



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:

1. **Increased awareness of your strengths and areas for growth**
 “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. **Undertaken new challenges**
 “A new challenge may be an unfamiliar activity, or an extension to an existing one.”
3. **Planned and initiated activities**
 “Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.”
4. **Worked collaboratively with others**
 “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.”
5. **Showed perseverance and commitment**
 “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.”
6. **Engaged with issues of global importance**
 “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. **Considered ethical implications**
 “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.”
8. **Developed new skills**
 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.

Note: All eight 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.

At least one of your CAS projects must span a continuous 1 month and your CAS activities must span 18 months (with no gaps).

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, signed timesheets showing evidence of your work to meet the Learning Objectives stated in your proposal (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 must convince a panel that he/she met the objectives of CAS to qualify for the IB diploma.

- **Examples of CAS projects**

- **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**

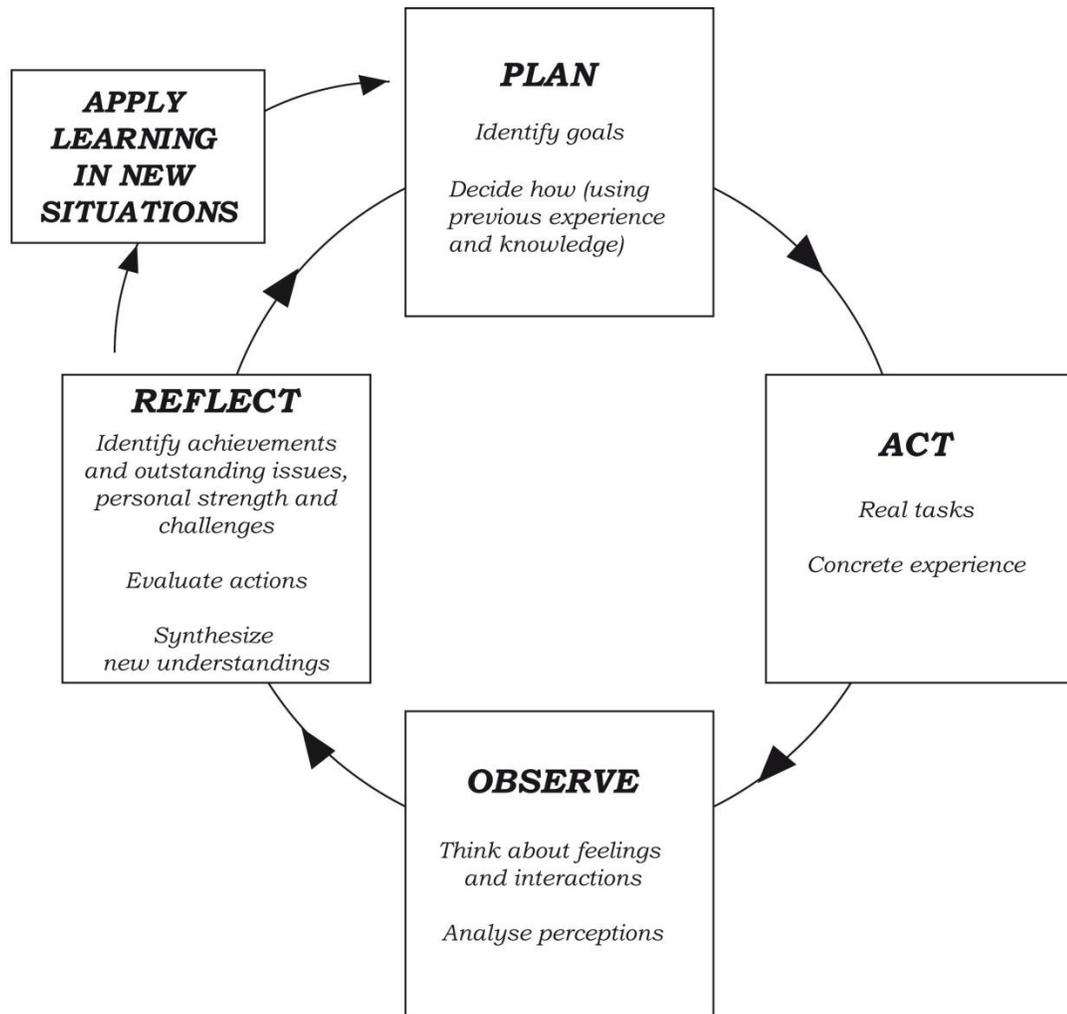
- **What is NOT CAS?**

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.**
 - **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 service.**
 - **Complete the form “Does my Activity Qualify as CAS?”**
 - **Consult the calendar in this packet and note all important dates/deadlines.**
 - **Login to Managebac and engage in a tutorial to learn how to use it. Decide on a first project and submit a proposal via Managebac. The project should include:**
 - **The Name/Type of project or activity**
 - **Whether the project meets the criteria for Creativity, Action or Service (or a combination)**
 - **The Learning Outcomes you hope to achieve by working on this project**
 - **The name of the agency/team/club AND the name and phone number (or email address) of the adult who will supervise your activity**
 - **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”**
 - **“Brainstorming Ideas” form and “Does My Activity Qualify as CAS?” form**
 - **Completed proposal on Managebac**

- **Once you have completed your initial interview and your project(s) has been approved:**
 - **Keep track of your activities and log them into Managebac. Many colleges will ask for evidence of perseverance and commitment – a log of your activities 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, pod casts, imovies etc. to Managebac documenting your growth. (Please see sample reflections). 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. 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 INTAKE 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 to you have?**
- 7. Describe your typical day. What days/times are you available to work on CAS?**

BRAINSTORMING IDEAS

Your plan will most probably adapt over time as you reflect on your activities and your interests and preferences change. This plan therefore is not set in stone, but is an excellent place to start.

In which activities will you get involved? (You can place an activity in more than one box).

	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 ACTIVITY QUALIFY AS CAS?

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

Activity title: _____

Is this activity intended to meet the Creativity, Action or Service requirement (or a combination)? How?

Is the activity a new role for me?

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?

Name of Supervisor:	
Email:	
Phone Number:	

CAS CALENDAR

In the Spring of your sophomore year, an orientation meeting will be held for potential 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"> Complete the Intake Form and Brainstorming Ideas worksheets Schedule an initial interview with Ms. Halloran Submit CAS Contract signed by you and your parents 	<ul style="list-style-type: none"> Student progress checkpoint. Students should make sure that they have met or have a plan to meet learning outcome #6 (engage in issues of global importance)
September	<ul style="list-style-type: none"> Initial interview must be completed by October 1 Choose CAS activities/Get approval 	<ul style="list-style-type: none"> Ms. Halloran will review each student's progress in CAS and contact students and their parents that have not been meeting the CAS requirements.
October	<ul style="list-style-type: none"> At least one project should be underway 	
November	<ul style="list-style-type: none"> Student progress checkpoint 	<ul style="list-style-type: none"> Student progress checkpoint. Students should plan to complete their CAS requirements by February. Make any final adjustments to projects at this time.
December		
January	<ul style="list-style-type: none"> Student progress checkpoint Students should consider their progress with Ms. Halloran and adjust their activities as necessary. 	<ul style="list-style-type: none"> Student progress checkpoint
February		<ul style="list-style-type: none"> Students begin to assemble 10 pieces of evidence and final reflections (must include at least 10 sample reflections) Schedule Final CAS Interviews Final CAS Interviews Begin
March	<ul style="list-style-type: none"> Student progress checkpoint 	<ul style="list-style-type: none"> Final CAS Interview should be completed
April		<ul style="list-style-type: none"> CAS should be completed
May	<ul style="list-style-type: none"> Student progress checkpoint Students should have met at least 4 learning outcomes and should have engaged in at least two projects involving creativity, action and service (or a combination of two) Orientation & Initial interviews begin for incoming 10th graders 	<ul style="list-style-type: none"> IB Exams
June	<ul style="list-style-type: none"> Student progress checkpoint Set CAS goals for the summer 	<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 activities that were real, purposeful activities with significant outcomes; involved personally challenge; required thoughtful consideration and reflection on outcomes and personal learning.**
- 2. I can demonstrate that I accomplished all 8 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 “super project” that involved collaboration and integration of at least two of creativity, action and service and was of a significant duration.**
- 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 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 an 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: _____