

Creativity, Action, & Service



**Douglas County High School
Class 2013
International Baccalaureate
Diploma Programme**

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Castle Rock, CO 80104

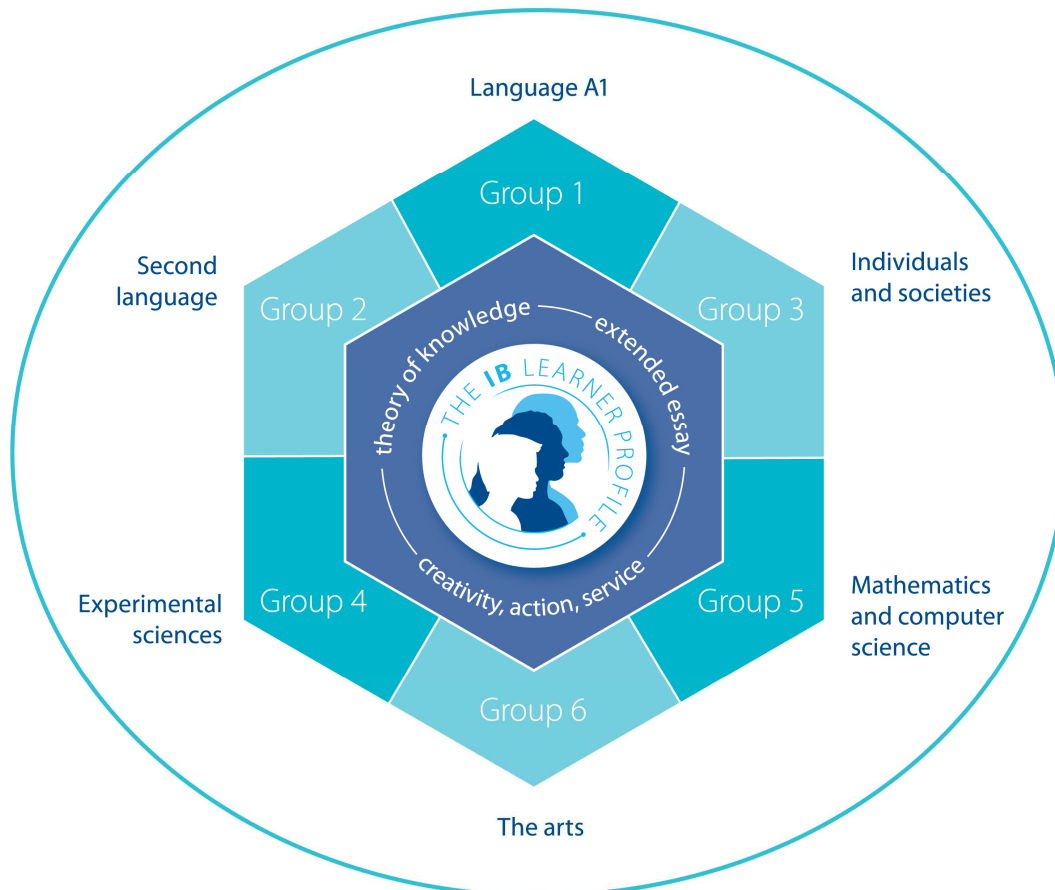


MISSION STATEMENT

The International Baccalaureate Organization aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.



NATURE OF CREATIVITY, ACTION, SERVICE

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

Peterson (2003)

Creativity, action, service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student's Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows.

Creativity: arts, and other experiences that involve creative thinking.

Action: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.

Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme. **A good CAS programme should be both challenging and enjoyable, a personal journey of self-discovery.** Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life-changing. The guideline for the minimum amount of CAS activity is approximately the equivalent of three to four hours per week, or approximately 150 hours in total, with a reasonable balance between creativity, action and service.

CAS aims to develop students who are:

- reflective thinkers – they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- willing to accept new challenges and new roles
- aware of themselves as members of communities with responsibilities towards each other and the environment
- active participants in sustained collaborative projects
- balanced – they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences

For student development to occur, CAS must involve:

- real, purposeful activities, with significant outcomes
- personal challenge – tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning

Learning Outcomes

IB has identified eight outcomes to be achieved through the CAS program. The emphasis is on the *quality* of the CAS. All eight(8) 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.

Outcome 1:

- **increase your awareness of your strengths and areas for growth**

You are an individual with various skills and abilities, some more developed than others. You can make choices about how to move forward.

Outcome 2:

- **undertake new challenges**

A new challenge may be an unfamiliar activity or an extension to an existing one. Identify new challenges that you would like to take on. Reflect on these challenges from creative, action and service perspectives.

Outcome 3:

- **plan and initiate 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.

Outcome 4:

- **work collaboratively with others**

Collaboration can be shown in many 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.*

Outcome 5:

- **show perseverance and commitment on your activities**

A student needs to attend regularly and accept a share of the responsibility for dealing with problems that arise in the course of activities.

Outcome 6:

- **engage with issues of global importance**

You are required to act on at least one issue of global significance. This activity may be an international project, but there are many global issues that can be acted on locally or nationally (for example, environmental concerns).

Outcome 7:

- **consider the ethical implications of your actions**

Ethical decisions arise in almost any CAS activity. Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisors.

Outcome 8:

- **develop new skills**

As with new challenges, new skills may be shown in activities that the students has not previously undertaken, or in increased expertise in an established area.

Range and Diversity of Activities

All students should be involved in CAS activities that they have initiated themselves. Other CAS activities may be initiated by the school. Activities should vary in length and in the amount of commitment required from the student, but all must have significant meaning for the student.

Projects, Themes, Concepts:

Students should be involved in at least one project involving teamwork that integrates two or more of creativity, action and service, and is of significant duration. Larger scale activities of this sort may provide excellent opportunities for you to engage “with issues of global importance.” IB themes, such as “Sharing our humanity” may provide a context that will enable you to generalize further in your reflections, following the maxim, “Think globally, act locally.”

Some relevant guiding principles are that CAS activities *should enlarge students’ experience, encourage them towards greater understanding of people from different social or cultural backgrounds, and include specific goals.* By these criteria, work done by a religious group in the wider community, provided that the objectives are clearly secular, may qualify as CAS. The general rule, however, is that religious *devotion*, and any activity that can be interpreted as proselytizing, does not count as CAS.

What is Creativity?

This aspect of CAS is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum which include creative thinking in the design and carrying out of service projects. Creative activities should have a definite goal or outcome. They should be planned and evaluated like all CAS activities. This can present something of a challenge where, for example, a student is a dedicated instrumental musician. It would be artificial to rule that something that is both a pleasure and a passion for the student could not be considered part of their CAS experience. How, though, can it help to fulfill CAS learning outcomes? It may be useful to refer back to the section “The nature of creativity, action and service,” particularly to the second principle: **personal challenge** – tasks must extend the student and be achievable in scope. Perhaps the instrumental musician can learn a particularly difficult piece, or a different style of playing in order to perform for an audience. The context might be a fund-raising activity, or the student might give a talk to younger children about the instrument, with musical illustrations. **Appropriate CAS activities are not merely “more of the same”** – more practice, more concerts with the school band, and so on.

What is Action?

Similar considerations apply here. An outstanding athlete will not stop training and practicing in order to engage in some arbitrary, invented CAS physical activity. However, modern approaches to sports coaching emphasize the notion of the reflective practitioner, so it is possible for the athletics coach to incorporate relevant CAS principles and practice into training schedules for the benefit of the student. Setting goals and planning and reflecting on their achievement are vital. “Extending” the student may go further, for example, to asking them to pass on some of their skills and knowledge to others. If their chosen sport is entirely individual, perhaps they should try a team game in order to experience different pleasures and rewards.

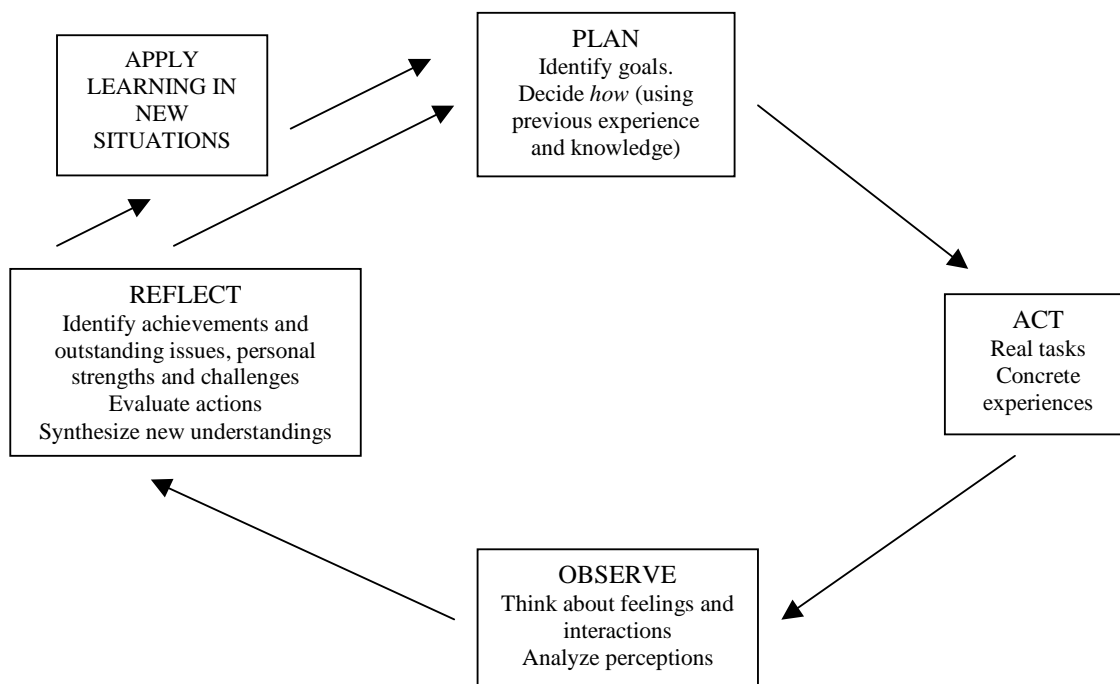
Some excellent “action” activities are not sporting or competitive but involve physical challenge by demanding endurance (such as long-distance trekking) or the conquest of personal fears (for example, rock climbing). Alternatively, a student’s “action” may be physical exertion as part of a service activity.

What is Service?

Service projects and activities are often the most transforming element of the Diploma Program for the individual student; they have the potential to nurture and mold the global citizen. It is therefore essential that service activities have learning benefits for the student. This rules out mundane, repetitive activities, as well as “service” without real responsibility.

Service involves interaction, such as the building of links with individuals or groups in the community. The community may be the school, the local district, or it may exist on national and international levels. Service activities should not only involve doing things **for** others but also doing things **with** others and developing a real commitment with them. The relationship should therefore show respect for the dignity and self-respect of others. This involves prior communication and consultation with the community or individual concerned. Ideally, such prior communication and consultation will be face-to-face.

To maximize your CAS experience, you should apply the experiential learning cycle:



CAS Program Accountability

DCHS IB requires every diploma candidate's CAS performance to be evaluated in the following ways (all documents are available on the huskieibpo.com website):

All documents requiring submission will be submitted through the IB Google Docs account.

Instructions: go to google.com, click on sign-in upper right corner, type log in and passwords below, click on my account, click on docs, find and click on your name to update documents. YOU will use this same document for the next two years. Reflection templates can be copied and pasted within your account.

Google Account: **Name: dchscas13**
 Password: huskies13

- 1) Complete two-year CAS plan located in your CAS booklet
- 2) CAS Brainstorm and Activity Proposal forms will be submitted to the CAS Coordinators via the IB Google account by September 1, 2011.
- 3) A completed CAS Reflective Template, available and submitted on the IB Google website, will be completed once each semester. December 1, 2011, April 1, 2012, November 1, 2013 & March 1, 2013 (final submission).
- 4) Students must participate in the summative meeting/celebration with their CAS Advisor and other IB diploma candidates in the second semester (March/April) of their senior year.

Reminders:

- Keep a record of your activities, including the hours involved; this will come in handy when completing college, scholarship, and employment applications.
- Keep in contact with your CAS Advisors via Google.
- Meet all deadlines.
- Make it meaningful!

Forms

Individual Brainstorm

Name: _____ email address _____

1. I would describe myself as: Using your cursor underline any that apply:

musician artist writer poet technically oriented web
master

inventor athlete debater environmentalist scientist mathematician

historian actor cook/chef linguist model maker mechanical

photographer film maker medically oriented

other: _____

2. Using the description(s) circled above, which would you find enjoyable to further develop through your CAS program?

Please list:

3. What descriptions above that you did not circle would you like to be able to newly develop through your CAS experience?

Please list:

4. Which of the 8 CAS Learning Outcomes are most challenging for you? (listed in handbook, also available on huskieibpo.com) You may list more than one: #'s _____ Briefly explain why:

5. Which of the 8 CAS Learning Outcomes are the most exciting, inspiring, or interesting for you? You may list more than one: #'s _____ Briefly explain why:

6. My personal passions are: _____

7. Imagine working with or for people you do not know. What groups of people would you find most challenging? Using your cursor underline any that apply:

adults in general younger teens senior citizens children mentally
disabled physically disabled people from different cultures

people who worship a different religion homeless poor animals

other: _____

8. Imagine working with or for people you do not know. What groups of people would you find most exciting, inspiring and/or interesting?

adults in general younger teens senior citizens children mentally
disabled physically disabled people from different cultures
people who worship a different religion homeless poor animals
other: _____

9. In working with a group of peers on a CAS activity, my greatest strength is: (Place a X by your choice)

- _____ I am creative and enjoy conceptualizing an activity.
- _____ I am logistical and I enjoy planning an activity.
- _____ I am a strong communicator and I enjoy meeting new people in order to make a plan work.
- _____ I am not a procrastinator and therefore great at setting deadlines and contacting others to meet and plan.

10. Reviewing the 8 CAS learning Outcomes, how can you challenge yourself to complete any one or more of these outcomes by building on your individual strengths and interests? List three examples below:

Example: A musician might say: "I play the guitar, but I've always wanted to play the banjo. This meets LO #'s 1, 2, 5 and 8"

OR "I love Rachmaninoff's Concerto for Piano No.2 in C Minor, but I've always been afraid to learn it. I will develop a plan to do so. This meets LO #'s 1, 2, 5, and 8."

OR I would rather do something other than music. I've always thought photography would be interesting. This meets LO #'s 1, 2, 5, and 8

A.

B.

C.

CAS Project Form (In book and Online okayed by Clever or Umbach)

An Activity Proposal must be completed for your project and okayed by Clever and Umbach and then submitted to the IB Google Account prior to beginning.

Candidate Name: _____ Advisor Initial/Date: _____

Project: _____

Brief description of the project:

Targeted Learning Outcomes:

What is the specific schedule for this commitment? Detail the days of the week and hours you will be working on the project.

Supervising Adult Contact Info (if applicable):

Name: _____

Address: _____

Contact # or email: _____

CAS Reflection Template

Print or complete electronically to expand text boxes as needed.

Activity/Project Title:	Complete yes/no	Date Completed	Hours?	In progress?	Hours so far?	Collabora- tive project?	Individual project?

Please answer the following

Hours counting towards CAS _____ Total hours you engaged in the activity _____
 Remember you may only count 30 hours in any one activity with the exception of your group project, which may reach a total of 90 hours.

1. Brief Description of activity/ties:

2. Have you combined two or more of creativity, action, and/or service in a collaborative activity/project?

YES NO (Circle One) If YES, how?

3. Which learning outcomes did you meet? Explain and include examples. Please review Learning Outcomes 1-8 prior to responding.

4. Reflect on your CAS experience so far: In other words what are your successes with this particular activity, what could or would you do differently, what have you learned about yourself, your community and your world (these may be positive or negative).

Two Year CAS Plan

Name: _____

The following plan represents your best brainstorming concerning the activities you wish to accomplish during the next two years. You may revise this plan or add/remove activities as your CAS program develops. However, the following information will allow the CAS Coordinator to review you ideas and administer needed corrections if the totality of the plan shows a misunderstanding of the program requirements. *This plan must be turned into the IB Office no later than September 2.* It must be submitted as a hard copy and easily readable. You may use pencil, ink or produce electronically. **Remember, this is the first form in your individual packet that will be submitted to IB at the end of your senior year.**

Please list the activities/projects that will meet each learning objective. You may repeat activities/projects if they meet more than one requirement. Include:

- Activity/ties that address this outcome. Briefly explain each.
- Include approximate hours for each activity.
- Include when you plan to finish each activity (month/year)

For Example:

Outcome 1: **increase your awareness of your strengths and areas for growth**

Soccer: I have always played midfielder and my coach has asked that I move to outside forward. I am developing and carrying out a conditioning plan to help me make this move.

Hours: 20

Finish: April 2009

Outcome 1: **increase your awareness of your strengths and areas for growth**

Outcome 2: **undertake new challenges**

Outcome 3: **plan and initiate activities**

Outcome 4: **work collaboratively with others**

At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.

Outcome 5: **show perseverance and commitment on your activities**

Outcome 6: **engage with issues of global importance**

Outcome 7: **consider the ethical implications of your actions**

Outcome 8: **develop new skills**

CAS Learning Outcome Log

Student Name _____

Learning Outcome	Achieved? Yes/No	Brief description of activity and how outcome was achieved
1. Increased awareness of your own strengths and areas for growth		
2. Undertaken new challenges		
3. Planned and initiated activities		
4. Worked collaboratively with others		
5. Shown perseverance and commitment to your activities		
6. Engaged with issues of global importance		
7. Considered the ethical implications of your actions		
8. Developed new skills		

