**Venice High School**

**International Baccalaureate**

**Diploma Programme**



**Creativity, Activity, Service (CAS) Guide**

**For Class of 2020**

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**What is CAS?**

is at the heart of the Diploma Programme, being 1 of the 3 essential elements in every student’s experience. CAS provides students with the opportunity to develop characteristics outlined in the Learner Profile

CAS

specifically aiming to develop students who are:

 reflective thinkers

 willing to accept new challenges and new roles

 aware of themselves as members of the community

 active participants in sustained, collaborative projects

 balanced

Students develop these characteristics through the three strands of CAS, which are part of activities.

 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

Participants in CAS are required to demonstrate seven learning outcomes from their “experiences”

 Identify own strengths & develop areas for growth

 Demonstrate that challenges have been undertaken, developing new skills in the process

 Demonstrate how to initiate and plan a CAS experience

 Show commitment to and perseverance in CAS experiences

 Demonstrate the skills and recognize the benefits of working collaboratively

 Demonstrate engagement with issues of global significance

 Recognize and consider the ethics of choices and actions

All seven outcomes must be present over an 18 month (June of student’s 11th grade year through April of student’s 12th grade year) period for a student to complete the CAS requirement.

CAS experiences enable students to enhance their development through experiential learning. Venice High School aims for its CAS program to be both challenging and enjoyable. Since all students begin their CAS experience with diverse backgrounds and experiences it is imperative that the following CAS experience criteria be met:

 Real, purposeful activities, with significant outcomes

 Personal challenge – experiences must extend the student

 Thoughtful consideration

 Reflection on outcomes & personal learning

**Student Responsibilities**

Per the International Baccalaureate Diploma Programme Creativity, Action, Service guide For

Students graduating in 2017 and thereafter:

The relevant section of the IB Programme standards and practices document states that students should have opportunities to choose their own CAS activities and to undertake activities in a local and international context as appropriate. This means that, as far as possible, students should “own” their personal CAS programmes. With guidance from their mentors/advisers, students should choose activities for themselves, initiating new ones where appropriate.

Students are **required** to:

 approach CAS with a positive attitude

 develop a clear understanding of CAS expectations and the purpose of CAS

 explore personal values, attitudes and attributes with reference to the IB

learner profile and the IB mission statement

 determine personal goals

 discuss plans for CAS experiences with the CAS coordinator

o 3 interviews throughout the process

 understand and apply the CAS stages where appropriate

 take part in a variety of experiences, some of which are self-initiated, and at least one CAS “project” (30 day requirement)

 become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme

 maintain a CAS portfolio and keep records of CAS experiences including

evidence of achievement of the seven CAS learning outcomes

o Use of Managebac is required for portfolio and evidence of achievement at VHS

 demonstrate accomplishments within their CAS programme

 communicate with the CAS coordinator in formal and informal meetings

 ensure a suitable balance between creativity, activity and service

 behave appropriately and ethically in their choices and behaviors

 understand the reflection process and identify suitable opportunities to reflect on CAS experiences

The requirements will be documented by the following actions

 3 meetings with the CAS advisor; two meetings during a student’s junior year and one meeting during a student’s senior year

 Student will maintain their CAS Portfolio and Experiences through Managebac

 Student will complete a 30 Day CAS Project (see page 9) that integrates two or more of creativity, activity and service and is completed collaboratively.

 Students should attempt to “Think globally, act locally” during their CAS planning

When necessary, the student may apply the 5 CAS Stages:

1. **Investigation:** Identification of interests, skills and talents as well as areas for personal growth and development. In case of service, students identify a need they wish to address.

2. **Preparation:** Clarify roles / responsibilities, develop a plan of action, identify resources and

timelines

3. **Action:** Student implements their idea or plan.

4. **Reflection:** Students describe what happened, express feelings, generate ideas and raise questions. Reflection can occur at any time during the CAS experience.

5. **Demonstration:** Students make explicit what and how they learned and what they have

accomplished.

**Frequently Asked Questions**

**I am a musician, artist, dancer, etc… How can these activities meet the Creative**

**area?**

From the Creativity, activity, service guide:

A student may already be engaged in creativity as part of a school group or club, or through some form of sustained creativity. Students may continue in this as part of their creativity; however, students could also be encouraged to further extend and develop their participation if applicable.

**I am an athlete. How can these activities meet the Activity area?**

Again, from the Creativity, activity, service guide:

A student may already be engaged in activity as part of a school team or club, or through some form of sustained physical activity. Students may continue in this as part of their activity; however, they should set personal goals in keeping with the principles of CAS. Students can also be encouraged to further extend and develop their participation if appropriate.

**What are some guidelines about Service?**

From the Creativity, activity, service guide:

The aim of the “Service” strand is for students to understand their capacity to make a meaningful contribution to their community and society. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. Service is often seen as one of the most transforming elements of CAS by promoting students’ self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness. Use of CAS stages in developing a service experience is recommended for best practice.

Service within CAS benefits all involved: students learn as they identify, and address authentic community needs, and the community benefits through reciprocal collaboration. Service fosters development of abilities, attitudes and values in accordance with the IB mission statement and the IB learner profile. As such, CAS service experiences are unpaid.

**Are there limitations about political or religious experiences?**

Venice High School supports all students in their participation in organizations process;

however, we do follow the guidelines provided in IB’s Creativity, activity, service guide:

Students’ personal engagement with faith-based, cultural, or political events can add excellent value to individual CAS programmes…Some events, however, may contradict the values of the IB mission and/or the requirements of CAS.

 To facilitate agreement between school & student on suitability of a proposed CAS experience, CAS coordinators/advisers can develop guiding questions.

 Does the event meet the guidelines of CAS experience?

 What attributes of the learner profile can be emphasized in the proposed experience? What may be left out? Why?

 Does the event or organization respect the differences of other individuals and groups?

 Will the event or organization increase your understanding of language, culture, other perspectives, and/or international-mindedness?

 What are the stated goals of the organization with which you would be undertaking the experience? How do these goals relate to the mission

statement of the IB or the attributes of the IB learner profile?

 Does the event have the potential to impact the environment?

 How have you considered the legal or health and safety implications of your CAS experience?

**Student Reflection**

In honoring the IB intention of student choice when it comes to reflecting on CAS “Experiences”, Venice High School does not prescribe what a reflection must look like. Instead, we provide the following guidelines & ideas to assist in creating meaningful reflections.

Reflections are intended to provide students the opportunity to:

|  |  |
| --- | --- |
|  Deepen Learning |  Consider Relevance of Experience |
|  Explore Personal Values |  Recognize Application of Knowledge & Skills |
|  Identify Strengths & Areas for Development |  Gain a Greater Understanding of Self |
|  Place Experience in Larger Context |  Generate Relevant Ideas |
|  Consider Improvements in Collective Choices |  Transfer Prior Learning to New Situations |
|  Develop the Habit of Ongoing Thoughtful Reflection |

There are Four Elements that assist in the CAS reflective process. The first two elements form the foundation while the latter two add depth and expand perspectives.

1. ***Describing What Happened***: Students retell their experience, identifying what was important or influential and what went well or was difficult.

2. ***Expressing Feelings***: Students share their emotional responses to their experiences.

3. ***Generating Ideas***: Rethinking or re-examining choices and actions.

4. ***Asking Questions***: Question processes and people that were part of the experience.

The questions below have been borrowed from Washington-Lee High School & may help to guide your reflections. Also, Managebac provides some guiding questions in the reflection area to assist in your writing. Written responses should be at least

 What abilities, attitudes, and values did you develop, change or examine as a result of this activity?

 What difficulties did you encounter and how did you overcome them?

 Ethics as an area of knowledge is primarily concerned with how we determine what is right action, particularly in our relations and interactions with others. How and when did your CAS activities challenge your personal ethics?

 In what way did the CAS experience clarify or change your sense of what is important?

Noted earlier, VHS wishes for students to determine the reflection that best suits them and the experience. Below are some reflective ideas; this list is not exhaustive and other approaches are acceptable.

 Photographs from the experience accompanied by writings about the photos.

 Compose a song or video

Students are also encouraged to upload videos, news articles about their experience, and pictures as evidence of their CAS experiences.

**30 Day CAS Project**

Students are expected to complete at least one project involving teamwork that integrates one or more of creativity, activity and service, and is of significant length. Larger scale activities of this sort may provide excellent opportunities for students to engage “with issues of global importance”.

 30 Day Project must be approved by your CAS advisor at least 30 days BEFORE you begin. This can be done via Managebac.

Please wait for approval BEFORE you begin.

 The 30 Day Project must show evidence of the 7 Learning Outcomes.

 A log of project hours must be maintained and submitted at the conclusion of your project and should be uploaded to Managebac.

 A project of this size deserves a thoughtful reflection. Your reflection should reference the 7 Learning Outcomes met through the experience.

 Deadline for 30 Day CAS Project is April 2020 (an exact day will be given as we closer to the date).

**Creativity, Activity & Service Ideas**

Please note, the list below are strictly ideas, they are NOT approved activities. Like all experiences, you must receive approval PRIOR to participating.

Creativity ideas:

 Start your own blog / website (can be about anything)

 Become a better artist (check out a book from a library or YouTube tutorials)

 Make your own music using GarageBand or AudioSauna

 Attend a play, concert, etc…. at Venice Theatre, VPAC,

 Write a poem

 Write a guest article for the VHS Newspaper

 Create a portfolio of photographs you take

 Design a website for a non-profit

 Write an article for the local newspaper or school newspaper

 Create a newsletter for a club or organization

Activity ideas:

 Go camping

 Try golfing, bowling, surfing, skim boarding – anything new!

 Join a gym

 Learn to SCUBA dive

 Train for and compete in a marathon / race

 Set a cycling / running goal and meet or exceed it

 Join a school team

Service ideas:

 30hourfamine.org

 Specialolympics.org

 World War I Memorial Inventory Project – wwi-inventory.org

 Salvationarmy.org

 Limbs International – limbsinternational.org

 Shelter Box – shelterboxusa.org

 Wreaths Across America – wreathsacrossamericasarasota.com

 Green Tree Plastics (ABC Promise Partnership) – greentreeplastics.com

 Global Soap Project - <https://cleantheworld.org/get-involved/become-a-volunteer/>

 Volunteermatch.org

 Free the Children – freethechildren.com

 Design a Poster Campaign for the school – healthy eating, anti-bullying, social media awareness, etc..

 Clean Up the World – cleanuptheworld.org

 Students Rebuild – studentsrebuild.org

 Smile Train – smiletrain.org

VHS International BACCALAUREATE DiPLOMA PROGRAMME

Dear Parent/Guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:

Your assigned CAS Advisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We are so excited to work with your student on the CAS portion of the IB Diploma Programme. We hope you understand that CAS is at the core of the IB Programme, and our goal to make sure this is the most enjoyable part of their IB learning.

There are 2 parts to the CAS program: one is that students should be participating in various self-initiated experiences for at least 18 months, posting at least one experience each month. The second part is the CAS project which should last at least 30 days.

There are several points that we want to make sure you are aware of as your student begins to work on CAS.

(parent/student initial below)

\_\_/\_\_ all IB students will use Managebac to document their experiences and project

\_\_/\_\_ all IB students will use Managebac to post a reflection to an experience when it is worthy of reflection

\_\_/\_\_all IB students will use Managebac to post at least one experience each month

\_\_/\_\_each experience posted to Managebac must have evidence posted (supervisor review when applicable)

\_\_/\_\_all IB students will use Managebac to document experiences over an 18 month time line

\_\_/\_\_all IB students will use Managebac to reflect on their project

\_\_/\_\_all IB students will discuss project idea with CAS advisor 30 days before implementation

\_\_/\_\_all IB students will provide evidence on Managebac of achieving the seven learning outcomes

Please make sure that your student has told their CAS advisor their CAS project idea by January 13, 2020. The CAS project will be presented in April 2021. A more specific date will come as we get closer to the date.

Please know that we believe communication is essential in helping your student have a meaningful and successful CAS involvement. We are asking that you please log on with your student to Managebac on a monthly basis to view progress. We will also email with the student through Managebac as our form of communication.

I understand the above requirements of the CAS program\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (parent signature)

I understand the above requirements of the CAS program\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (student signature)

I have read the CAS guide that is posted on Managebac\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(parent signature)

I have read the CAS guide that is posted on Managebac\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(student signature)

Sincerely,

The CAS Advisory Team