



Creativity, Activity, Service Handbook

For students graduating in June 2020 and 2021

Edmonds-Woodway High School

7600 212th Street SW

Edmonds, WA 98026

**Adapted from the International Baccalaureate Creativity, Activity, Service Handbook
and the work of IB schools around the Pacific Northwest and the world!*

Table of Contents:

IB Mission	Page 3
IB Learner Profile	Page 4
What Is CAS?	Page 5
The Aim of CAS	Page 5
What Defines the Three Strands: Creativity, Activity, Service	Page 5
When?	Page 5
What?	Page 6
How?	Page 6
Is It CAS?	Page 6
The BIG NO	Page 7
Is There A Plan?	Page 7
Examples of CAS	Page 8
CAS Projects	Page 9
Reflections	Page 10
Supervisors	Page 10
Deadlines Are Real	Page 10
Using Managebac	Page 11
School Responsibility	Page 12
Contact	Page 12

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

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.



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What is CAS?

Creativity, activity, service (CAS) is at the heart of the Diploma Program. It is one of the three essential elements in every full-IB student's Diploma Program experience (along with TOK and Extended Essay). It involves students in a range of activities alongside their academic studies throughout the Diploma Program. ***Successful completion of CAS is a requirement for the award of the IB diploma.***

The Aim of Creativity, Activity, Service (CAS)

Because you are more than just a student behind a desk, CAS is intended to move you out of the academic arena and help you learn through life experiences. We know you are involved in many interesting activities! Celebrate them – and consider how these activities help you to become a better person. CAS is about:

- Reflective thinkers – you understand your own strengths and limitations, identify goals and devise strategies for personal growth
- The willingness to accept new challenges and new roles
- Awareness of yourself as a member of communities with responsibilities towards each other and the environment
- Being an active participant in sustained, collaborative projects
- Balance – you enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences

What defines the three strands of CAS?

CAS is organized around the three strands: **creativity**, **activity** and **service**, defined as follows:

- **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

When?

The CAS program formally begins at the start of the Diploma Program – the first day of the Junior Year - and continues on a weekly basis for at least 18 months, with a reasonable balance between creativity, activity, and service.

What?

Students engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Students must complete a **CAS project** of at least 35 hours in length – that extends beyond one month's duration – and 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. Full-IB Students complete their CAS project with at least one other full-IB student.

How?

All CAS students are expected to maintain and complete a **CAS portfolio** (in Managebac) as evidence of their engagement with CAS. The CAS portfolio is **a collection of evidence and reflections** that showcase CAS experiences.

Completion of CAS is based on student achievement of the seven CAS learning outcomes:

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

Is it CAS?

- real, **purposeful** experiences with **significant outcomes**
- personal **challenges**— tasks that **extend** students and are achievable
- **thoughtful consideration** demonstrated through planning, reviewing progress, and reporting **reflection** on outcomes and **personal learning**

The BIG NO

Are your feet off the ground? Are you breathing air with an assistive device? Is there a threat to your physical safety? **If you answered YES...the CAS answer is (in all likelihood) NO.**

Remember: You cannot begin a CAS experience until it is carefully planned – and it can only count as a CAS experience if the CAS Coordinator approves your plan BEFORE you begin.

Is there a PLAN?

Students will use the five CAS stages for all extended experiences (including the CAS project):

- 1. Investigation and Approval:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address. They seek approval from the CAS Coordinator for their experience.
- 2. Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
- 3. Action:** Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.
- 4. Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
- 5. Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

Examples of CAS

This is not a list of things to do; this is only a list to brainstorm ideas:

Creativity

- Active (creative) participation in a school club or organization
- Melloaires / Chamber Orchestra / Jazz Band / etc.
- Play / Musical / Drama Club
- Art / Music/ dance lessons
- Cooking Classes
- Creative writing

Activity

- All school-based teams
- Intramural activities
- Community sport activities
- Yoga/Walking
- Working out/Hiking (be mindful of having a proper mentor/documentation)
- Students Saving Salmon estuary cleaning days
- NHS building beautification days
- A service/creativity activity with a physical component

Service

- ASB / Student representative on district or building committees / Senate
- Fundraising or awareness campaigns
- Volunteering at Swedish Hospital / camp / Edmonds Senior Center
- Writing Club / Volunteer tutoring
- Edmonds Food Bank / Food Lifeline / Habitat for Humanity
- Waste Warriors / Saving Salmon Club

CAS Projects

CAS projects must be comprised of at least 2 of the 3 CAS components. The projects must be done over a longer period of time and be at least **35 hours** long. They must also be done with at least 1 other full IB student. You **must** get your CAS project approved by Mr. Stewart before starting it. CAS project hours are included in the total required hours for CAS completion. Some examples:

- Creativity and Activity: A student group plans, designs, and publishes an on-line hiking blog.
- Activity and Service: Students organize and participate in a sports event including training sessions and matches against other teams.
- Creativity and Activity: Students choreograph a routine for their marching band.
- Service and Activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.
- Service and Creativity: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.
- Creativity, Activity, and Service: Students rehearse and perform a dance production for a community retirement home.

Are you a Junior? There are always Seniors looking for Juniors to help them on CAS projects. It's great when students collaborate across Y1 and Y2 of the IB program.

Are you in a school club? Think about some of the long-term projects that your club might be thinking about (creating a schoolwide assembly; visiting district elementary schools and helping to tutor afterschool; building-wide beautification projects) and plan some CAS around those ideas!

Check with Mr. Stewart for information about existing CAS projects such as **Students Saving Salmon** and **DECA**.

Reflections

Reflections are KEY to the CAS program. Each experience must have a reflection uploaded in Managebac. Think of “reflecting” as a verb, not “reflection” as a noun. Reflecting is a type of thinking you do in regards to your activity. The reflective entry is simply those thoughts put into writing.

Elements to strong reflections:

- Describe what happened: Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- Express feelings: Students articulate emotional responses to their experiences.
- Generate ideas: Rethinking/re-examining choices and actions increases awareness about self and situations.
- Ask questions: Questions about people, processes or issues prompt further thinking and inquiry.

Evidence

Each experience must have supporting evidence uploaded to Managebac (photos, app maps, website links, videos, etc) or they cannot be verified and marked as complete.

Supervisors

Each CAS experience must have an adult supervisor to sign-off on the successful completion of the task or project. The supervisor must understand the nature of CAS and their contact information must be provided during the planning stage of the CAS experience. The supervisor cannot be a parent.

Deadlines Are Real

Successful completion of CAS is required for full-IB diploma students to graduate, so recognize that our CAS deadline are real. Failure may lead to non-graduation or removal from the full-IB cohort.

January-June, 2020: All Juniors must complete the planning of their CAS, including the creation and documentation of their CAS Project.

December 1, 2020: All Seniors must begin their CAS Project by December 1 in order to complete the project – and the reflections – prior to the deadline.

March-April, 2020: During this time, the clock begins to narrow on your timeline. Expect to see quite a lot of Mr. Quinn and Mr. Stewart if you are not making adequate progress on CAS.

April 1, 2020: Formal warning to parents for students who have not completed CAS.

May 1, 2020: All CAS activities, reflections, and interviews must be complete. Students with incomplete CAS will be dropped.

Using Managebac

All planning – and documentation of CAS – happens on Managebac. You may begin proposing CAS experiences online as soon as you begin your CAS planning. Remember to meet with Mr. Stewart to go over the plan, evidence, and outcomes.

Questions about how to document in Managebac? See your notes from Mr. Stewart's meetings, or check the "How To" guide for students, linked in Managebac.

Writing A Proposal

- **Description:** A simple 4-5 sentences explaining the who, the what, the where, and something about the why.
- **Learning Outcomes:** Click no more than 2-4 per experience. For every Learning Outcome, you should have an element in the reflection.
- **Goals:** Clearly define how your ideas for the "Description of CAS Experience and Goals" connect to the goals portion of your description. You may need to revisit your description and add to it.
- **Supervisor:** Remember, it cannot be a parent or relative. Choose an adult over 18 who monitors your efforts and provide an email address. Remember, we will verify your experiences and their ability to supervise your hours. If you need to print out a completion form, Managebac allows you to do that easily in the bottom right of the screen within each experience.

Tracking Experiences and Goals

Managebac does all the work for you. From the Coordinator side, we can check in on you at a glance to watch your progress – or see if we need to reach out and give you some assistance.

IB Diploma Class of 2020 (Grade 12 - IB)

Overview Plans CAS Extended Essay Theory of Knowledge Messages Calendar Files Members

Philharmonic Orchestra

Ongoing School-based Individual 55 hours

While in Philharmonic Orchestra I will work on improving my technique, collaborate with other students within the orchestra, share music with the community, work on performance skills, and working on my musical expression.

Soundview School: Orchestra Volunteer: Junior Year

Ongoing School-based Community-based Individual Direct 35 hours

I will be helping the orchestra students play their parts, play with them, help them figure out and write fingerings in their music, help them with and write in bowings, and guide them if they get lost while playing. Soundview middle school doesn't...

Student Saving Salmon Monitoring

Reviewed Community-based 2 hours

I walked to four different sites at the Edmonds Marsh and collected data on the conditions of the various parts of the marsh

Student Saving Salmon Monitoring Summer 2019

Reviewed Ongoing School-based Community-based Research 6 hours

I will walk to various waterways in the Edmonds area and collect data on the water quality. The data collected will be used to help determine what problems these specific waterways are facing and how to make them viable for salmon.

School Responsibility

Mr. Stewart is the CAS Coordinator for Edmonds-Woodway High School. During the month of June, Mr. Stewart engages the incoming Junior cohort with a series of presentations so they can get started with CAS the instant we return in the fall – when the Juniors start their IB journey.

Throughout the fall and winter, Mr. Stewart completes a variety of presentations so students understand the role of planning - and reflection - in CAS. He will help students to identify personal goals, review evaluations, help to answer questions, and serve as a mentor through the CAS process. In addition, he will hold a minimum of three individual interviews during the time of your CAS work.

As the CAS Coordinator, Mr. Stewart he will also monitor and approve the range and balance of activities you are undertaking, support you in your consideration of ethical or global concerns, help you develop your powers of reflection, provide feedback on your ongoing reflections, and help you develop as a reflective CAS practitioner. This includes feedback and response to your portfolio entries.

Throughout the year, both Mr. Stewart and Mr. Quinn (the IB Coordinator) will post CAS ideas and a variety of local events on Managebac that may be of interest to you in your work on CAS.

Contact Information for CAS and the IB Program

If you have any questions about CAS, please ask Mr. Stewart. He has an open Advisory every day in the C200 office area. In addition, he is available to meet during Period 4 on Tuesday, Thursday, and Friday.

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