



North Shore High School

International Baccalaureate

Creativity, Action, Service Handbook



CAS Handbook

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IB Mission Statement

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

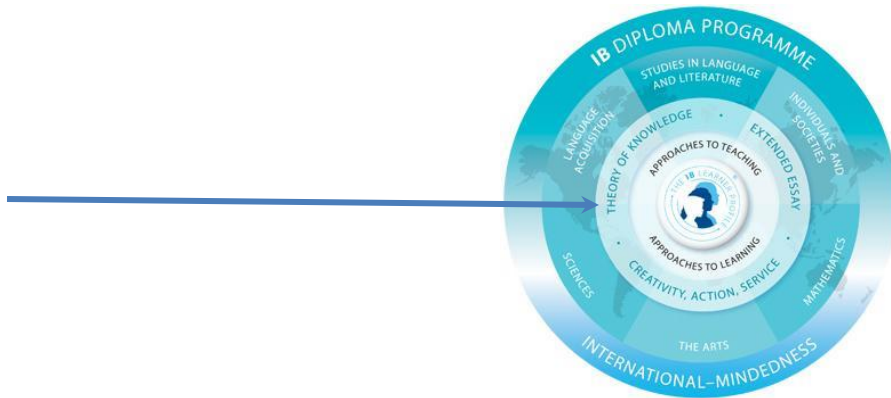
To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

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."

IB Learner Profile

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



- **What is CAS?**

CAS (Creativity, Action, Service) is a fundamental part of the IB program and takes seriously the importance of life outside of the academic classroom, providing a refreshing counter-balance to the IB diploma student's studies.

The three components of CAS are

- **CREATIVITY:** Activities in the arts and other creative endeavors
- **ACTION:** Physical activity contributing to a healthy lifestyle
- **SERVICE:** Unpaid, voluntary activities that allows the student to help others while learning more about themselves and the world around them

CAS promotes international mindedness and helps students develop in each facet of the IB learner profile by completing tasks that meet the learning objectives listed on the next page.

- **Why CAS?**

CAS allows you to:

- **Be a reflective thinker, develop an understanding of your own strengths and limitations, and identify goals and strategies for personal growth**
- **Be willing to accept new challenges and roles**
- **Develop an awareness of yourself as a member of a greater community with responsibilities toward others and the environment**
- **Be an active participant in sustained, collaborative projects**
- **Develop a balance encompassing physical, creative, and emotional experiences**

- **CAS Learning Outcomes**

As a result of your CAS experience as a whole, including your reflections, there should be evidence that you have met the 7 learning outcomes. The bulleted descriptors are suggestions for ways to demonstrate achievement of the 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 experiences according to own interests and talents
- Is willing to participate in different experiences
- 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

“Students 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.”

2. **Demonstrates 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

“A new challenge may be an unfamiliar activity, or an extension to an existing one. As with all new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.”

3. **Demonstrate how to initiate and plan a CAS experience**

The student:

- Is able to articulate and use 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 a 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

“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.”

4. Show commitment to and perseverance in CAS experience

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
- Demonstrates adaptability to uncertainties and changes
- Gets involved in long-term CAS experiences and CAS project

“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.”

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

“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 the areas of creativity, action and service, is required.”

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

“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).”

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

“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 the CAS adviser and/or your mentor.”

Note: All seven outcomes must be present for a student to complete the CAS requirement. Some outcomes may be demonstrated many times, in a variety of activities, but completion requires only that there is some evidence for every outcome. (Data taken from IBO CAS Guide.)

- **Expectations and Criteria**

CAS should involve the following four components:

- **Real, purposeful activities, with significant outcomes**
- **A personal challenge – tasks must extend you and be achievable in scope**
- **Thoughtful consideration, such as planning, reviewing progress, reporting**
- **Reflection on outcomes and personal learning.**

You must submit a proposal and receive approval for each CAS activity prior to beginning the activity.

Your CAS activity must span a *continuous* 18 month span during your junior and senior year (this includes the summer between junior and senior year). There should be no breaks in CAS activity.

CAS begins at the beginning of your Junior year and continues until at least February of your Senior year.

You will create a portfolio of evidence of CAS, including reflections, photos, videos, and evaluations using the ManageBac platform (balanced between creativity, activity, and service).

Emphasis is more on the reflection process than on the hours completed. Reflections should address the learning outcomes and the success of the project as compared with the original goals.

Upon completion, the diploma candidate presents their experience to a panel showing evidence that he/she met the objectives of CAS to qualify for the IB diploma.

- **Examples of CAS Experiences**

- **Creativity:** School plays, painting, photography, literary magazine, choreography, music lessons and performance, dance classes, youth group activities
- **Activity:** Sports (school or elsewhere), sailing, weightlifting, skating, rock climbing, yoga, hiking
- **Service:** Tutoring, nursing home visits, service oriented clubs, helping elderly neighbors, big brother/big sister, raising funds/awareness for issues of global importance

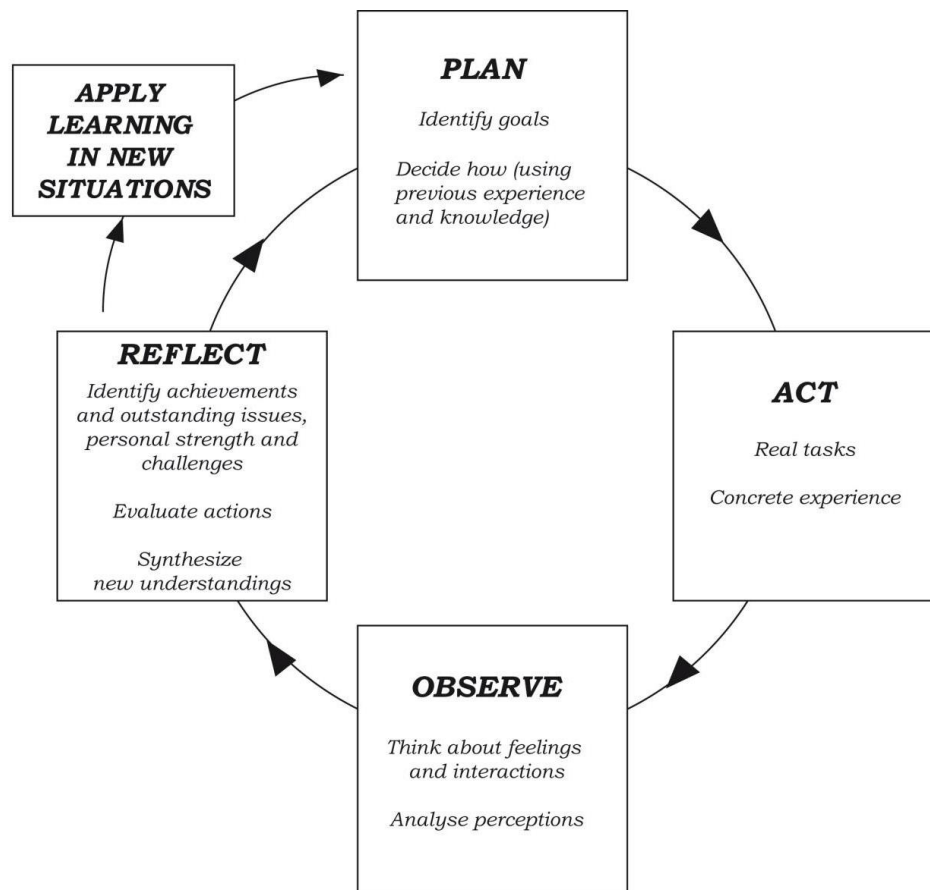
- **What is NOT CAS?**

CAS should be a new activity for you and permit your growth in one or more of the learning outcome areas. CAS proposals must be approved by the CAS Advisor before you begin the activity. Some examples of activities that would *not* count toward CAS:

- Classes, projects, or activities that are already a part of the IB Diploma program. (Classes that are not part of your diploma program may qualify.)
- Simple, tedious, repetitive work that does not allow growth.
- Passive pursuits such as attending a concert, museum visit, theater, or exhibition.
- Family or religious duties.
- Work experience that only benefits the student, or involves financial gain.
- Fundraising with no clearly defined end in sight.
- An activity where there is no responsible adult on site to evaluate your performance. (Note: Your parent cannot supervise your CAS project.)
- Activities that cause division among groups in the community such as political activity or religious proselytizing.

Please note, some activities would qualify if you can demonstrate the learning outcomes that you will be addressing. For example, working in a nursing home would not count if you had no understanding of how the home operates, are simply making sandwiches or working the cash register, have no contact with the elderly people, or are not performing a service for them. If, on the other hand, you were to create a crafts activity to share with the elderly residents and saw it to fruition, it could be an exemplary CAS project.

- **CAS Cycle of Experiential Learning**



- **Reflection**

Reflection is an integral part of your CAS experience. Experiential learning involves much more than simply planning and doing an activity. Experiential learning also involves documenting personal growth as a result of engagement in an activity both during and after the activity.

Reflections may not come naturally. To develop a valuable reflection that illustrates personal growth start simply with the following questions:

- What did I plan to do?
- What did I do?
- What were the outcomes: for me, for the team I was working with, and for others?

- **Reflections (continued)**

Once the “What...?” questions listed above are answered, consider the following questions which help to illustrate personal growth:

- How did you feel while participating in the activity?
- What did I perceive?
- What did I think about the activity?
- What did the activity mean to me?
- What was the value of the activity?
- What did I learn from the activity?
- How might I apply what I learned in the activity to other aspects of my life?
- Did this activity cause a change in perspective?

Reflect on SIGNIFICANT experiences and activities. Depending on the activity, you may reflect once a week, once every time something memorable occurs or at least once every two to three weeks. IT IS EXPECTED THAT STUDENTS WILL GENERATE QUALITY REFLECTIONS ON A CONTINUOUS BASIS. It is recommended that students compose 10 quality reflections per marking period. It is not necessary to write reflections about routine activities.

- **Sample Reflections:**

Reflections of a Musician

- **Creative: I practiced flute and competed in NYSSMA**

After incessant hours of practicing flute and occasionally sacrificing my academic grade, I received first placed in the NYSSMA. This was completely new to me because in all the competitions I participated, I always received 2nd, 3rd, or even no place. I acquired two important realizations from this experience. First, I learned that judges look at the whole performance. When I walked into my audition room, I was so nervous that I messed up on the very first note. I was quite flustered, and my accompanist and I had to start over. Throughout the five minutes and thirty seconds of my music, the B flat swam back and forth in my head. At the end of my audition, I was quite sure that I did not even place due to that one note, but rather, the judge said, “You overcame your first mistake very well.” I did not know what to make of this comment because I thought the judges only looked to mistakes to penalize. However, she assured me that the most important element in music is the whole performance, not the trivial mistake. In addition, it was how I reacted after the mistake that mattered. My ability to still give my best performance knowing that I had messed up is part of musicianship. But I know that is not quite true. My ability to spring back up after a mistake is not only part of musicianship but also part of life. Whenever, I fail, I need to push myself up from the ground and run the journey of life again. The second realization is actually rather depressing. After I got over the shock of getting 1st place, instead of feeling happy, I felt relief. I was relieved that I had another proof of my passion that I could include in my college resume; after the relief, a wave of anger and sadness came over me. I felt as if I had deceived my passion for music for merely an achievement. Even though it is not possible for me to go from defeat to defeat, from competition to competition without some level of strong passion, I

was saddened that there were ulterior motives to my winning, that I had to prove my passions to college admissions officers by winning.

In retrospect, I do not think I learned two different lessons that day. I believe it was merely two faces of the same realization. While society does care about the overall performance, what counts are the results. I acknowledge that it is impossible for colleges to look into every applicant's passion, but why do these passions have to turn into mere calculations in the process? **[This student's reflection illustrates the shift in focus within the CAS program. She makes a valid point; CAS is about the experience, not "mere calculations."]**

I was actually quite ambivalent about including the second, rather sad, epiphany about this experience because it was not a "positive" learning. However, life is not always happy, and throughout life, all of us are going to have to face the harsh and benevolent realities. Therefore, I included the second portion.

Reflections of an Individual New to Volleyball

- **Action: I joined an intramural volleyball club at my school – I had never played before.**

My stomach was upset the first day we suited up. It seemed as if everyone knew exactly what they were doing, everyone but me. My friend was so patient and kind, helping me understand the rules, the regulations and where to stand. I found serving the ball most intimidating. All eyes were on my...I thought I would die. The game went much faster than I imagined. Everyone is always in motion and all the players were most serious about winning. This made me a bit uncomfortable as the group dynamic was new for me. I found it difficult not to be in control all the time. **This paragraph shows evidence of self-awareness and opportunity for growth.**

The activity is becoming more important to me. It gives me a sense of belonging. It's fun to see other players in the hallway and be able to say hello and know we belong to a club together. My high school is so large; it can be easy to feel a bit alone. **This activity has a goal, which supports the criteria for a long-term commitment and opportunity for growth. In addition, it is a new skill. The reflection reveals student's feelings and concerns.**

Reflections from a Visitor to a Nursing Home

- **Service: I visited someone in the nursing home who did not have many visitors.**

This is what I am good at. I love old people. My grandmother is the most important person in my life. She has a very good friend, Margaret, who had to go to a nursing home. When I heard that not many people visit Margaret, I knew I had to do something. I was so surprised to see that more people than Margaret were happy to see me. Who knew that so many families forget the older family members? **(This is a good opportunity to discuss ethics.)** It was so sad. I look forward to reading to these people. We have the best conversations about all the characters in the books and we try to figure out what will happen next in each story. It's funny how we usually move from the books to talking about real life and real people. The best stories are usually not in the books, they are stories from the lives of these old people. I think I look forward to visiting them more than they look forward to seeing me. One sad part though, one of my favorite people, Jack, died last week. I don't know exactly how to handle this or what to do say. This will be a struggle for me. I will still go back to the nursing home, but I need some time to process before I write about it. **This activity was mutually beneficial for both the student and recipients of service. The opportunities for growth are evident.**

- **GETTING STARTED: Student Responsibilities**
 - **Complete the Personal Inventory Form in this packet (page 19) to help you identify what you already do that may qualify as CAS.**
 - **Brainstorm activities that you would like to engage in to meet your CAS requirement. Refer to local newspapers, community organizations or school organizations for ideas. Remember, CAS requires that you engage in 18 months of continuous activities.**
 - **Consult the timeline in this packet to help you balance your experience**
 - **Login to Managebac and engage in a tutorial to learn how to use it. Enter an experience and a reflection. You should include:**
 - **The Name/Type of experience**
 - **Whether the experience meets the criteria for Creativity, Action or Service (or a combination)**
 - **The Learning Outcomes you hope to achieve by working on this experience**
 - **The name of the agency/team/club AND the name and phone number (or email address) of the adult who will supervise your experience**
 - **Sign up for your initial interview with Ms. Halloran. Be prepared to bring the following items to the interview:**
 - **Signed “Student CAS Contract”**
 - **“Personal Inventory Form”**
 - **At least one entry on Managebac**

- **Once you have completed your initial interview:**
 - **Keep track of your participation in CAS experiences and log them into Managebac. Many colleges will ask for evidence of perseverance and commitment – a log of your dates of involvement will provide this evidence.**
 - **Begin to collect evidence that you can use to show personal growth during your CAS experience. You will need at least 10 pieces of physical evidence that show that you have completed your CAS requirement. Physical evidence can include letters of commendation from your supervisor, physical objects such as a piece of artwork or sporting equipment, photographs, etc.**
 - **Post journal entry reflections, photographs, podcasts, imovies etc. to Managebac documenting your growth. (Please see sample reflections). Depending on the experience, you may reflect once a week, once every time something memorable occurs or at least once every two to three weeks for ongoing experiences. You will receive feedback on your reflections through Managebac. Also, feel free to ask questions via Managebac.**

- **Tips for Parents**

Parental encouragement and support is often a vital part of helping students complete the IB diploma and/or CAS. Below are some ideas of how parents can support their students:

- **Familiarize yourself with the CAS requirements**
- **Discuss the requirements/opportunities with your student**
- **Share your own experiences and reflect upon your own personal growth through your participation.**
- **Explore your student's interests with him/her and look through listings of possible activities together.**
- **Encourage your student to build on previous experiences.**
- **Get involved: attend games, plays, concerts. Provide transportation when necessary.**

NAME: _____

NSHS IB CAS Personal Inventory Form

1. List all extracurricular activities in which you are involved. Include sports, music, drama, clubs, etc.

2. Do you take any electives outside the core 6? If so which ones?

Do you take any lessons or classes outside of school? Which ones?

What would you like to learn more about?

3. What skills do you have? For example, can you draw, organize events, understand computers, coach a sport, play an instrument, etc.?

4. Are there any new skills you wish to develop? Have you always wanted to play the piano, start a work out club to get into shape, become a better public speaker?

5. What community, national, global problems concern you the most?

6. What career interests do you have?

7. In what area(s) might you be lacking and what experience(s) might you try that will be new to you?

BRAINSTORMING IDEAS

Use this form to help you plan a balanced experience in CAS.

	Activity Description	Date (month, year)	Approximate Duration (in hours)
A group activity where you will collaborate with others.			
An activity that combines two of creativity, action, or service.			
An activity that will be a new challenge to you.			
An activity that will be an extension of an existing one.			
An activity where you will learn a new skill.			
Involvement with projects that entail global concerns (locally, nationally, or internationally).			
An activity that will involve collaboration with others.			
An activity that you will initiate.			

Which activities will be based at school?

Which activities are further away from school but still in the North Shore community?

Are there projects that you may have opportunities to engage in that are outside of the North Shore Community? Explain.

DOES AN EXPERIENCE QUALIFY AS A CAS PROJECT?

You must have your CAS project approved in advance by the CAS Coordinator (Ms. Halloran). This sheet will help you determine if your planned activity is suitable for your CAS project.

Title: _____

Does this project meet at least two of the facets of Creativity, Action or Service? How?

Is the activity a new role for me?

Is there collaboration, and what is my role?

Is it a real task that I am going to undertake? (Do I have to plan, do and reflect?)

Does it have real consequences for other people and for me? (Does it fulfill a need?)

What do I hope to learn from getting involved?

How can this activity benefit other people?

Which Learning Outcomes will this activity enable me to meet? How?

How can I reflect on this activity?

Have you found an adult supervisor yet?

CAS Timeline

In the Fall of junior year, an orientation meeting will be held for IB Diploma Candidates and their parents. Students will receive the handbook, schedule an initial interview and be expected to adhere to the following timeline in completing their requirements.

Month	IB Year One	IB Year Two
August		<ul style="list-style-type: none"> Continue logging CAS experiences and reflections on Managebac
September	<ul style="list-style-type: none"> CAS Information Meeting Log in to Managebac, Google Classroom, Remind Complete Contract and Inventory Form 	<ul style="list-style-type: none"> Continue logging CAS experiences and reflections on Managebac Project should be planned by this point
October	<ul style="list-style-type: none"> At least one activity should be underway Sign up for initial interview 	<ul style="list-style-type: none"> Continue logging CAS experiences and reflections on Managebac
November	<ul style="list-style-type: none"> Continue logging CAS experiences and reflections on Managebac 	<ul style="list-style-type: none"> Continue logging CAS experiences and reflections on Managebac
December	<ul style="list-style-type: none"> Continue logging CAS experiences and reflections on Managebac 	<ul style="list-style-type: none"> Continue logging CAS experiences and reflections on Managebac
January	<ul style="list-style-type: none"> Continue logging CAS experiences and reflections on Managebac 	<ul style="list-style-type: none"> Continue logging CAS experiences and reflections on Managebac
February	<ul style="list-style-type: none"> Continue logging CAS experiences and reflections on Managebac Begin thinking about your CAS project 	<ul style="list-style-type: none"> Continue logging CAS experiences and reflections on Managebac Project should be underway or completed by now
March	<ul style="list-style-type: none"> Continue logging CAS experiences and reflections on Managebac 	<ul style="list-style-type: none"> Complete any experiences and obtain supervisor reviews Begin working on final CAS presentation
April	<ul style="list-style-type: none"> Continue logging CAS experiences and reflections on Managebac 	<ul style="list-style-type: none"> CAS final presentations
May	<ul style="list-style-type: none"> Continue logging CAS experiences and reflections on Managebac Complete Summer CAS plans form 	<ul style="list-style-type: none"> IB Exams
June	<ul style="list-style-type: none"> Continue logging CAS experiences and reflections on Managebac 	<ul style="list-style-type: none"> CAS Celebration

Summary Checklist (I know I completed CAS if...)

- 1. I planned and completed a series of CAS experiences that were real, purposeful activities with significant outcomes; involved personal challenge; required thoughtful consideration and reflection on outcomes and personal learning.**
- 2. I can demonstrate that I accomplished all 7 learning outcomes during a continuous 18 month CAS commitment.**
- 3. I can demonstrate a reasonable balance between creativity, action and service activities.**
- 4. I completed at least one “project” that involved collaboration and integration of at least two of creativity, action and service and was of a significant duration (minimum one month).**
- 5. I collected at least 10 pieces of evidence that provide proof that I participated as I claim.**
- 6. I reflected on EACH of my individual CAS activities and created a portfolio of my activities using Managebac.**
- 7. I can reflect on my 18-month CAS commitment as a whole. I can provide at least 10 sample pages from my on-going reflections to show my personal growth in addition to the 10 pieces of evidence that I collected while engaging in the activities.**
- 8. I scheduled and completed an initial (at the beginning of my junior year) and final interview (after February of my senior year) with my CAS Coordinator and at least one interim interview that helped me monitor my progress throughout my CAS experience.**



Student CAS Contract

Please read the following agreement, check each statement indicating that you have read and understood the implications of that statement and then sign the form in the appropriate place. Please note that both the student and a parent/guardian must sign this form before CAS work can commence.

_____ I acknowledge that I have received the NSHS CAS Handbook and that I have read and understand the contents within.

_____ I am a willing participant in the philosophy of CAS and will wholeheartedly support in its successful implementation.

_____ I understand that if I am completing a service project/activity off school property it is required that I am clear about my responsibilities, and to whom at the site I am to report (my parent cannot be my supervisor). Further, I must not participate in any activity involving the use of dangerous or potentially dangerous tools and/or equipment. Under no circumstances should I be exposed to or perform service in an area that involves dangerous activities. I should not operate a motor vehicle and should not drive while engaged in the service experience. I should not perform service at either unreasonably early or late hours of the day or evening. If engaged in clinical, medical, hospital or related settings, I should not attend to any duties resulting in exposure to fluids, excretions, or contaminations known to be harmful, contagious, or injurious. My safety and supervision is of the utmost importance.

_____ I understand I must get approval for each CAS project/activity from the CAS Coordinator for all projects both on and off school property before I can begin work on that project/activity.

_____ I understand that if I am reported for adverse behavior while pursuing CAS activities, show lack of interest or sincerity, am habitually late or absent after agreeing to work on a project, that I will be asked for a written explanation that will need to be signed by my parents or guardian.

_____ I hereby agree to save and hold harmless North Shore Central School District and any of its employees from all cost, injury and damage incurred while participating in any CAS activity on or off-site, and from any other injury or damage to any person or property whatsoever.

Student Name: _____ Date: _____

Student Signature: _____

Parent Name: _____ Date: _____

Parent Signature: _____