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*III Liceum Ogólnokształcące  
im Marynarki Wojennej RP w Gdyni  
International Baccalaureate World School 0704*



## ***Creativity, Activity, Service Manual***

### 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. 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 IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21<sup>st</sup> century. The attributes of the profile express the values inherent to the IB continuum of international education

**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.

## INTRODUCTION

CAS encourages you to **explore interests, take risks** in trying new things, and gives you the opportunities to **directly apply your learning by taking action for the sake of your community**. *The climate change is a concern for you? You have chosen EES? You want to become a real change maker? Think about applying or sharing you know-how in a CAS PROJECT dedicated to your community!*

*Here is an example: year 2022 students wanted to encourage kids from a local primary school to eat less meat in order to decrease the impact it's production has on the environment through workshops and a mural in the city centre <https://www.youtube.com/watch?v=18SKESC5WOA>*



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

*Let's illustrate it with an example. Since 2017, IBO students in our school have been engaged in a reading programme in primary schools and kindergartens. It's a carefully planned, sustained, collaborative effort. Students purposefully reflect on the books they chose in our local library in order to address issues that are troubling the kids such as bullying, exclusion, racism etc.*

*Our visual arts and polish HL students even create their own books! They carefully prepare how they will read the books and what activities will follow (drama, painting, discussion). This is creativity and service.*

<https://www.youtube.com/watch?v=-Uz6GfGzscq>



A CAS experience must fit within one or more of the CAS strands, develop the attributes of the **IB learner profile** and not be used or included in the student's Diploma course requirements, but again it's your opportunity to directly apply what you are learning, and by doing so you have the best **opportunity for growth!** You are free to engage in whatever rocks your boat (and to try something new).

*Last but not least* it's crucial that you **reflect** on what you (plan to) do and why and what you learnt. From a more pragmatic point of view, it will be a precious piece of your CV for your university application.

CAS work is completed over an **18 month** time period. While there is no set requirement of hours, it is a general expectation that you are **regularly participating in CAS experiences**. It is expected that **each of the three CAS strands are represented in your work**, and there is **evidence of each of the seven learning outcomes**. Remember! **Reflection** is an integral part of growth (what did you learn? how? why? what for?). For each experience you need a **supervisor**, a professional adult that will support you and certify what you did and how was it done. We strongly recommend you ask a school teacher to be your supervisor.

**A CAS Project** must include at least two of the strands (creativity, activity or service) and spans the time of a month or more. A workshop on project implementation will be offered by your CAS advisor at the start of DP1. When you have gathered your team and made some brainstorming (*identify a problem, why and how you want to address it, what are your resources? what risks will you have to manage?*), you will meet with your CAS advisor to discuss it. Your CAS advisor is here to help you handle any doubt or difficulty! Your team will have **to meet with your advisor** at least one more time for a final reflexion where you will focus on learning outcomes i.e. you will tie together what did you learn and present it in your **caslog**.

At each stage don't forget to reflect alone or with the help of your cas advisor (and leave a trace of it in your Managebac caslog!). Smart tip: While many students find it most convenient to write reflections, other forms may be used – videos, posters, presentations, conversations with advisor, email, photographs, speeches, etc. All forms of reflection should show evidence of learning outcomes, not just be a recap of the activity.

CAS is informal learning, where you can really have an **impact** on a **local or global scale** if you want like those year 2017 students making an international project in the context of the refugee crisis witch finalyy hit 13 countries/ 4 continents (and was short-listed to European Evens Prize for Peace Education)

<https://www.youtube.com/watch?v=5LUQXzc7i-4>





Do want to learn more? Your CAS advisor will explain the details during regular meetings and you can contact him at his office or by caslog.

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### *Creativity, Activity, Service in points*

I. *Creativity, Activity and Service (CAS)* constitute the Core elements of the IB Diploma Programme, the aim of which is to shape and improve students':

- mind and artistic skills (*Creativity*)
- physical skills (*Activity*)
- social awareness and empathy (*Service*)

II. CAS goals

1. The main goal of the CAS programme is to raise awareness among the students of various needs of their environment and different communities, as well and their own needs, abilities and potential, and enable them to develop by personal participation in various forms of volunteering, creativity and physical activities.
2. Direct contact with other people, establishing responsible relationships with people and the surrounding environment is of utmost importance.
3. The aim of the tasks performed as CAS is to deepen the awareness of the world problems, arouse curiosity, develop creative skills, shape group work skills, independence and responsibility in decision making.

### III. CAS requirements

#### 1. *Creativity*

Creativity covers a broad range of activities connected to arts. Students can learn to dance, play an instrument, draw, paint, act in an amateur theatre, create photography, etc. The important part is working in a group and the activity should be new for the student. The activity can end in a bigger project, for example an exhibition or a theatrical production.

#### 2. *Activity*

The main aim is students' physical development and undertaking new forms of activities. Students fulfil this part of the programme by doing sports, preferably group sports (one sport is one new experience), playing in sports clubs, participating in hiking camps, and tourist or sports trips. Undertaking a physical activity aims at developing personal interests, working on your body, helping people in need.

#### 3. *Service*

The goal of service is to help those in need. Working for others, and with others, within the school community, one's local community or for people from outside the country – in cooperation with other IB, charity organizations or NGOs – is what constitutes service.

Within service students take action for those in need by for example:

- taking care of old people in their homes or hospices,
- meeting children in children's homes, help in learning and the organization of events,
- working in schools and preschools for disabled children, in hospices or hospitals (mainly at children wards), in socio-therapeutic common-rooms, helping underprivileged children to learn.
- volunteering in animal shelters

#### 4. Within the framework of CAS a student is obligated to:

- a) for at least 18 months be constantly engaged in doing activities covering all elements of CAS in a balanced ratio
- b) develop the features of IB Learner Profile
- c) pursue the '*8 learning outcomes*' of IB:
  1. *Awareness*
  2. *Initiative*
  3. *Commitment*
  4. *Ethics*
  5. *Challenge*
  6. *Collaboration*
  7. *Global Value*
  8. *New Skill*
- d) systematically write reflections on undertaken activities.

5. Fulfilling *Creativity, Activity, Service* is a mandatory requirement for the IB diploma.
6. The school has appointed CAS coordinators who assist supervise students' in their Creativity, Action and Service endeavours.

#### IV. School requirements for CAS

1. Getting credits for CAS is based on activities, and meetings with the coordinator, which are documented by the student in the so-called caslog on Managebac.
2. Keeping the caslog CAS, the student is obliged to:
  - a) log in to *caslog* at the latest a week after getting an e-mail confirmation of creating the ManageBac account
  - b) present a general plan for CAS for the first term to CAS coordinator within a month after logging in, and for the following terms by the deadline given by the coordinator.
  - c) upload information about every planned activity before starting it, taking into consideration:
    - the approximate time during which the activity will be undertaken
    - the place where the activity will be realised
    - the planned learning outcomes
    - personal and contact information of the supervisor
  - d) begin an activity after getting approval from the coordinator (an activity not approved by the coordinator may not be taken into account)
  - e) systematically post (once a week) in *caslog* materials (in various forms) that are an evidence of your involvement in an activity: photos, videos, photos of diplomas, certificates, illustrations, your work, etc.
  - f) after completing each activity write and explain in the *caslog* which of 8 goals (*learning outcomes*) have been achieved and submit FINAL REFLECTIONS containing a detailed summary of the activity not later than a month after finishing the activity
  - g) present in the *caslog* a filled supervisor form

V. The condition that is to be fulfilled to get promoted to the final year of the IBDP programme and/ or be registered for the examination session, is the completion of the CAS requirements that can be found in the 'CAS Manual' respecting the form and schedule set by the DP and CAS coordinators

VI. After the first term and at the end of the school year, the student receives entries:

- 'completed' - if the student fulfills all the CAS programme assumptions
- or
- 'not completed' - if the student does not fulfill the programme assumptions

VII. As a consequence of receiving the entry 'not completed' after the end of the school year, the student does not receive promotion to the final year or the certificate of high school graduation

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## Examples of CAS experiences

*From: Creativity, Activity, Service teacher support material*

[https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d\\_0\\_casxx\\_tsm\\_1504\\_2\\_e&part=2&chapter=3](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_0_casxx_tsm_1504_2_e&part=2&chapter=3)

The following table provides a brief list of possible CAS experiences. An experience listed here does not guarantee it would be an appropriate CAS for a particular student.

<b>Creativity</b>	<b>Activity</b>	<b>Service</b>
Photography	Aerobics	Create a community environmental group
Tournament organization	Badminton	Organize a basketball tournament for children at a community centre
Event management	Basketball	Get involved in a beach clean-up
Website development	Personal gym programme	Assist in obtaining funds for a community garden
Choir	Kickboxing	Teach computer skills to those in need
Speech and debate club	Triathlon	Design and host a community film and discussion event featuring current issues
Drama production	Rugby	Implement a recycling programme
Journalism	Soccer	Create a petition to present to local government
Making a short documentary	Tournament participation	Work in an orphanage with regularity
Music/band	Surfing	Create awareness for a non-governmental organization (NGO)
Learning an instrument	Swimming	Be a student council representative
Art lessons	Trekking	Provide peer tutoring to junior students
Fashion show	Tai chi	Plan, participate and implement an activity for an international day of recognition
Talent show	Tennis	Take an active role in a community club

### More examples of CAS experiences

✓ Editor of the Economics Society newsletter (**creativity**): The editing, typesetting and page layout all involve the need for creative problem-solving from a practical point of view as well as to achieve a pleasing aesthetic.

✓ Teaching Chinese to a Chinese ethnic minority group in northern Thailand (**creativity and service**): The development of lesson plans and teaching materials involves creativity. The students being taught are members of a community displaced from their homeland. Cultural identity and native language education have suffered and, as such, this can be classified as a service experience.

✓ Yoga course (**activity**): Flexibility and core strength development means this qualifies as an activity experience.

✓ Vioitar (**creativity**): An accomplished violinist explores playing his violin like a guitar, uploading several completed pieces to YouTube. The extension of an existing skill with strong innovation aspects means this is a creativity experience.

✓ Student Union Executive Committee (**creativity and service**): A student serves the school and student body by arranging experiences that improve community within the school and by representing student voices to school management. All the planning and presenting involves significant creative problem-solving.

✓ Dance class (**creativity and activity**): The cardiovascular fitness, flexibility and muscle strength development adds up to an activity experience. The interpretation and expression of emotions through movement of the body satisfies the creativity strand.

✓ Translation and administration work at an organization helping people with obtaining asylum (**service**): The small NGO assists refugees with the complicated process of obtaining asylum and other essential services. The time-consuming and challenging work of translating documents meets the requirement of the service strand.

✓ Home restoration for an elderly population (**activity and service**): This project assists with the renovation of homes for the elderly and meets the service strand. The hard physical work of renovating houses on a continual basis meets the activity strand.

**You will find an extended list of possible CAS experiences and samples of CAS reflections in the IBDP section of the school website.**

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**The CAS coordinators are here to assist you in your experiences. Never hesitate to ask for advice or guidance.**