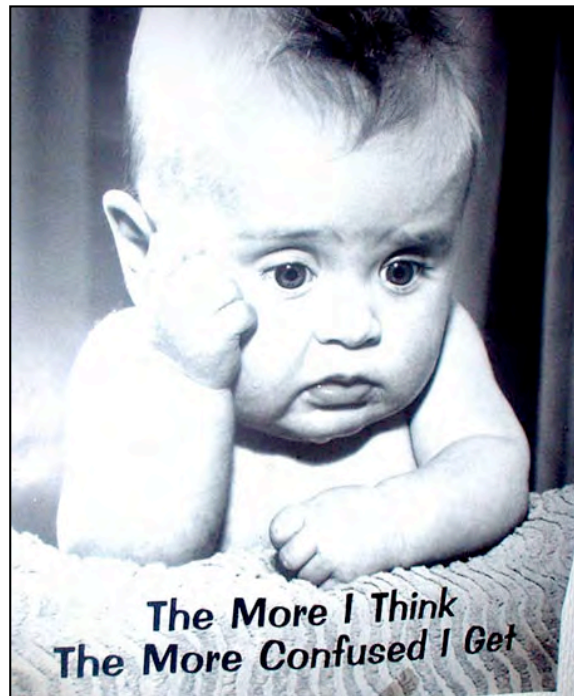


Creativity Action Service

OVERVIEW



Creativity Action Service

Creativity, action, service (CAS) is at the heart of the IB Diploma Program. It is one of the three essential elements in every student's Diploma Program experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Program. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows.

Creativity: arts, and other experiences that involve creative thinking.

Action: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Program.

Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Program. A good CAS program should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life changing.

For student development to occur, CAS should involve:

- a. Real, purposeful activities, with significant outcomes
- b. Personal challenge—tasks must extend the student and be achievable in scope
- c. Thoughtful consideration, such as planning, reviewing progress, reporting
- d. Reflection on outcomes and personal learning.

All CAS activities need to meet these four criteria. It is also essential that they do not replicate other parts of the student's IB Diploma Program work.

AIMS OF THE CAS PROGRAM

The CAS program aims to develop students who are:

- a. Reflective thinkers—they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- b. Willing to accept new challenges and new roles
- c. Aware of themselves as members of communities with responsibilities towards each other and the environment
- d. Active participants in sustained, collaborative projects
- e. Balanced—they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.

IB LEARNING OUTCOMES REFLECTED THROUGH CAS

As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

- **Increased their awareness of their own strengths and areas for growth:** They 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.
- **Undertaken new challenges:** A new challenge may be an unfamiliar activity, or an extension to an existing one.
- **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.
- **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 creativity, action and service, is required.
- **Shown perseverance and commitment in their activities:** 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.
- **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).
- **Considered the ethical implications of their actions:** 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 CAS advisers.
- **Developed new skills:** As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

WHAT MAKES AN ACTIVITY A CAS ACTIVITY?

Personal development needs to occur through:

- Real purposeful activities with significant outcomes
- Personally challenging tasks that extend an individual and be achievable in scope
- Thoughtful consideration at all stages of implementation (*planning, reviewing progress, reporting*)
- Critical reflection on outcomes and personal learning.

WHAT ENHANCES A CAS ACTIVITY SO THAT IT BECOMES A CAS PROJECT?

A CAS activity relates to specific short-term goals in a specific CAS component where as a CAS project engages a range of CAS components and is of a long-term nature with a variety of outcomes.

THE EMPHASIS IN CAS ACTIVITIES

1. Mature critical reflection is more important than counting hours and this must be evident in the CAS journal.
2. CAS projects are more important than CAS activities.
3. The variety of activities/projects is more important than long-term repetition of similar activities. CAS journals must reflect this diversity.
4. Accountability needs to be evident in CAS journal and students can choose the most suitable method for presenting their documentation. A ring binder is recommended in which students keep planning, reflections, certifications, photographic records and other relevant material however should students wish to use the more formal forms and evaluation sheets these can be downloaded from the CAS Coordinator's website. The student's CAS journal must include evidence of:
 - Activity / project planning
 - Review of processes and procedures
 - Critical Reflection: It is NOT meant to be merely a record of time spend and/or activities undertaken but rather:
 - i. The extent to which you develop personally as a result of the activity.
 - ii. The understanding, skills and values you acquired through the activity.
 - iii. The benefit you consider the activity was or may be to others.
 - Validating evidence from activity / project supervisor
 - Record of activities and approximate time spent engaged in the activity.
5. CAS End of year essays: There needs to be final reflections on the entire CAS activities at the end of each year that will summarize and reflect upon the CAS experience as a whole. The essay will touch on the information related to the following guiding questions along with anything else that a student wishes to share and reflect upon regarding the CAS experiences.

Guiding Questions:

 - a. *What types of activities did you choose and why did you choose them?*
 - b. *What did you learn about the people with whom you worked?*
 - c. *How have your experiences broadened your understanding of other ethnic or cultural viewpoints? A culture may include institutions, clubs, communities, etc.*
 - d. *To what extent did contact with people having differing viewpoints and experiences broaden your own views?*
 - e. *What did you learn about yourself through your participation in CAS activities?*
6. A student's CAS journal will be kept for one year after graduation so that it is available should the IBO wish to audit the student's activities.
7. Failure to fulfill the requirement means IBO will not award an IB Diploma.



POSSIBLE CAS ACTIVITIES

CREATIVITY	ACTION	SERVICE
<i>This category involves using the mind to create.</i>	<i>This category involves physical activity that results in personal growth. Key words are doing and moving</i>	<i>This category involves actions on the part of the student that benefit others and improves their existing situation.</i>
Art Club	AISL team sports	Community Service
Band/Orchestra*	Student Government	Team manager
Drama & Theater*	Adventure trips	Scout Leader
Literary Magazine	Individual Sports	Coaching
Newspaper and Year book	Team Sports	Peer Tutoring
Science Club	Sports events	Teacher Assist
Choreography*	Undertaking a CPR Course	Peer Counseling
Writing Club		Aid Agency support
Debating		Volunteering
Chorus/Madrigals		Active member of Amnesty Int.
Photography		Active member of UNESCO
Hobbies		Active member of Habitat for Humanity

CAS PROJECTS

CAS Projects incorporate more than one CAS component and are for a longer term than CAS activities. CAS journals need to show evidence of a range of both activities and projects within their CAS experience. Examples of how CAS Activities may incorporate more than one CAS component and move towards being CAS Projects with a variety of outcomes.

1. Coaching/managing a sports team (A, S)
2. Teaching an instrument to a younger class (C, S)
3. Designing and constructing bulletin boards for other students with messages encouraging reflection about important subjects (war, poverty, landmines, etc.) (C, S)
4. Teaching a language to recently arrived ELL children (C, S)
5. Organizing a "walkathon" to raise money for a charity (C, A, S)
6. Leading a humanitarian group and raising funds for charitable purposes (C, S)
7. Assisting victims of natural disasters (C, A, S)
8. Organizing and assisting in the leading of an international trip for varying purposes (C, A, S)

WHAT CAS IS NOT?

1. An activity for which the student is rewarded financially or in another material fashion
2. Doing simple repetitive work
3. All forms of duty within the family
4. Fund-raising attempts with no clearly defined purpose
5. Work experience that benefits only the student
6. Any activity where there is no leader to evaluate and validate student performance
7. Any activity that is not reflected upon by the CAS participant.



GENERAL GUIDELINES FOR CAS

1. Remember the emphasis is upon the critical reflection of personal growth and not hours spent engaged in activities.
2. Must be approved before the activity begins to ensure credit is allowable. CAS proposal forms are available online from the CAS Coordinator if required.
3. Must be supervised by an approved CAS supervisor who will need to be a qualified, designated and approved adult leader who is not family members. The leader's name, address, and telephone number must be submitted to the CAS Coordinator. The leader must be present at the times when the activity is being carried out and must provide written verification of the CAS students progress at the end of each activity.
4. Sports teams: credit is given for time spent in competition only. Take the number of games/matches and multiply by two.
5. Theater productions: credit is given for time spent performing, choreographing and/or composing and not for rehearsals. Take the number of performances and multiply by two.
6. Playing an instrument: All hours playing as a formal group count.
7. Participating in a drama production: includes on and off the stage. Off stage activities may involve other categories. Only the hours spent in the process of drama performance count. Sitting and waiting does not count.
8. Clubs can count up to a maximum of 20/year; extra involvement in a club such as being an officer can earn additional CAS hours if they are documented.
9. Band and Chorus can count toward CAS hours up to a maximum of 20/year or by counting the actual performances.
10. Taking lessons such as karate, dance, horseback riding, etc. can count toward action hours – however, only lessons/competitions may be counted, not practice time; count an hour of lesson/performance as one hour of CAS time.
11. Students working toward their Eagle Scout certification may count some of their hours toward CAS – to be discussed with the CAS Coordinator.
12. Student Government officers may earn CAS hours of 20/year (for more hours additional documentation would be needed).
13. Students who work on the school newspaper and yearbook may count hours toward CAS – a maximum of 20/year.
14. Classes at AISL that do not count toward the IB diploma may go towards CAS hours. Some examples might be journalism, I.T., P.E.; a maximum of 20/year may be counted.

GUIDING QUESTIONS PRIOR TO EACH ACTIVITY

The following questions may help you determine whether an intended activity qualifies as CAS:

- Is the activity a new role for me?
- Is it a real task that I am going to undertake?
- Does it have real consequences for other people and for me?
- What do I hope to learn from getting involved?
- How can this activity benefit other people?
- What can I reflect on during this activity?
- Have I found an adult supervisor yet?
- Have I spoken with my CAS Coordinator to ensure that my activity is appropriate.



FREQUENTLY ASKED QUESTIONS ABOUT CAS

Q: What is the maximum number of hours that I may earn for one 'event'?

A: Remember that reflection is more important than counting hours however a general rule would be that only 30 hours per 'activity' can be counted towards your overall experience. Your CAS journal must reflect a varied and diverse CAS program.

Q: Can I start my CAS experience in the summer prior to my Grade 11 year?

A: In some circumstances, yes but you will need to see your CAS coordinator to discuss your plans and the appropriateness of the activity.

Q: For whom should I perform service?

A: It may be performed for the school (after normal hours), for the community, or for an individual if an adult outside your family can document it.

Q: May a AISL class count as creativity or action?

A: Only if the class does not occur as part of the IB curriculum.

Q: What is not CAS?

A: Any class, activity or project that is already a part of your class work, an activity for which you are paid (unless you donate the money to a worthy cause), any simple and tedious work, like shelving library books.

Q: What forms (documentation) are necessary to complete?

A: You are accountable for verifying your CAS experience. If forms are what you are comfortable with then use them and keep them organized in your CAS journal. You do, however, have the freedom to keep your documentation in a ring binder (CAS Journal) without using the regulation forms. Either way you are responsible for carefully documenting your planning, reviewing, reflection and validation from supervisors as well as a summary of your activities.

Q: Where are the forms if I need them?

A: Online, in Ms Phipps' Documents section of webpage on the school website.





REFLECTIONS AND ESSAYS.

General Reflections: At the end of each activity/ project you will need to spend time considering the following guiding questions:

1. Summarize what you did in this activity and how you interacted with others.
2. Explain what you hoped to accomplish through this experience.
3. How successful were you in achieving your goals? What difficulties did you encounter and how did you overcome them?
4. What did you learn about yourself and others through this experience?
5. Did anyone help you to think about your learning during this experience? If so, who helped and how did they help?
6. How did this experience benefit others?
7. What might you do differently next time to improve?
8. How can you apply what you have learned in other life situations?
9. What did you do during the experience of which you are most proud?
10. What was the most challenging part of this experience?

End of Year Essays (Grades 11 and 12): Write a clear and complete critical reflection on your entire CAS experience of this year. The following questions should be able to help you in your reflection:

1. Which activity comes to your mind first when you think of this semester's CAS? Why is it the most impressive?
2. What have you learned from this year's CAS? What have you learnt about yourself and others through these activities? What abilities, attitudes and values have you developed? Have you met any difficulty? Who helped you and how did they help you?

Some further questions to help you:

- Are there any experiences that you learnt from or that particularly affected you?
- What challenges did you find yourself facing and how did you deal with them?
- What was good/bad about CAS for you?
- What leadership positions did you hold and what did you learn from them?
- What have you learnt about your strengths and weaknesses?
- How will you be able to use what you learnt from CAS in the future?



GETTING STARTED

This following checklist should help you to get started your CAS journey.

- I have carefully read this CAS handbook and I have fully understood the CAS requirements.
- I know that I can always discuss CAS issues and concerns with the CAS Coordinator.
- I am aware of the two-year CAS Timetable and I will follow it.
- I should have my own CAS plan for two years.
- I know that I must try and maintain a balance between Creativity, Action and Service.
- My parents/guardians are informed of the CAS program and its requirements.
- I will set myself goals for each activity and I will reflect carefully on each activity I undertake.
- I must check with my CAS Coordinator the appropriateness of any activity before starting.
- I will have a responsible adult supervisor (not from my family) for each activity I undertake.
- My supervisors are aware of the responsibilities they hold in relation to CAS activity verification.
- I know I must critically reflect upon the activities I undertake and document these reflections.
- I will keep all the written records, photos, and newspaper or magazine clippings in this journal as verification of my CAS experience.
- I understand that my CAS Journal will be my official record of my CAS experience and it may be used during auditing should the IBO wish to verify eligibility for the IB Diploma.
- I am aware that my CAS Journal will be kept by AISL for one year following my graduation after which time I can request its return.
- I will maintain a tally of my hours and have validation of these times by the relevant supervisors.
- I know I should write CAS essays at the end of each year.
- I know where I can find copies of all forms should I wish to use this form of documentation.
- I clearly understand without the satisfactory and timely completion of CAS program, the IB Diploma will not be awarded.





LETTER TO SUPERVISORS, PARENTS AND GUARDIANS

Part A: The Cas Program

The International Baccalaureate is a comprehensive, pre-university educational program that develops students' self-organizational and study skills, and reflects international standards of education. Students develop critical thinking skills and undertake a Creativity, Action and Service Program (CAS), an integral part of the International Baccalaureate Diploma Course, which is a non-academic component aiming to extend students' personal talents and social commitment through a major project of community worth.

Creativity, action, service (CAS) is at the heart of the Diploma Program. It is one of the three essential elements in every student's Diploma Program experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Program. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows.

Creativity: arts, and other experiences that involve creative thinking.

Action: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Program.

Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

A suggested minimum of 50 hours must be spent in each area in order for a student to meet the CAS requirements (a total of at least 150 hours) however it is the critical reflection that students undertake after participation in activities that is the major emphasis of the CAS program. Your understanding, support, guidance and participation in the participants activities are important to their overall success. Should you have any enquires regarding to the CAS program, please contact Mr. Barry Phipps (CAS Coordinator) at the American International School Lagos (01 775 9927)

Part B: To Be Completed By The Activity Leader / Supervisor

Punctuality and Attendance: Poor Good Excellent
Effort and Commitment: Poor Good Excellent

Further comments: _____

The activity was: Satisfactorily completed Not satisfactorily completed

(By signing this form the activity leader / supervisor agrees with the description of the activity/project/experience and the number of hours indicated.)

Name of Organization: _____

Position: _____

Activity leader's name: _____ Email: _____

Activity leader's signature: _____ Date: _____



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STUDENT ACTIVITY SUMMARY FORM

This form is a summary of your IB CAS, AISL Service and NHS Service activities.

Student's Name: _____

Indicate below the main activities/projects in which you have been involved and the hours dedicated to each one.

IBC = IB Creativity IBA = IB Action IBS = IB Service AISLS = AISL Service
NHSS = National Honor Society Service

ACTIVITIES / PROJECTS	DATE	Tick the area/s for which your activity received credit					LEVEL	HOURS
		IBC	IBA	IBS	AISLS	NHSS		

OVERVIEW

FOR NHS CANDIDATES ONLY (Total 20 service hours, 17 of which must be outside of the school setting)

Total number of activities/projects that you have undertaken

Total hours dedicated to NHS activities

FOR ALL AISL DIPLOMA CANDIDATES (Total 75 service hours, 50 of which to be across Gr. 11 and 12)

Total number of Service activities/projects that you have undertaken

Total Service hours dedicated for Grades 11 AND 12

Total Service hours

FOR IB DIPLOMA CANDIDATES ONLY (Total 50 hours in each of Creativity, Action, Service across Gr. 11 and 12)

Total number of CAS activities/projects that you have undertaken

Total hours dedicated Grades 11 and 12





IB CAS, AISL and NHS Service Activities

Evaluation Rubric

Criterion		Level 1	Level 2	Level 3	Level 4
A	Challenge	Attendance only required	Gives opportunity for student to extend him/herself	Presents a difficult and challenging target	Pushes student beyond previous limits
B	Opportunities for service, benefit to others	No benefit to other than student	Has some benefit to others	Outcome is directed towards benefiting others	Results in identifiable benefit to others
C	Acquisition of skills and interests rather than practising those already acquired	No level of skill required	Requires skills any student of this age would be expected already to have	Develops existing skills	Develops new skills
D	Initiation and planning by students	Activity organized by school	Activity organized by outside agency	Organized by group of students with adult leader	Planned, organized and run by student(s)
E	Establishing links with community and furthering international understanding	Does not involve working with others	Involves working within the school community only	Involves working with the community but may only be with student's own nationality or international community	Involves working with and within the local community and/or in the local language
F	Active rather than passive nature	No active participation	Student required to participate but not initiate	Requires active participation	Requires active participation and input from student
G	Project nature - combining a range of activity (Creative, Action and Service)	Activity 'one-off' of short duration only one type	Combines two activities on more than one occasion or one for longer duration	Has elements of all three activities on more than one occasion or two for longer duration	Has a good balance of three activities combined into a long term project

“The IB Learner Profile”

The aim of all IB programs 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. IB learners strive to be: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, Reflective

IB Learning Outcomes

As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

- Increased their awareness of their own strengths and areas for growth.
- Undertaken new challenges
- Planned and initiated activities
- Worked collaboratively with others
- Shown perseverance and commitment in their activities
- Engaged with issues of global importance
- Considered the ethical implications of their actions
- Developed new skills



AMERICAN INTERNATIONAL SCHOOL OF LAGOS



CAS COORDINATOR'S EVALUATION NOTES Student Name: _____

MONTHLY CHECK

	FIRST YEAR	SECOND YEAR
Sep		
Oct		
Nov		
Dec		
Jan		
Feb		
Mar		
Apr		
May		
Jun		

LS: late submission **LR:** Limited reflection **MV:** Missing verification **LD:** Lacks documentation **SM:** suspicious malpractice **OT:** On track **EW:** Excellent work **MI:** Mature insight

FINAL EVALUATION OF LEARNING OUTCOMES

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	BARELY MEETS EXPECTATIONS	BELOW EXPECTATIONS
Increased their awareness of their own strengths and areas for growth				
Undertaken new challenges				
Planned and initiated activities				
Worked collaboratively with others				
Shown perseverance and commitment in their activities				
Engaged with issues of global importance				
Considered the ethical implications of their actions				
Developed new skills				

ADDITIONAL COMMENTS:

FOR OFFICIAL USAGE ONLY

CAS Program Completion Y N

Signed by the CAS Coordinator _____ Date _____

