

# Creativity, Action, and Service Guide

## Mercyhurst Preparatory School

### **IB 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 IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs 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**

The aim of the IB Learner Profile is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

**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 their 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 in 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.

## **Aims of Creativity, Action, and Service (CAS):**

CAS allows you to:

- Be a reflective thinker
- Be willing to accept new challenges and new roles
- Be aware of yourself as a member of communities with responsibilities towards others and the environment
- Be an active participant in diverse projects
- Be balanced as you become involved in a variety of activities

## **CAS: Creativity, Action, and Service**

Creativity, action, and service are at the heart of Diploma Program. It involves Diploma candidates in a range of activities beyond the academic studies. The three strands of CAS, which are interwoven with various 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 Program.

**Service:** an unpaid and voluntary community contribution.

Some examples of creativity include but are not limited to:

- Participation in chorus, orchestra and/or drama

- Community art programs such as dance, piano lessons, and art lessons
- School sponsored clubs
- Creative writing
- Musicals, one act plays
- Speech and debate
- School newspaper
- Youth symphony
- Prom and homecoming committees
- NAHS Art Society
- Yearbook
- Math Club
- Youth Symphony
- Chrysalis
- Baltimore Mission Trip
- Calamari's Thanksgiving Dinner

Some examples of activity include but are not limited to:

- School sports such as baseball, soccer, cheerleading, etc.
- Community sports clubs
- 5K run
- Working out at a gym
- Mountain biking or long distance biking
- Gymnastics
- Swimming
- Tennis
- Boy scout and girl scout experiences
- Relay for Life
- Stage crew
- Snow removal and yard work for the elderly and disabled
- Boy scouts and girl scouts
- Baltimore Mission Trip
- Calamari's Thanksgiving Dinner

Some examples of service include but are not limited to:

- Work for a non-profit or charity
- Baltimore Mission trip
- Calamari's Thanksgiving Dinner
- Peer tutoring

- Mentoring younger students or children
- Volunteering at museums or libraries
- Feed the homeless, volunteer at a food pantry/homeless shelter
- Habitat for humanity
- Toy/food/blanket/coat drives
- American Red Cross blood drive
- Recycling/adopt a highway
- Raise money for cancer research
- Ophelia Project
- Student Council

CAS activities should involve:

- More than volunteering
- Real, purposeful activities, with significant outcomes
- A personal challenge that will extend the student but have an achievable end
- Thoughtful planning and review of progress
- Reflection on outcomes and personal learning

All CAS activities should continue over an 18 month period, should begin the summer after the sophomore year and continue through April of the senior year. CAS completion is required as part of the Diploma.

The CAS experience is personal and should meet the needs and interests of the individual student. The CAS program should be both challenging and enjoyable for the student. The experiences should be real and purposeful, challenging, well-planned, and provide opportunities for growth.

CAS experiences usually involve one or more of the CAS elements. CAS can be a single event or may be an extended series of events.

CAS enables students to demonstrate the IB learner profile in real life experiences.

The CAS program is the responsibility of the student. He/she should own the experience. Guidance will be given by the IBO, CAS coordinator, and advisor, but the actual CAS experience is personal.

## **CAS Requirements:**

- Students complete a self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve

- Students meet with the CAS advisor at the beginning, the mid-point, and the end of the CAS experience to discuss plans and progress. The IBO, CAS coordinator and/or advisor are readily available throughout the process for consultation and guidance.
- Students take part in a range of activities, including at least one project. One of the projects must contain at least two of the three CAS components (creativity, action, service).
- Students maintain a CAS portfolio in which they record, show evidence of, and reflect upon the CAS experience. All CAS self-evaluations, logs, forms and paperwork (see attached) will be completed and added to the portfolio.
- Students show evidence of achievement of the eight CAS learning outcomes.
- Students complete scheduled interim reviews and a final review with the CAS coordinator/advisor and submit logs, self-evaluations and all other forms.

## **Learning Outcomes:**

The CAS experience should show evidence of the eight CAS learning outcomes. The outcomes are:

- That the student has increased awareness of personal strengths and weaknesses.
- That the student has undertaken new challenges.
- That the student has demonstrated evidence of well-planned and initiated activities.
- That the student has worked collaboratively with others.
- That the student has shown perseverance and commitment in activities.
- That the student has engaged in issues of global importance.
- That the student has considered the ethical implications associated with the activities.
- That the student has developed new skills.

In addition to the eight learning outcomes there must be evidence of:

- A balance of creativity, action, and service activities.
- A sustained project over several weeks that involve collaboration and the integration of at least two of the strains of creativity, action, and service.
- Approximately three to four hours of CAS involvement per week.

Reflection on the CAS projects must include:

- The student's plan for the activity.
- What and when it was done.
- What were the goals of each activity?
- Were the goals met? Why or why not?
- Other evidence (photos, blogs, scrapbooks, etc.) which support the activities.

It is the responsibility of the Diploma Candidate to complete all attached self-evaluations, logs, forms (see attached) and add those forms to the portfolio. IB requires students to submit verification of all CAS activities. Students must verify each activity on their CAS log sheets. Students should have the supervisor sign the form and verify that he/she has completed the activity as described. CAS log sheets should be added to the portfolio along with the self-evaluation form as well as all other forms and reflections by April of the senior year. The CAS coordinator will review the portfolio and turn it into the IBC.

It is the responsibility of the IBO, CAS coordinator, advisors, and parents to:

- Support the student by emphasizing that CAS is an important part of the Diploma Program.
- Know when and what activity the student is involved in and help monitor his/her progress and journaling of those projects.

### **Verification of CAS Hours:**

IB requires students to submit verification of all CAS activities. Students must verify each activity on their CAS log sheet. Students should have the supervisor sign the form and verify that he/she has completed the activity. CAS forms and portfolio should be turned into the CAS Coordinator who reviews and verifies it and then turns it into the IBC.

### **Finally:**

CAS is a wonderful journey that allows students to enhance their individual experiences and their personal growth. CAS allows students to reach out to others in our local, national and global communities. It is a learning experience that allows students to reflect upon their activities and on the impact they each have on our world. CAS is about becoming an active member of life and the world we have inherited.

See attached forms: CAS rubric, CAS self-evaluation, and CAS tracking

Primary Sources: IB Diploma Program Creativity, Action, Service Guide – 2010 and 2017

Mercyhurst Preparatory School IBO and CAS Coordinator

Mercyhurst Preparatory School Service Requirement Guidelines

Vanguard High School CAS Handbook

Long Beach Public Schools CAS Coordinator

Parkland Magnet High School

