



Clearwater Central Catholic High School

Creativity, Activity, Service (CAS) Handbook (Class of 2017 & Beyond)

WHAT IS CAS?

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

CAS should involve:

- Real, purposeful activities, which meet one or more of the 7 learning outcome.
- Personal challenge – tasks must extend the student and be achievable in scope.
- Students using the CAS stages (investigation, preparation, action, reflection, and demonstration) to guide CAS experiences and projects.
- Thoughtful consideration, such as planning, reviewing progress, reporting (done on ManageBac)
- Evidence and reflection on outcomes and personal learning

CAS LEARNING OUTCOMES

As a result of their CAS experience as a whole, there should be evidence/documentation that students have participated in experiences/projects that involve one or more of the following outcomes (all 7 need to be achieved by the end of the CAS program):

1. **Identify own strengths and develop areas for growth:** Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
2. **Demonstrate that challenges have been undertaken, developing new skills in the process:** A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
3. **Demonstrate how to initiate and plan a CAS experience:** Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
4. **Show commitment to and perseverance in CAS experiences:** Students demonstrate regular involvement and active engagement in CAS.

5. **Demonstrate the skills and recognize the benefits of working collaboratively:** Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
6. **Demonstrate engagement with issues of global significance:** Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
7. **Recognize and consider the ethics of choices and actions:** Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

All seven outcomes must be touched on for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires that they have evidence of meeting the outcome *a minimum of one time*.

WHY IS CAS NECESSARY?

- CAS provides an important counterbalance to the academic pressures of the rest of the Diploma Program
- Assists students with being more willing to accept new challenges and new roles
- Enables the student to be a more reflective thinker
- Students become more aware of themselves as members of communities with responsibilities towards each other and the environment
- Students become active participants in sustained, collaborative projects

CAS - AN IB DIPLOMA & GRADUATION REQUIREMENT

A student who fails to satisfy the CAS requirement will not be awarded the IB diploma even if all other diploma conditions have been satisfactorily fulfilled. Fulfillment of the CAS requirement involves the following:

- 18 months of continuous creativity, activity, and service experiences/projects (begin documenting this day one of junior year)
- Completion of documentation for CAS (via ManageBac and final reflection)

Additionally, students not completing CAS will not be eligible to earn their high school diploma due to not completing all elements of an IB curriculum in the state of Florida.

Student responsibilities for CAS

- Have a proactive attitude
- Complete your Aims and Goals for CAS on ManageBac
- Use the CAS stages (investigation, preparation, action, reflection, and demonstration) to guide CAS experiences and projects
- Have at least 2 meetings in person with CAS Advisor
- Take part in at least one CAS project
- Have a balance between the CAS strands (creativity, activity, service)
- Keep records of CAS experiences/projects, CAS questions answered and reflective evidence on ManageBac
- Ensure that there is an adult supervisor to verify CAS experiences/projects and that they complete a supervisor review at the end of each activity (must be a non-relative)
- Demonstrate that all 7 learning outcomes have been achieved (ManageBac)
- Behave appropriately, ethically, and with integrity

RECORDING AND REPORTING CAS

Students will document all CAS experiences/projects on the ManageBac website at:

<http://ccc.managebac.com>

Access to the ManageBac website will be given at the beginning of junior year. It is the students' responsibility to make sure that they keep up to date with logging their CAS experiences/projects on ManageBac.

In order for a CAS experience/project to be approved, you must supply the following information *(via ManageBac)*:

- *A detailed description* of the activity as well as your *personal goal* for doing the activity.
- Indicate the CAS strand(s) to be addressed (creativity, activity, service)
- Identify which of the 7 learning outcomes will be addressed
- Identify an activity supervisor (*non-family member*) and list their name and email address

GUIDELINES FOR CAS EXPERIENCES AND CAS PROJECTS

The Initial Personal Self Reflection

All students are required to complete the Aims and Goals for CAS in order to get students to begin making connections regarding how things they are currently doing or would like to pursue in the future may relate to their potential CAS experiences/projects.

The CAS Stages

The CAS stages (adapted from Cathryn Berger Kaye's "five stages of service learning", 2010) provides the framework for students to consider, make plans for, carry out, and reflect on their CAS experiences/projects. The five CAS stages are as follows:

- 1. Investigation** – Identifying interests, skills and talents to potentially use for CAS experiences/projects and areas for personal growth and development.
- 2. Preparation** – Determining roles, responsibilities, necessary resources, and an action plan.
- 3. Action** – Implementation of the idea or plan to meet the CAS experience/project
- 4. Reflection** – Describing what happened, expressing feelings, formulating ideas, and making connections.
- 5. Demonstration** – Make it clearly known what was learned and accomplished.

CAS Experiences

The following guidelines should be applied when deciding if something may be considered a CAS experience:

- Meets one or more CAS strands
- Meets at least one of the CAS learning outcomes
- Based on a personal interest, skill, talent or opportunity for growth
- Provides opportunities to develop attributes of the IB learner profile
- Is not used or included in your DP course requirements

CAS Projects

All students must be involved in **at least one CAS project**

(In ManageBac, there is a box for students to check to let you know if that particular activity is a CAS project).

Although only one is required, it is recommended that students engage in more than one CAS project over the duration of their CAS program. In addition to the criteria stated above for CAS experiences, the following must be in place in order for the experience to count as a CAS project:

- Is approximately 1 month in length from planning to completion

Posting Reflective Evidence

For each CAS experience/project, students must have some sort of reflective evidence posted under the '*Reflections*' tab on ManageBac. Reflective evidence may be documented in the following ways:

- Pictures
- Journals
- Blogs
- Creating and posting the link to videos
- Creating and posting the link to websites
- Another creative form of reflection

There needs to be at least one form of reflection for each experience/project, but for longer range activities, students are encouraged to submit more reflective evidence in this section. **It is recommended to provide at least one form of reflective evidence per number of weeks that the activity occurs** (ex. For an activity taking place over 8 weeks, a student should have 8 forms of reflective evidence documented).

CAS AND FLORIDA BRIGHT FUTURES SCHOLARSHIP

The IB does not require the counting of hours for CAS experiences. However, the Florida Bright Futures scholarship program does require students to complete 100 service hours in their four years of high school to qualify for the Florida Academic Scholarship (FAS) level of Bright Futures.

Since students earning an IB Diploma automatically qualify for FAS, it is important for students to ensure the service hours requirement has been met. This means that students need to add the hours of the Service component of CAS in the 11th-12th grade (as recorded in ManageBac) to the hours already completed in grades 9-10 in order to reach at least 100 hours. IB Diploma candidates are thus exempted from the requirement to turn in service hours to their religion teacher. It is the student's responsibility to ensure that they have met the 100 hour requirement over their four years at CCC.

Other than this, students are not required by IB to have a certain number of CAS hours but should instead be focused on demonstrating the 7 learning outcomes of CAS.

Please see the school service coordinator if you are unsure of the number of service hours you have for grades 9-10.

UNDERSTANDING THE CAS STRANDS

Below is a description of the CAS strands.

<p>CREATIVITY Exploring and extending ideas leading to an original or interpretive product or performance</p>	<p>May cover a wide range of arts and other activities that the student engages in to design and carry out service projects (creativity of the mind). Activities may include arts and crafts, choir, band, acting, debate, singing, dance, photography, or any other creative activity. Appropriate 'creative' CAS activities should not involve just "more of the same" (ex. more practice, more concerts, etc.) and is not met by the appreciation of the creativity of others (ex. attending a concert or art exhibition)</p>
<p>ACTIVITY Physical exertion contributing to a healthy lifestyle</p>	<p>May include many types of physical activities such as 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. These activities include school or community sports, mountain climbing, skiing, gardening, martial arts classes or competitions, coaching, club participation, or any charitable activity participation such as a march of Dimes Walkathon. Should not involve just "more of the same"- more practice. "Extending" the student may go further (ex. Trying a team sport instead of an individual sport, coaching a little league team, etc.).</p>
<p>SERVICE Collaborative and reciprocal engagement with the community in response to an authentic need</p>	<p>Involves community or social service. It can include environmental and international projects. Service work would include volunteering at a local hospital or nursing home, working on a Habitat for Humanity house, tutoring, participation in student government or service on community organizations or</p>

	committees, working in a recycling program or organizing your own recycling project. Service can also include participation in a local or international fundraising event, travel to another country for humanitarian purposes. It is essential that the service activity has learning benefits, which rules out mundane, repetitive activities, as well as "service" without real responsibility.
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CAS experiences/projects in the various CAS strands (creativity, activity, service) may fall into the different categories below:

Ongoing	The student may already be engaged in an activity that falls into one or more CAS strands. Students may continue but are encouraged to further extend or develop participation if appropriate.	<ul style="list-style-type: none"> -Learning to play a new instrument for a school performance -Continuing service at the Humane Society but seeking a different area of expertise
School-Based	Activities sponsored by the school or school organizations that may fall into one or more CAS strands.	-Learning to play a new position on the school basketball team

Community-based	Activities sponsored by the local community.	<ul style="list-style-type: none">-Organizing a group to participate in Race for the Cure-Working with a group to create a community garden
Individual	The student engages in a solitary activity in which they work towards a personal goal	<ul style="list-style-type: none">-Taking a photography class-Learning yoga

WHAT COUNTS AS CAS?

In general, an experience/project may be acceptable if:

- The activity falls under one or more of the CAS strands (creativity, activity, service).
- The student can demonstrate how one or more of the learning outcomes will be met.
- The student can demonstrate how they will personally grow from the experience.
- The activity has real consequences or benefits for the student and/or other people.

Unacceptable projects include:

- Anything for which money is paid.
- Anything that is for a grade or needed for high school/IB credit.
- Time spent on simple, tedious, and/or repetitive tasks (ex. filing, replacing books on library shelves, shredding paper).
- Family duties, religious devotions, or proselytizing.
- Passive pursuits (ex. going to a concert/movie will not count as creative).
- Activities that cause division among different groups in the community.
- Any course that is part of your IB Diploma Program

Political and Religious Activities

Due to the fact that this is an international program of study, the IB has no view on whether or not it is appropriate for students to be involved in political/religious activities as part of their educational experience. When trying to determine if an activity within one or both of these areas should be submitted for CAS approval please take into consideration the following:

- Does the activity meet the requirements above for something that counts as CAS?
- Could the activity be interpreted as proselytizing by others?
- Does the religious activity take place during regularly scheduled worship?
- Is it an activity that will cause, or worsen, social divisions?
- Is the activity safe and secure, given the local circumstances?
- What are the learning opportunities for the student?

When in doubt, please discuss the activity description and goals with your CAS Advisor prior to beginning the activity to see if it will count for CAS.

SAMPLE CAS EXPERIENCES & PROJECTS

CAS and the Diploma Programme

Students should be able to see connections between CAS and the various subject groups that they are studying in the Diploma Programme. Below are sample CAS experiences and projects and how they may be tied to the Diploma Programme groups:

	Sample CAS Experience/Project	<i>Creativity</i>	<i>Activity</i>	<i>Service</i>
Group 1 (Language & Literature)	Producing audiobooks for the blind	✓		✓
Group 2 (Language Acquisition)	Provide language lessons to those in need	✓		✓
Group 3 (Individuals & Societies)	Record the oral histories of people living in an elderly residential facility	✓		✓
Group 4 (Sciences)	Form an astronomy club for younger students	✓	✓	✓
Group 5 (Mathematics)	Maintain financial accounts for a local charity			✓
Group 6 (The Arts)	Take dance lessons that lead to a theatrical performance	✓	✓	

Additional Sample CAS Experiences & Projects

Activity	C	A	S
Teaching children with disabilities to swim	✓	✓	✓
Coaching a softball team	✓	✓	✓
Teaching young students how to play the guitar	✓		✓
Working with children to paint murals	✓	✓	✓
Choreographing a routine for the marching band	✓	✓	
Leading a hiking expedition	✓	✓	✓
Rehearse and perform a dance production for a community retirement home	✓	✓	✓
Exchanging artistic or musical skills with other local schools	✓		✓

CAS Initial Personal Self-Review

What are some of your strengths?

Name one skill you have always wanted to develop but haven't had the chance to.

Describe the kind of person you think you will be after high school

CLUBS/SPORTS/EXTRACURRICULAR ACTIVITIES/COMMUNITY SERVICE

List any clubs, sports, extracurricular activities, or community service that you have been or are currently involved in while at CCC:

Activity	Length of time	Positions/Offices Held