



Growing Future Leaders

THE NATURE OF CREATIVITY, ACTIVITY, SERVICE

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

CAS—Creativity, Activity, and Service—takes seriously the importance of life outside the world of scholarship, providing a counterbalance to the academic absorption some students may feel within a demanding school curriculum. The creative, physical, and social development of human beings can be shaped by their own experiences. Participation in CAS encourages students to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. The IB goal of educating the whole person comes alive in an immediate way when students reach beyond themselves and their books.

CAS should extend you. It should challenge you to develop a spirit of open-mindedness, lifelong learning, discovery, and self-reliance. It should encourage the development of new skills on many levels: for example, creative skills, physical skills, and social skills. It should inspire a sense of responsibility towards all members of the community. It should also encourage the development of attitudes and traits that will be respected by others, such as determination and commitment, initiative, and empathy.

The aims of the CAS program are to develop students who are:

- reflective thinkers – they understand their own strengths and limitations, identify goals and devise strategies for personal growth.
- willing to explore new possibilities, embrace new challenges and adapt to new roles.
- aware of themselves as members of local and global communities with responsibilities towards each other and the environment.
- active participants in planned, sustained, and collaborative projects.
- balanced – they enjoy and find significance in a range of activities involving intellectual, physical, creative, and emotional experience

Your CAS journey will include:

- Real, purposeful activities, with significant outcomes
- Personal challenges – tasks must extend you and be achievable in scope.
- Thoughtful consideration, such as researching, planning, reviewing progress, reporting.
- Reflection on learning outcomes and personal growth.
- A mix of CAS experiences and at least one CAS project

IB CAS AT SUMTER HIGH SCHOOL

The following list represents some of the possible areas in which Sumter High School students may choose to become involved. IB students design their own CAS experiences based on their personal goals and interests.

CREATIVITY: *Exploring and extending ideas leading to an original or interpretive product or performance.*

Creativity is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum which include creative thinking in the design and carrying out of service projects. This could involve dance, theatre, music, debate, filmmaking and art, for example. Students should be engaged in group activities whenever possible, and *always* in new roles. Nevertheless, individual commitment to learning an art form is allowed. Creative activities should have a definite goal or outcome. They should be planned and evaluated like all CAS activities.

NOTE: Acceptable CAS activities are not merely —more of the samell – more dance practice, more concerts with the school band, and so on. This can present something of a challenge where, for example, a student is a dedicated instrumental musician. It would be artificial to rule that something that is both a pleasure and a passion for the student could not be considered part of the CAS experience. However, one of the CAS principles is **personal challenge** – tasks must extend the student and be achievable. Perhaps the musician can learn a particularly difficult piece or different style of playing, in order to perform for an audience. The context could be a fund-raising activity, or the student might give a talk to younger children about the instrument, with musical illustrations. When demonstrating creative expression, students may showcase their product or performance in a variety of ways, for example, through a recording, a presentation, an exhibition, social media or shared discussion.

SOME EXAMPLES OF CREATIVITY ARE INVOLVEMENT WITH:

- a band, orchestra, or chorus
- the Sumter Little Theatre
- SHS Drama productions
- multi-media presentations for a teacher/staff member/administrator
- yearbook or newspaper staffs (after school hours)
- the Sumter County Museum
- the Sumter Gallery of Art
- Model UN
- Translator/Interpreter for our non-English speaking community (Ex.: translate local restaurant menus into Spanish)
- Organizing exchanges with SHS international students
- Establishing a liaison with low-achieving students in tutorial or other academic settings.
- Solitary experiences such as composing music, developing a website, writing a compilation of short fiction stories, designing furniture, or creating arts and crafts.

ACTIVITY: *Physical exertion contributing to a healthy lifestyle.*

Activity can include participation in individual and team sports, aerobic exercise, outdoor recreation, fitness training, expeditions, and physical activities outside the normal curriculum; it also includes physical activity involved in carrying out creative and service projects. Incorporating the service element can enhance both creativity and action.

NOTE: Similar considerations apply here as with creativity. Outstanding athletes will not stop training in order to engage in some arbitrary physical activity. However, —extendingll the student requires going further. Expand your personal goals, explore different training models or become involved in a new sport. If the chosen sport is entirely individual, perhaps a team game could be tried as well. Activity may involve teaching the skills and knowledge of the sport to others. In all CAS activities, planning, setting goals and reflecting are

essential. **SOME EXAMPLES OF ACTIVITY ARE:**

- School or community sponsored sports—football, basketball, tennis, volleyball, cheerleading, soccer, baseball, softball, track, cross-country, flag line, golf, swimming
- ROTC Color Guard
- SHS Marching Band
- Dance
- Gymnastics
- Coaching or teaching your sport or art to young children
- Solitary experiences such as working out at a gym, bicycling, or swimming and must be over an extended duration of time.
- Design your own proposal for approval

SERVICE: *Collaborative and reciprocal engagement with the community in response to an authentic need with the aim of understanding your capacity to make a meaningful contribution to your community and society.*

Service projects and experiences are often the most transforming element for the individual student. Service involves interaction. Through service, you develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for your actions. Service activities should not only involve doing for others but also doing things with others and developing a real commitment with them. The relationship should therefore show respect for the dignity of others.

Moreover, there is an advantage to conducting service locally. Local interactions allow for developing relationships, observing and participating in sustained change and meeting challenges through collaboration. **“Think Globally; Act Locally”.**

When a CAS project addresses the CAS strand of service (known as service project), students must take into account the opinions and expectations of others involved and focus on meaningful and authentic needs to ensure actions are respectful and reciprocal. Awareness of the possible impact and consequences of the students’ actions should be part of the planning process. Where possible, service projects should involve working alongside community members with ongoing communication. When the service project involves the use of an external facilitator such as a non-government organization or a commercial provider, care should be taken to ensure that the facilitator acts in accordance with the IB mission statement and CAS requirements. A service project that includes interaction with and appreciation of diverse social or cultural backgrounds can increase international-mindedness and engagement with issues of global significance. International service projects are acceptable if clear goals and outcomes are established, understood, and based on the expectation of compelling benefits expected for all stakeholders. If a service project is conducted outside the local context, it is recommended that there is some form of continuation. For example, students could research the community served and educate themselves further about the issues involved, develop an advocacy program for the served community, or develop greater awareness of a related need in their local community leading to some form of local action. This may inspire the next group of CAS students.

For any service project it is important to ensure that there is:

- a genuine need for the service project, which has been stated and agreed upon by the potential partners
- if required, a liaison officer who has a good relationship with the community where the service project is based
- an understanding of the level of student participation that is feasible in the service project
- a clear assessment of potential risks to participating students
- approval from the school administration for the service project
- a demonstration of how the CAS stages were followed
- a thorough evaluation of the benefits of the service project for all involved.

Purposeful relationships between students and community members leading to sustainable service projects are potentially the most rewarding for all concerned. As community needs change, students' responses should also evolve to meet these new circumstances. When a service project initiated by one group is adopted by other students, the new students must ensure the need is authentic or make the necessary adjustments and ensure their contribution is relevant.

NOTE: It is essential that service activities have learning benefits for you. Otherwise they are not experiential learning (thence not CAS). This rules out mundane, repetitive activities, as well as —servicell without real responsibility.

SOME EXAMPLES OF ORGANIZATIONS THROUGH WHICH SERVICE PROJECTS FOR THE SCHOOL AND COMMUNITY ARE AVAILABLE AND OTHER IDEAS:

(RESEARCH IS NECESSARY TO DETERMINE WHAT THE NEEDS OF THE ORGANIZATION ARE)

- Habitat for Humanity
- Walk Against Domestic Violence
- Special Olympics
- National Honor Society
- Black Heritage Club
- Key Club
- Samaritan House (our shelter for homeless residents of Sumter)
- Sumter County Library
- Environmental Club
- Student Government
- Scouts
- Junior Civitans
- Hospital Volunteer
- YMCA
- YWCA
- Sumter United Ministries Special Projects
- SPCA
- Relay For Life
- Translator/Interpreter for our non-English speaking community (Ex.: translate forms or documents into Spanish for local agencies or the library)
- Participating in exchanges with SHS international students and international teachers
- Working with low-achieving students in tutorial or other academic settings
- Design your own proposal for approval

What IS NOT CAS?

It is important that the spirit of CAS be considered as you plan your CAS journey. Instead of approaching it as a point-scoring exercise, you want to experience an interesting variety of activities that you find intrinsically worthwhile and rewarding, which are mutually beneficial to you and to your community, and which satisfy the aims and nature of CAS.

Generally, CAS is not taking place when you are in a passive rather than an active role. There should be interaction. If you are passive, nothing of real value, either for you or for other people, results from what you are doing and no real reflection is possible.

Examples of activities that appear to be **inappropriate** to the aims of CAS are listed below.

- Any class, activity or project that is already part of the student's course work and/or Diploma Programme or for which you earn a grade.
- An activity for which a student is rewarded either financially or with some other benefit (unless this benefit is passed on in full to a worthy cause).
- Doing simple, tedious, and repetitive work, like returning library books to the shelves.
- Volunteering in a retirement home or children's home, for example, when the student: ...
has no idea of how the home operates.
... is just making sandwiches.
... has no contact at all with the residents.
... actually does no service for other people.
(This example can be applied to many other activities.)
- A passive pursuit, such as a visit to a museum, theatre, art exhibition, concert or sports event, unless it clearly inspires work in a related activity in which a student is already engaged.
- All forms of duty within the family.
- Religious activity that involves evangelism.
- Fund-raising with no clearly defined end in sight.
- An activity where there is no leader or responsible adult on site to evaluate and confirm student performance.
- Activities which cause division among different groups in the community.

Guidelines for CAS experiences

There are four guidelines that should be applied to any proposed CAS experience.

A CAS experience must:

- fit within one or more of the CAS strands.
- be based on a personal interest, skill, talent or opportunity for growth.
- provide opportunities to develop the attributes of the IB learner profile.
- not be used or included in the student's Diploma course requirements.

CAS experiences may incorporate one or more of the CAS strands. For example: • Going for a mountain hike could be a singular experience within the —Activityll strand. • A student plans a number of visits to a nursing home resulting in a series of CAS experiences within the —Servicell strand.

- A group of students plan and stage a basketball tournament for the local community, resulting in a series of CAS experiences involving the strands of —Activityll and —Servicell

To further assist students in deciding on a CAS experience, the following questions may be useful for students to consider.

- Will the experience be enjoyable?
- Does the experience allow for development of personal interests, skills and/or talents? •
What new possibilities or challenges could the experience provide?
- What might be the possible consequences of your CAS experience for you, others and the environment?
- Which CAS learning outcomes may be addressed?

Guidelines for the 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 journey.**

The primary purpose of the CAS project is to **ensure participation in sustained collaboration.** Through this level of engagement students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making. **A CAS project involves collaboration between a group of students or with members of the wider community.** Students work as part of a team, with all members being contributors. A CAS project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities for individual students to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects.

All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met.

A CAS project can address any single strand of CAS, or combine two or all three strands. The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

- Creativity: A student group plans, designs and creates a mural.
 - Activity: Students organize and participate in a sports team including training sessions and matches against other teams.
 - Service: Students set up and conduct tutoring for people in need.
 - 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.

All CAS projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS project. Students will likely identify more outcomes, or modify expected outcomes during the CAS project and/or at its completion. **A minimum of one month is recommended for a CAS project, from planning to completion.** CAS projects of longer duration can provide even greater scope and opportunities for all participants and should be encouraged. Students should aim to undertake their CAS project locally and, if possible, engage in more than one CAS project over the duration of their CAS journey.

As expected throughout CAS, students reflect on their CAS project experience. Due to the collaborative nature of the CAS project, having occasions to reflect with others can prove most informative and assist students in gaining insights into the process of their endeavor as well as personal growth.

CAS Stages

The CAS stages (adapted from Cathryn Berger Kaye's —five stages of service learningll, 2010) offer a helpful and supportive framework and continuum of process for CAS students as they consider what they would like to do in CAS, make plans, and carry out their ideas. The CAS stages are applicable to the three strands of creativity, activity, service, and the CAS project.

These CAS stages represent a process and sequence that can assist students in many aspects of their life. They follow a process whereby they investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what they have done along the way, and demonstrate their understandings and the process. By applying these stages to CAS, students have a reliable yet flexible

structure they can then apply to future situations with confidence.



There are two parts as noted in the diagram. **The center** represents the process with four key parts: **investigation, preparation, action, and reflection** (occurring intermittently in response to significant experiences). The outer circle has two parts and guides students in summarizing their experience: **reflection and demonstration**.

The Five CAS Stages

1. **Investigation:** 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.
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.

CAS PROJECTS at Sumter High

- Walk Against Domestic Violence (October)
- International Cuisine Extravaganza (November)
- Kickin' for a Cure (December)
- Toys for Tots (December)
- Cups for Pups (February)
- Be a Life Saver (February)
- Children's Hope (March)
- Dunks for Diabetes (March)
- Go Green Week (April)
- Butterfly Garden (April)
- Samaritan House (Monthly)
- First Responders Dog Treats (April)

*Note: This list is not exhaustive. Students can create new projects and/or adapt past projects to suit their interests and current extracurricular activities.

SAMPLE CAS REFLECTIONS

This was the week of the State Championship and I am feeling very good about our chances. It was the hardest week of practice that our team ever had, but this was very good because it felt as if with every practice the team became closer and closer because we all had the same goal in mind. Every single practice, and every single game lead up to this week and honestly it was all worth it. The basketball team had not been to the State Championship in 30 years and it was the best thing to be a part of history in the Sumter region. I was excited this entire week and I felt as if I was going to burst with excitement since the start of the week. Game day was a blissful experience and it almost feels like it was only a blur. The important thing is that we won the State Championship and we achieved our yearlong goal to be the State Champions. I must be honest that it was a very bittersweet moment for all of us because it was the end of our season and our seniors were going to be leaving. But better to be bittersweet with a State title then bitter with a loss. I am so proud of my teammates for our perseverance through adversity during the entire season, people counted us out completely but we showed them that we were better than they thought and it was a very sweet victory. -CAS Senior, 2015

—I realized that this single event made me grow in a lot of ways, but it also caused me to recognize my own strengths. For example, I know I do really well planning events, though I know nailing down those fine details usually come later, rather than sooner, which is something I can improve on- having the small details in my mind from the start and committing to them. Another strength is my ability to talk to others, so having to do the big group talk was awesome and something I enjoyed, but I also recognize that could've been an opportunity to let someone else get up and speak, so just being conscious about the growth of others too. -CAS Senior Portfolio 2018, WADV

REFLECTING IN MONTHLY JOURNAL ENTRIES

The 7 CAS Learning Outcomes are the IB Learner Profile in Action. You will target these 7 outcomes over the course of two years and catalog how you've developed in these outcomes using the learning outcomes chart (to be provided) and your journals.

7 Learning Outcomes Explained

1. Identify your awareness of your own strength and develop areas for growth. • Descriptor

Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

2. Demonstrate that challenges have been undertaken, developing new skills in the process. •

Descriptor *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.*

3. Demonstrate how to initiate and plan a CAS experience.

• **Descriptor** *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.*

4. Show commitment to and perseverance in CAS experiences.

• **Descriptor** *Students demonstrate regular involvement and active engagement in CAS.*

5. Demonstrate the skills and recognize the benefits of working collaboratively. • Descriptor *Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.*

6. Demonstrate engagement with issues of global significance.

• **Descriptor** *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.*

7. Recognize and consider the ethics of choices and actions.

• **Descriptor** *Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.*

Reflect in your journal during each CAS experience. This is a self-evaluation and should be reflective *rather than narrative or descriptive*.

For every CAS experience, it is appropriate to ask and answer the following questions:

- What am I planning to do and what are my goals?
- What did I do?
- What were the outcomes, for me, the team I was working with, and others?

Your reflection should focus on:

- goals you are setting for yourself.
- One or more of the five CAS stages: for singular CAS experiences, you may begin with investigation, preparation or action. For the CAS project, all five stages will eventually be part of your reflection. extent you personally developed as a result of the activity;
- understanding, skills, and values acquired through the activity;
- benefit of the activity to others; 9
- Learning outcomes in which you grew.**

JOURNALS: GUIDING QUESTIONS

As you plan your CAS journey and/or write reflections in your journal, consider these questions as a guide to help you target the learning outcomes in your reflections:

1. How have I identified my own strengths and areas for growth?
2. How have I demonstrated that challenges have been undertaken, developing new skills in the process?
3. How have I demonstrated how to initiate and plan a CAS experience?
4. How have I demonstrated the skills of working collaboratively with others and that I understand the benefits of working collaboratively?
5. How have I shown perseverance and commitment in my CAS experiences?
6. How have I demonstrated engagement with issues of global importance?
7. How have I considered the ethical implications of my choices and actions?

**With the exception of the interviews, which will be done in person, you will submit your journals and Learning Outcomes chart to Schoology. Reminders of these due dates will be made weekly in our CAS Meetings. ☺*

Google Classroom CODE for CAS: _____

Remind Code for CAS:

You will find all of your necessary information and support documents on Google Classroom. I use Remind to send the class reminders about due dates, upcoming events, and just general school information that should help you stay up to date on everything going on at Sumter High and in the IB program. Finally, in order to receive the highest mark on CAS journals, students are expected to submit them in on time. 10 pts will be taken for each week that the journals are late.



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CAS LEARNING OUTCOMES CHART

Learning outcome	Month/Year	Brief Description of Activity
Identify your awareness of your own strength and develop areas for growth.		
Demonstrate that challenges have been undertaken, developing new skills in the process.		
Demonstrate how to initiate and plan a CAS experience.		
Show commitment to and perseverance in CAS experiences.		
Demonstrate the skills and recognize the benefits of working collaboratively.		
Demonstrate engagement with issues of global significance.		
Recognize and consider the ethics of choices and actions.		

*This chart is to be submitted monthly (with your CAS journals). This is a document that you will add to each month, so your LO chart will get pretty long by the end of your two years as you accumulate experiences and activities. This chart will go in your CAS portfolio at the end of your senior year.