healthy lifestyle. Students should participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit. Students with disabilities must be given the opportunity to take part in this strand.

Students must reflect meaningfully on their engagement with activity looking for moments of personal significance or inspiration as a call for reflection.

Types of Activity

**On-going:** A student may already be engaged in activity as part of a school team or club, or through some other form of sustained physical exercise.

**School-based:** These experiences could be part of school curriculums or a school sport. Students could initiate intramural activities and engage other IB students or any students within the school.

**Community-based:** Students could join a community-based running club, a dance class, an aerobics class, etc

**Individual:** Students may engage in solitary activity experiences such as running, cycling, swimming, and strength conditioning.

Some ideas for activity:

- Join an athletic team
- Walk/ride bike to school
- Martial arts classes
- Take a PE elective (volleyball, weight lifting, racquet sports, etc)
- Go for a hike
- Walk for charity
- Train for and run a 5K
- Try a new sport
- Teach a sport to kids
- Help in a community garden
- Go bowling
- Learn to golf
- Commit to walking with a friend regularly
- Swim

**Service: Collaborative and reciprocal engagement with the community in response to an authentic need**

The purpose of the service element is for students to understand their ability to make a meaningful contribution to their community and society. Service is often determined to be the most transforming element of CAS. Use of the CAS stages in developing service experiences is recommended. CAS service experiences are unpaid. Students must reflect meaningfully on their engagement with service looking for moments of personal significance or inspiration as a call for reflection.

Types of Service

**On-going:** Students develop perseverance and commitment when investigating a need that leads to a plan of action implemented over time.

**School-based:** Authentic need must be verified that will be met through student action. Tutoring other students in school would be an example of a school-based service experience.

**Community-based:** Participating in service within the local community advances student awareness and understanding of social issues and solutions. Interactions involving people in a service context best occur with regularity that builds and sustains relationships for the mutual benefit of all.

**Immediate need:** In response to a disaster, students often want to take immediate action. This involves quickly assessing the need and creating a planned response.

**Fundraising:** Students need to develop an understanding of the organization they want to support and the issues being addressed. Students should directly communicate with the organization and establish accountability for funds raised.

**Volunteerism:** Students often volunteer in service experiences organized by other students, the school or an outside group. Student's benefit from prior knowledge of the context and the service needed. Using the CAS stages prior to volunteering is highly recommended.

Some ideas for service:

- Help out at a local elementary school
- Serve in a school group
- Work with a community organization
- Volunteer with a non-profit
- Serve as a translator
- Care for pets at a local shelter
- Volunteer at fundraiser walks
- Participate in a community clean up
- Volunteer at a local hospital
- Volunteer coach for kids athletic teams
- Coordinate a neighborhood event
- Participate in local government action
- Become first aid/CPR certified
- Check on the LBHS CAS Google Classroom and IB Club Google Classroom for specific volunteer activities