

Creativity Activity Service Handbook

2016 -17



COMPASS INTERNATIONAL SCHOOL
DOHA, MADINAT KHALIFA
A NORD ANGLIA EDUCATION SCHOOL



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What is CAS? Creativity - Activity - Service

CAS sits at the core of the IB programme along with TOK and the extended essay.

The three elements of the core complement each other and aim to:

- Support, and be supported by, the academic disciplines
- Foster international-mindedness
- Develop self-awareness and a sense of identity

The link between CAS experiences and subject groups

- Students could engage in creative writing, produce audiobooks for the blind or write a movie and produce it.
- Students could provide language lessons to those in need.
- Students could teach younger children to overcome mathematical challenges.
- Students could record the oral histories of people living in elderly residential facilities.
- Students could help maintain a nature reserve.
- Students could take dance lessons that lead to a theatrical performance.

CAS experiences will motivate and challenge students, strengthen their subject knowledge and encourage different approaches to their subjects.

The link between CAS experiences and TOK

CAS and knowledge

- CAS experiences are an important source of students' personal knowledge, providing students with the opportunity to gain awareness of the world in a range of diverse and challenging situations.

CAS and knowledge

- Shared knowledge extends the idea from how individuals construct knowledge to how communities construct knowledge. In CAS, students might draw on TOK discussions that deepen understanding of different communities and cultures.

CAS and ethics

- CAS helps students to "recognise and consider the ethics of choices and actions".
- Various ethical issues will arise naturally in the course of CAS experiences, and may be seen as challenges to a student's preconceived ideas and instinctive responses or ways of behaving.

By identifying ethical principles to guide their actions, students grow in their awareness of the consequences of choices and actions in planning and carrying out CAS experiences. Increased ethical sensibility supports students in understanding that they are responsible and accountable for their actions, and leads to their acting with integrity.

CAS experiences will encourage students to reflect on their beliefs and assumptions and lead them to live more thoughtful, responsible and purposeful lives.

Aims of CAS

- Developing self-awareness and a sense of identity
- Education beyond the classroom and examination hall.
- Development of awareness, concern for and ability to work with others.
- Sharing energies and talents.
- Education of the whole person.
- Challenge to the student.
- Counterbalance to academic self-absorption.
- Service to the community as a complement to intellectual development in the academic curriculum.
- A programme that provides opportunities for self-determination collaboration accomplishment enjoyment.

Our Philosophy

Fostering international-mindedness

Promotion of international understanding

Establishment of links with local, national and international communities

Development of attitudes and values which transcend race, religion, gender and politics

Encouragement of a sense of responsibility to all

Promotion of international understanding

Encouragement of new skills and interests

Development of a spirit of discovery and self-reliance

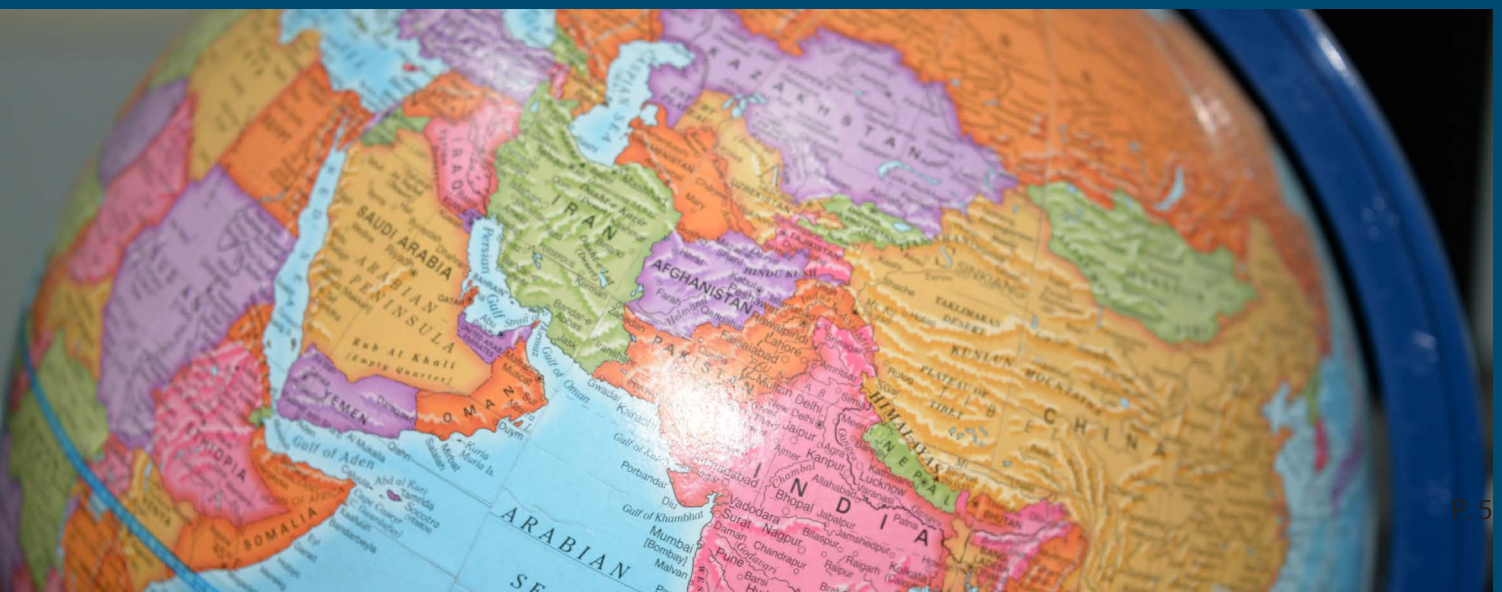
"Think globally, act locally."



If you believe in something, you must not just think or talk or write, but must act. - Peterson (2003)

CAS students are expected to:

- Approach CAS with a proactive 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.
- 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.
- 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.
- Understand the reflection process and identify suitable opportunities to reflect on CAS experiences.
- Demonstrate accomplishments within their CAS programme.
- Communicate with the CAS coordinator or CAS supervisor in formal and informal meetings.
- Ensure a suitable balance between creativity, activity and service in their CAS programme.
- Behave appropriately and ethically in their choices and behaviours.



*Experiential learning
is the process
whereby knowledge
is created through
the transformation of
experience.
- Kolb (1984)*

CAS enables students to enhance their personal and interpersonal development by learning through experience.

CAS in a nutshell

- Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.
- The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service.
- All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.
- Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.
- Further, students undertake a CAS project of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.
- Students use the CAS stages (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.
- There are three formal documented interviews students must have with their CAS coordinator/ adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme.
- CAS emphasizes reflection which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.



The seven learning outcomes

	Learning Outcome	Nature/Location of evidence
Outcome 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.
Outcome 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.
Outcome 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.
Outcome 4	Show commitment to and perseverance in CAS experiences	Students demonstrate regular involvement and active engagement in CAS.
Outcome 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 CCAS experiences.
Outcome 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.
Outcome 7	Recognise 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.

What is a CAS experience?

A CAS experience is a specific event in which the student engages with one or more of the *three CAS strands*.

A CAS experience can be a single event or may be an extended series of events.

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

Examples of CAS activities at Madinat Khalifa

Creativity

- Designing and making “art” cards
- Planning activities for primary children
- Playing a musical instrument and deciding to take an exam (extending your expertise)
- Singing in the school choir
- Painting a mural at school or in the local community
- Producing art works for a local gallery
- Becoming involved in the school drama production
- Organising a photography display
- Writing short fiction stories for children
- Designing a sensory garden
- Developing a website
- Taking cookery classes

Activity

Ongoing Activities

- Playing football, hockey, badminton, tennis, netball, basketball as part of a team

School Activities

- Organising a sports event for students

Individual Activities

- Attend a gym; cycling, swimming, hiking, rowing

Group Activities

- Joining a dance class, aerobics class, yoga class, running club, tennis club

Service

- Initiating an awareness of bullying and promoting respect
- Participating in the environment group to create a green school
- Teaching IT skills to adults
- Mentoring primary children
- Fund raising for disasters and other causes
- Designing and developing a sensory garden
- Research an area of interest, write a report and influence a practice or policy eg reducing water at school
- Working in an animal shelter
- Teaching a language to adults or children
- Volunteer with Best Buddies in Qatar
- Writing picture books to teach children a language

Creativity and Service

- Student council
- Best Buddies
- Community group activities
- Supporting the local dog sanctuary
- Designing and building the sensory garden
- Environment group
- Duke of Edinburgh Award

Creativity, Activity and Service

- Designing and constructing the outdoor classroom
- Working at the animal shelter
- Coaching swimming, football, hockey

Remember that many of the experiences cover more than one of the three elements – here are some examples.

- Tuck shop
- Mentoring primary students
- M.U.N.
- Mural painting

What is a CAS project?

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. CAS students must be involved in at least one CAS project during their CAS programme.

CAS Projects:

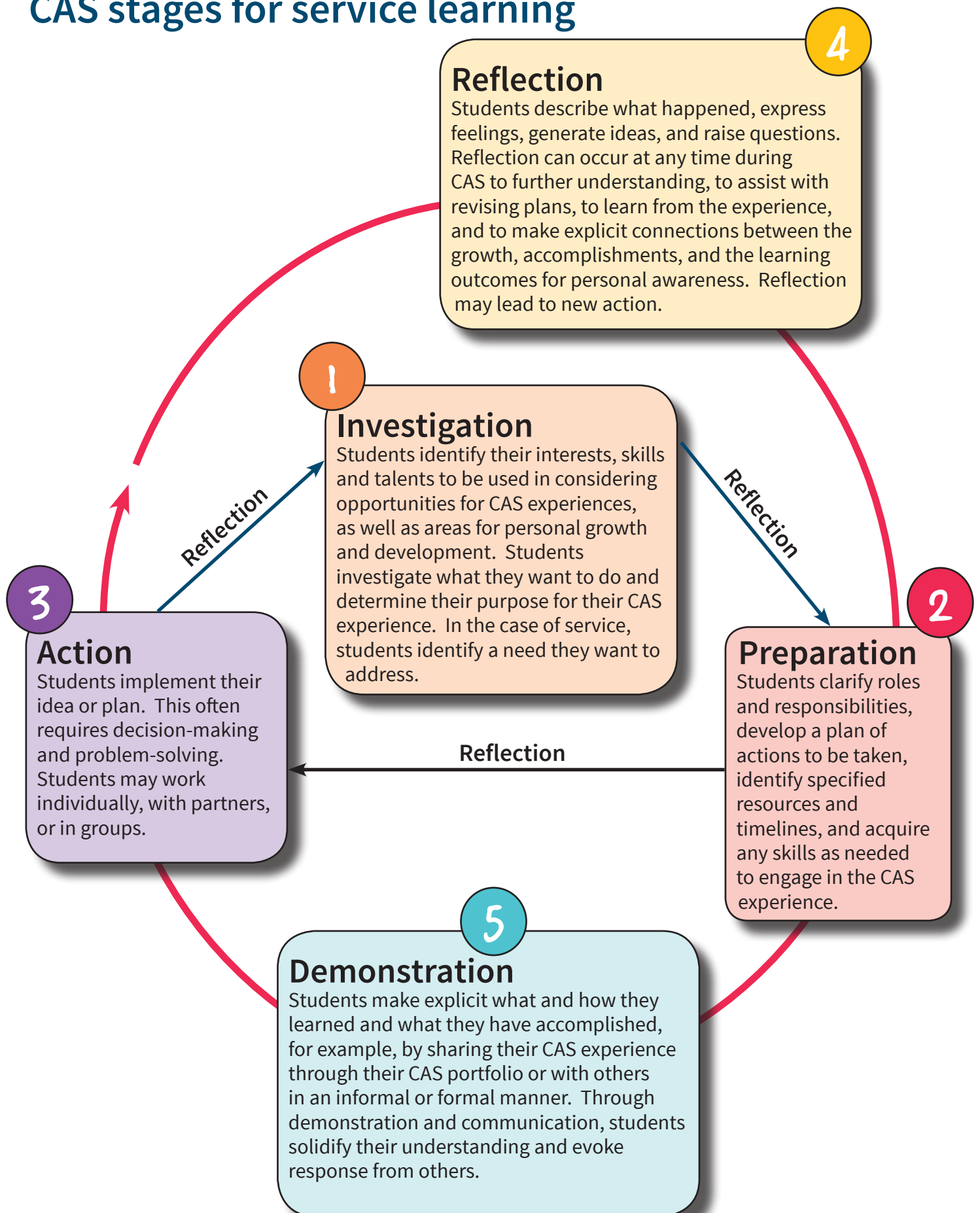
- Encourage students to identify one or more learning outcomes
- Allows them to benefit from team-work
- Encourages students commit to and follow through an experience for more than one month
- Allows exchange of ideas
- Encourages students to show initiative
- Encourages students to demonstrate perseverance

Why do a CAS Project?

- Projects encourage students to be responsible
- Projects allow students to follow personal interests in a structured way
- Projects develop skills – co-operation, problem solving, decision making



CAS stages for service learning



Ideas for direct service

With people:

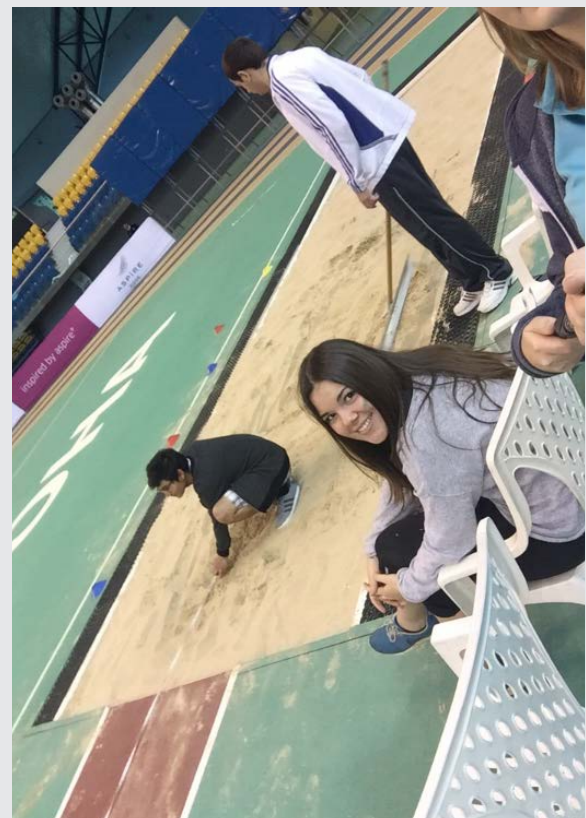
- Coaching children in sport
- Delivering meals to people living with a medical condition
- Leading resume-writing workshops for people who are unemployed
- Organising or assisting at a blood drive
- Playing music with elders to have an exchange of skills and learn about each other's music preferences and talents, and then performing as an ensemble for others
- Distributing plants at a farmer's market to promote home-grown container gardens
- Serving food at a soup kitchen

With an environment:

- Restoring a stream
- Preparing the soil and beds for an elementary school garden and planting with the children
- Growing seedlings for distribution
- Installing raised-bed gardens for a senior centre
- Establishing a recycling programme at city hall
- Making a storm-water garden

With animals:

- Helping at an animal shelter with data entry and dog-walking
- Assisting with a pet adoption outreach programme at community events
- Leading a workshop on pet care
- Setting up a turtle sanctuary in partnership with a community organisation



Direct service example: In support of people with memory loss

Note: *With direct service, you see the people who will benefit from your actions or interact with the environment or animals. In all cases, the action is intended to have reciprocal benefits for all involved.*

Investigation: After reading articles about challenges facing people who have had strokes, head injury, or dementia, I contacted a local day care centre for people experiencing memory loss. I interviewed the education director about what helped people the most; she said exercise and conversations. She agreed I could visit on Saturday mornings on a regular basis to lead sitting and standing exercises and visit.

Preparation: I developed a series of simple exercises, beginning with those someone can do sitting down. I showed them to a relative who is a physical therapist and she helped me make adjustments. Later, after leading the sitting exercises several times, I developed some for standing and again reviewed these with my cousin. I also began adding music since I found everyone liked moving to music. This led me to find songs from their era.

Action: Leading 30 minute exercise routines on Saturday mornings, twice per month was the initial plan, though I went more often. Because these became popular, I would lead two or three sessions a visit, offering one sitting session, one sitting and standing session, and one walking session (added later). Also I would stay and have conversations for 30 - 45 minutes each visit.

Reflection: I found writing after each session was so important for me to describe what happened, because sometimes I was upset. My grandmother had passed away and she had Alzheimer's and sometimes the residents reminded me of her. Other times I was so excited that I just had to write about a new accomplishment I noticed for one of the participants. In IB Art I found myself drawing some of the faces so I began sketching in occasion to accompany my writing. I found reflection to be an unexpected helpful way to put all the pieces together.

Demonstration: I created a virtual space that had a video of me with some friends doing my exercise routines, written reflections, a thank you letter from the agency, my sketches, and an email my cousin sent me about how I inspired her to donate her time - she came with me on occasion to help me develop more exercises. What was most enjoyable was leading some of the routines on the day we showcased our CAS experiences and also showing photographs which the agency gave me permission to take and use.



Advocacy service example: An eat-well food campaign

Note: With advocacy service, you give voice to a cause.

Investigation: After talking with a relative recently diagnosed with diabetes, I became curious about how diet and nutrition impact our health. I read a current non-fiction book about eating and nutrition, interviewed several people I know who seem very structured about their eating habits and learned about different approaches to health, and surveyed students in four of my classes to find out what they know or believe to be true about the relationship between food choices and health. As an athlete, this topic is important, and my investigation revealed a need: there is a lack of knowledge among youth about the importance of food choices.

Preparation: I wanted to do a poster campaign in the cafeteria, offer recipes to the school cafeteria based on my research, and cook some recipes (which I have never done before) and bring in food samples if they tasted good enough. Then I discussed with some friends and a few suggestions helped, including having students select which posters were best and then make sets for display around the school. Each of these ideas required approvals so I wrote a proposal that was accepted by my CAS coordinator and school officials. I was allowed to offer two recipes for review and if that went well provide others to the school cafeteria.

Action: The poster campaign was held over a six month period with a new poster added each month. At the end there was a vote on the top two posters and about 75 students voted. The first two recipes were successful, two more were permitted, and my cooking talents improved over time.

Reflection: I wrote my reflections though one of my friends said I should also keep a food diary to show how my eating habits evolved. I did this on and off for the duration of my CAS experiences.

Demonstration: My portfolio included posters, samples of surveys, video interviews with students who tried my recipes and the school dishes I influenced, and letters from local schools who received copies of posters. I also had food samples at a CAS event showcasing our accomplishments.



Reflection

"We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development".

Four elements assist in the CAS reflective process:

- Describing what happened: Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- Expressing feelings: Students articulate emotional responses to their experiences.

The following two elements add greater depth and expand perspectives:

- Generating ideas: Rethinking or re-examining choices and actions increases awareness about self and situations.
- Asking questions: Questions about people, processes or issues prompt further thinking and ongoing inquiry.

Purposeful reflection is about quality rather than quantity

The overarching intention of reflection in CAS includes the opportunity for students to:

- Deepen learning
- Consider relevance of experience
- Explore personal and group values
- Recognize the application of knowledge, skills, and attributes
- Identify strengths and areas for development
- Gain a greater understanding of self and others
- Place experience in a larger context
- Generate relevant ideas and questions
- Consider improvements in individual and collective choices and actions
- Transfer prior learning to new situations
- Generate and receive constructive feedback
- Develop the ongoing habit of thoughtful, reflective practice

1. What did you plan to do?
2. What did you do?
3. How did you feel?
4. Did you learn any new skills?
5. What was the value of the experience?
6. How did you feel about the experience?
7. What did you think about the experience?
8. What did the experience mean to you?
9. What would you change if you did this again?
10. What did you learn from the experience?
11. What would you change if you did this again?
12. Can you apply what you learned in different situations?
13. What did others gain from the experience?

The most important aspect of evaluation is self-evaluation by the student

Reflection is?

- Done alone or with others
- Honest
- Helpful for planning
- About thoughts, feelings, and ideas
- Necessary for learning
- Building self-awareness
- Personal
- Sometimes creative
- Sometimes easy
- What I did, combined with how I felt
- Sometimes difficult
- Surprising
- Adding perspective
- Done in many different ways

Reflection can appear in countless forms.

CAS students should be able to identify forms of expression that have personal meaning and best enable them to explore their experiences. For example:

- A student might take photographs while hiking and use these to reflect in writing.
- Two students could compose a song describing how they helped children.
- A student might dramatize a poem to capture a feeling of creative endeavour.
- A student could produce a short video summarizing a CAS experience.
- A group of students create a poster highlighting aspects of a shared experience.

The detailed learning outcomes

Outcome 1	Identify own strengths and develop areas for growth	<ul style="list-style-type: none"> • Is aware of own strengths and weaknesses • Is open to improvement and growth opportunities • Is able to propose activities according to own interests and talents • Is willing to participate in different activities • 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
Outcome 2	Demonstrate that challenges have been undertaken, developing new skills in the process	<ul style="list-style-type: none"> • 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
Outcome 3	Demonstrate how to initiate and plan a CAS experience	<ul style="list-style-type: none"> • Is able to articulate 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 series of CAS experiences
Outcome 4	Show commitment to and perseverance in CAS experiences Demonstrate how to initiate and plan a CAS experience	<ul style="list-style-type: none"> • 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

Outcome 5	the skills and recognize the benefits of working collaboratively	<ul style="list-style-type: none"> • The ethics of choices and actions • 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
Outcome 6	Demonstrate engagement with issues of global significance	<ul style="list-style-type: none"> • 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
Outcome 7	Recognize and consider the ethics of choices and actions	<ul style="list-style-type: none"> • Recognises 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

Learning outcome 6

The approach “think global, act local” has importance when planning a CAS programme. While students may be tempted to travel overseas as a way to engage with issues of global significance, the same or comparable issues are typically found in communities and environments closer to schools, often in their own locality. Local situations allow for more convenient and sustainable opportunities for students to engage in issues that have global significance over time and to see the longitudinal impact of their participation. This may also allow for developing purposeful relationships with community members and to see the evolution of reciprocal benefits for all involved.

The following list contains suggestions for issues of global significance. The list can be used to provide ideas to students designing their individual CAS programmes. Many of these may be applicable for CAS experiences and a CAS project. Please note that the list is not complete and students will find issues of global significance not listed, particularly what is currently occurring in their own communities.

The United Nation’s Millennium Development Goals also provides a list of issues of global concern.

- Goal 1: Eradicate extreme poverty and hunger
- Goal 2: Achieve universal primary education
- Goal 3: Promote gender equality and empower women
- Goal 4: Reduce child mortality rate
- Goal 5: Improve maternal health
- Goal 6: Combat HIV/AIDS, malaria and other diseases
- Goal 7: Ensure environmental sustainability
- Goal 8: Develop a global partnership for development

The full list of goals, targets and indicators found at the United Nation’s Millennium Development Goals website may provide more opportunities and ideas for potential CAS experiences or CAS projects that would involve students engaging with issues of global significance on a local level.

Some examples of appropriate CAS experiences that provide scope for showing achievement in this learning outcome include:

- Raising awareness of a global issue through a focused campaign
- Participating in organised global issue projects
- Supporting local programmes engaged in specific educational campaigns
- Assisting local communities in integrating the principles of sustainable development
- Developing sustainability projects at school or in the local community, such as recycling bins and saving energy
- Planning and implementing a school waste-management policy
- Leading awareness events at school about air pollution
- Becoming involved in the delivery of a computer-literacy project in a local community
- Developing an urban community garden
- Teaching hand-washing lessons at local kindergartens as a part of UNICEF’s hand-washing campaign
- Organising a “Love your ocean” day at school
- Raising awareness about human trafficking
- Building a storm-water garden to reduce storm-water runoff
- Creating a campaign to raise awareness among tourists about fragile local ecosystems
- Tutoring refugees after learning about gender equity in education
- Leading resume workshops for people who are unemployed
- Distributing resources for emergency safety

CAS Experiences Collection Form

Name: _____

	Activity	Learning Outcomes							Hours
		1	2	3	4	5	6	7	
1									
2									
3									
4									
5									
6									
7									

For each activity, tick the learning objective that you are going to cover.

CAS experience details

Description of Activity							
When and how often						Approx. hours	
Address Details Where							
Name and contact details of Supervisor : Address Telephone Number							

Creativity		Activity		Service			
Single CAS experience		Series of CAS experiences		CAS project			
CAS learning outcomes addressed	1	2	3	4	5	6	7

CAS Reflection

Name:

Activity:

Identify which of the following learning outcomes were applicable to this experience and in what way

1

Identified my own strengths and areas for growth.

2

I undertook new challenges and developed new skills.

3	I demonstrated how to initiate and plan a CAS experience.	
4	I demonstrated commitment to perseverance in this CAS experience.	
5	I demonstrated the skills and recognised the benefits of working collaboratively.	
6	I demonstrated engagement with issues of global significance.	
7	I recognised and considered the ethics of choices and actions.	

CAS individual student completion form

Student Name: _____

	Learning Outcome	Nature/Location of evidence
Outcome 1	Identify own strengths and develop areas for growth	
Outcome 2	Demonstrate that challenges have been undertaken, developing new skills in the process	
Outcome 3	Demonstrate how to initiate and plan a CAS experience	
Outcome 4	Show commitment to and perseverance in CAS experiences	
Outcome 5	Demonstrate the skills and recognize the benefits of working collaboratively	
Outcome 6	Demonstrate engagement with issues of global significance	
Outcome 7	Recognise and consider the ethics of choices and actions	

Name of CAS adviser: _____ CAS adviser's signature _____ Date _____



IB learner profile

The aim of all IB programmes 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.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.