



Creativity

Action



Service

Handbook

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You must give time to your fellow man - even if it's a little thing, do something for others - something for which you get no pay but the privilege of doing it.

Albert Schweitzer



The Creativity, Action, Service (CAS) Requirement for the International Baccalaureate

In keeping with its goal of educating the whole person and its mission "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world," the International Baccalaureate Organization has made CAS a fundamental part of its curriculum. The IBO and Lincoln Park Academy School requires that students in grades 11 and 12 complete a minimum of 150 hours in the areas of creativity, action, and service, with a minimum of 50 hours in each. This important requirement for IB fosters experiential learning beyond the confines of the classroom by encouraging students to become involved in creative pursuits, physical activities, and the local, national, and international service projects.

The CAS Philosophy and Aims

CAS enables and inspires each student to develop a spirit of discovery and initiative that has real benefits and consequences. It asks the student to challenge themselves, to stretch beyond their personal limits, and to share their talents and energies with others in their local, national, and global communities.

The CAS requirement encourages students to discover new skills and interests and develop a sense of responsibility and personal commitment to doing what they can to improve the world around them and increase the well being of others. It prepares students to participate in and contribute to the international community by fostering the development of values and attitudes that transcend issues of politics, religion, class, race and gender. In short, CAS is designed to aid students in becoming better persons, more active and committed citizens, and future leaders working to create a better world.

Every morning I awaken torn between the desire to save the
world and the inclination to savor it. *E.B. White*

Creativity is interpreted as imaginatively as possible to cover a wide range of arts and other activities and to include creativity by the individual student in designing and carrying out service projects.



Action is participation in expeditions, individual and team sports and physical training; it can also include carrying out creative and service projects as well as training for service.



Service is community or social service; it can include environmental and international projects.



CAS Projects

Creativity

Drama and theater
Musical ensembles
Teaching activities
Pre-school
Writing Club
Cheerleading
Art workshops
Jazz bands
Youth symphony
Local library
Guitar
Dance performance
Film production
Bulletin board displays
Photography
Brownie troop
Creative Writing
Future Problem Solving
Teen Court
Library
Story time
Puppet shows
Prom committee
Dance
Music class
Talent show
Newspaper
Web design
Literary events
Head Start mentoring
Creative Care Center
Debate team
Chess club
Robotics
Odyssey of the Mind

Action

Swim team
Walk for Diabetes
Relay for Life
Light the Night
Dance
Drama
Tennis
Rugby
Track
Volleyball
Baseball
Basketball
Softball
Soccer
Golf
Local zoo
Local library
Coaching younger children
Competitive sport program
Beach clean-up
Recycling programs
Athletic managing
Scout activities
Red Cross training/CPR
School clubs
Student government
Boy Scouts
Odyssey of the Mind
Habitat for Humanity
Humane Society
Gardening
School beautification
Gymnastics
Cross-country running
Martial arts
Parks services
Summer camp
Short-film production

Service

Beta Club
National Honor Society
Tutoring
Key Club
Anchor Club
Nursing homes
Hospital volunteer
Recycling programs
Beach clean up
Special Olympics
Habitat for Humanity
S.A.D.D.
Inspire
Local library
Homeless shelter
March of Dimes
Pennies for Peace
Student government
Head Start
IB information nights
Day care centers
Humane Society
Summer camp
Red Cross
United Way
Helping in cultural festival
Classroom aide (non-credit)
Turtle Preservation Society
Wildlife Refuge
Teen Court
Web design
Soup Kitchen



Learning outcomes

Learning outcomes are differentiated from assessment objectives because they are not rated on a scale. The completion decision for the school in relation to each student is, simply, "Have these outcomes been achieved?"

As a result of their CAS experience as a whole, including their reflections, there 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 upon 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.

All eight outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is **some** evidence for every outcome.

This focus on learning outcomes emphasizes that it is the quality of a CAS activity (its contribution to the student's development) that is of most importance. The

guideline for the minimum amount of CAS activity is approximately the equivalent of half a day per school week (three to four hours per week), or approximately 150 hours in total, with a reasonable balance between creativity, action and service.

What is not CAS?

CAS activities require interaction. If the student assumes a passive role rather than an active role, then no real value can be determined and no real reflection is possible. The following is a list of activities which would **not** fit into the CAS criteria:

- An activity for which a student is personally rewarded either financially or with some benefit (unless this benefit is passed on in full to a worthy cause.)
- Doing simple, tedious, and repetitive work - like returning library books to the shelves.
- Any class, activity or project, which is already part of the student's Diploma Program.
- All forms of duty within the family.
- Work experience that only benefits the student.
- Activities that cause division among different groups in the community.
- Religious devotion.
- A passive pursuit, such as a visit to a museum, the theater, concert, or sports event unless it clearly inspires work in a related activity in which a student is already engaged.
- An activity where there is no leader or responsible adult on site to evaluate and confirm student performance.

Procedures

1. Fill out a CAS project proposal form. The description of the activity needs to be in complete sentences and describe the CAS elements involved in the activity. This form must be signed by a parent and submitted before the activity begins. Proposal forms may be submitted to the CAS Coordinator or IB Coordinator.
2. Complete the hour log as you complete the project.
3. Fill out an evaluation sheet at the end of every project and turn in to the CAS coordinator on book due dates. The self and supervisor evaluation are both on one sheet which is different than previous years. It is suggested that you have the supervisor fill out the evaluation as soon as you finish the project. We have had a problem with supervisors retiring, expiring, or moving.
4. Complete your 150 CAS hours by the due date which is usually set in the middle of April. All the forms must be completed and signed, together with a self-evaluation essay of 500-1500 words and a summary list of your CAS projects/hours. This final summary is due in your senior year.



Be the change that you seek. *Ghandi*

Deadlines

Towards the end of each semester, students are asked to turn in their CAS books to the CAS Coordinator so that their hours can be recorded and documented. The final deadline for seniors to submit their final reflection, hour log sheets, and evaluations is set in the end of March or beginning of May. Until the required CAS documents are completed, submitted, and reviewed, the students IB diploma will not be issued by the IBO.

The following guidelines are recommended to ensure that students complete their CAS hours in a timely manner and do not have an abundance of hours to complete during their last semester of the IB program.

JUNIORS:

November ____: 35 total documented hours

May ____: 75 total documented hours

SENIORS:

November ____: 110 total documented hours

April ____: 150 total documented hours with reflective essay and summary sheet. This is also the final time you will have the book to photocopy hours for Bright Futures. Do not delay!



A positive attitude may
not solve all your problems,
but it will annoy enough people
to make it worth the effort.
Herm Albright

Tips for Parents

Please sign and return to Mrs. Spooner

Parental encouragement and support is often a vital part of helping students complete the IB diploma or involving themselves in volunteer activities. Here are some ideas of how you as a parent can encourage your student:

- Familiarize yourself with the CAS requirements
- Discuss the requirement/opportunity with your student
- Share your own volunteer experiences with your student and reflect on what you have given and gained through volunteering
- Explore your student's interests and look through the listing of possible volunteer activities together
- Many students who have chosen the IB program have had previous volunteer experience. Encourage your student to build on previous successful volunteer experiences
- Be willing to get involved - come to games, plays, and concerts; volunteer for various IB committees and work groups
- **ENCOURAGE YOUR STUDENT TO START EARLY.** Former IB diploma candidates have said that the requirement is not difficult if you start early

Student Name _____

Student Signature _____

Parent Name _____

Parent Signature _____

Date _____



Never doubt that a small group of thoughtful, committed people
can change the world. Indeed, it is the only thing
that ever has.

Margaret Mead



CAS Proposal Form
Lincoln Park Academy
International Baccalaureate Diploma Program

Message for Students:

Your decision to participate in the following activity is entirely voluntary. Each student who participates in a CAS activity must complete a CAS Proposal Form and obtain prior approval for the activity. Selection of a CAS activity, development, and implementation of the proposal and evaluation of the activity is the responsibility of each student. Signature of the parent indicates review and approval of this proposal. Transportation to and from the activity is the responsibility of the parent and/or student.

STUDENT NAME: _____ **Grade:** _____
(Print or type)

Brief Description of the Activity:

Type of Activity (C,A,S): _____

Where the activity/project will take place: _____

Address: _____

Date and Time: _____ Estimated Total Number of Hours: _____

Name of Supervisor: _____

Position: _____ Contact Number: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Approved () Disapproved ()

CAS Coordinator Comments:

Signature of CAS/IB Coordinator: _____ Date: _____



CAS Self and Supervisor's Evaluation Form
Lincoln Park Academy
International Baccalaureate Diploma Program
Form CAS/AEF

The following questions should be addressed at the end of each activity/project. These are guiding questions. Candidates can either answer on this form or write a reflective, continuous text incorporating responses to these questions.

STUDENT SELF-EVALUATION

STUDENT NAME: _____

STUDENT CANDIDATE NUMBER: 000583- _ _ _ _

NAME OF ACTIVITY/PROJECT: _____

1. Summarize what you did in this activity/project and how you interacted with others.

2. Explain what you hoped to accomplish through this activity/project.

3. How successful were you in achieving you goals? What difficulties did you encounter and how did you overcome them?

4. What did you learn about yourself and others through this activity/project? What abilities, attitudes and values have you developed?

5. How did this activity/project benefit others?

6. What might you do differently next time to improve?

7. How can you apply what you have learned in other life situations?

Candidate's Signature: _____ Date: _____



SUPERVISOR EVALUATION

Name of Supervisor: _____

Punctuality and Attendance: _____

Effort and Commitment: _____

Additional Comments: _____

The activity/project was (circle appropriate response):

Satisfactorily completed

Not Satisfactorily completed

Activity/project supervisor's signature

Date

Contacts

CAS Coordinator

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