

Creativity, Activity, Service (CAS) Handbook

Jesus & Mary School – Rabweh

2022

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INTRODUCTION

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.¹

¹ <https://ibo.org/about-the-ib/mission/>

INTRODUCTION

The IB Learner Profile



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:

<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>

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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FIGURE 1: IB LEARNER PROFILE - [HTTPS://IBO.ORG/DIGITAL-TOOLKIT/](https://ibo.org/digital-toolkit/)



INTRODUCTION

JM Mission & Vision

Mission

Anchored in Faithfulness, Yearning for Excellence

Vision

- Jesus & Mary (JM) School, a Christian Center of Education, wholeheartedly embraces the education of the whole person, and actively participates in maximizing every learner's potential.
- Jesus & Mary, a trilingual school, aims to equip the learner with a rigorous education and nurture young women and men who are vessels of faith, joy, and hope, lifelong learners, responsible Lebanese citizens, and caring individuals open to diversity and other cultures.
- JM graduates are distinguished communicators, role models in society, and dedicated advocates of justice and peace.²

² <https://www.jmrab.edu.lb/index.php/about-jm/school-profile/vision-mission>

INTRODUCTION

JM Learner Profile



FIGURE 2: JM LEARNER PROFILE - [HTTPS://WWW.JMRAB.EDU.LB/](https://www.jmrab.edu.lb/)

CAS & DP

The Core of the Diploma Programme

CAS is at the core of the diploma Programme, alongside TOK and the extended essay. These three elements complement each other to achieve three aims:

- *Offer support and be supported by the academic disciplines*
- *Foster international mindedness*
- *Develop self-awareness and self-identity³*

Through its projects and experiences, CAS helps students develop their skills and attributes to fit the IB learner profile and mission statement.

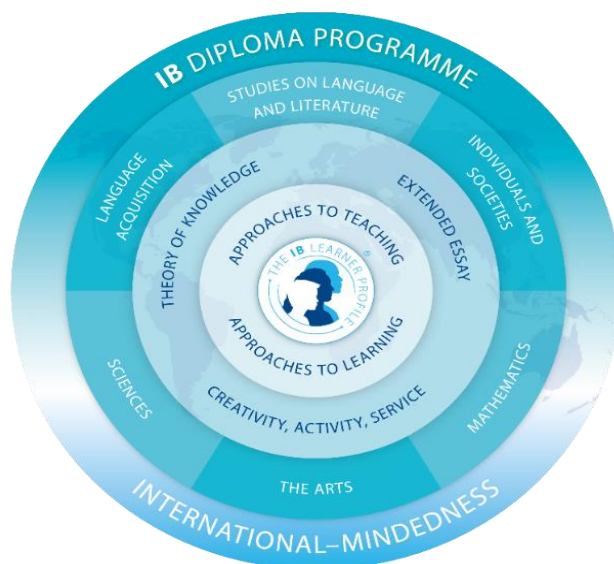


FIGURE 3: PROGRAMME MODEL - [HTTPS://IBO.ORG/DIGITAL-TOOLKIT/](https://ibo.org/digital-toolkit/)

³ Creativity, activity, service guide – For students graduating in 2017 and onward.

CAS OVERVIEW

CAS Learning Outcomes

Students complete their CAS requirements upon achievement of the seven CAS learning outcomes. Through the CAS programme, undergone over the course of 18 months, and the CAS experiences lived, students gain a set of skills and attributes enabling them to achieve the seven CAS learning outcomes.

Every CAS experience is unique, and as such each experience can lead to a different learning outcome. Some learning outcomes can be fulfilled more than once in more than one experience. Students have to provide the school with evidence of achieving their seven learning outcomes, most commonly by documenting their experiences in their CAS portfolio and reflections.

LO 1	Identify own strengths and develop areas for growth
<i>Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.</i>	
LO 2	Demonstrate that challenges have been undertaken, developing new skills in the process
<i>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 students have not previously undertaken or through increased expertise in an established area.</i>	
LO 3	Demonstrate how to initiate and plan a CAS experience
<i>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.</i>	
LO 4	Show commitment and perseverance in a CAS experience
<i>Students demonstrate regular involvement and active engagement in CAS.</i>	
LO 5	Demonstrate the skills and recognize the benefits of working collaboratively
<i>Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.</i>	
LO 6	Demonstrate engagement with issues of global significance
<i>Students are able to identify and demonstrate an understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.</i>	
LO 7	Recognize and consider the ethics of choices and actions
<i>Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.</i>	

FIGURE 4: CAS LEARNING OUTCOMES -CAS GUIDE

CAS OVERVIEW

CAS Strands

CAS is structured around the three strands of *creativity*, *activity*, and *service*, most often interwoven in the CAS experiences.

Creativity

Creativity is defined as “*exploring and extending ideas leading to an original and interpretive product or performance.*”⁴

Through creativity, the students undergo a challenge or experience that enables them to explore and make use of their talents, skills, interests, passions, and hobbies. For example, a painter may create a painting, a musician may compose a musical piece, a basketball player may join the school varsity team, or a dancer may sign up for the drama club. At the end, the students exhibit their final product in a multitude of ways: participating in an arts exhibition, recording and broadcasting a musical composition on social media, participating in the basketball school competition, or performing in the end-of-year school play.

Activity

Activity is “*physical exertion contributing to a healthy lifestyle*”⁵. In this strand, the students participate in physical activities that promote healthy habits. They may join the school sports team or a gym, they may decide to run a marathon, dance, or go on hikes. Whatever activity they choose, the students are encouraged to pursue it on a regular basis and set personal goals to achieve so that the activity is beneficial.

⁴ Ibid., p 7.

⁵ Ibid., p 67.

Service

Service a “collaborative and reciprocal engagement with the community in response to an authentic need”⁶ aims at encouraging students to be active members of the community and at making them understand that their contributions in the society are valuable.

In service, students identify a community need and provide the necessary action to meet that need. This need may be school-based; however, it is recommended that it goes beyond the school to reach the local or even international community.

This strand benefits the students, who apply their skills and abilities in real life situation, as well as the community. Examples of service are: serving in an animal shelter, tutoring, advocating child rights, raising awareness on a global environmental issue...

Approaches to the CAS Strands

There are many approaches to creativity, activity and service:

Approach	Creativity	Activity	Service
<i>Ongoing</i>	Students are already engaged in creativity and choose to continue and develop that same creativity.	Students are already engaged in an activity and choose to continue and develop that same activity.	Students decide on a plan of action that needs to be implemented over time.
<i>School-based</i>	Students decide to engage in creativity at school by joining the school drama club for instance.	Students decide to engage in activity at school by joining the school basketball for instance.	Students decide to participate in service within the school by tutoring their peers for instance.
<i>Community-based</i>	Students participate in creativity within their local community.	Students participate in activity within their local community.	Students participate in Service within their local community.
<i>Individual</i>	Students decide to pursue creativity individually. For example, developing a website or composing a song.	Students decide to pursue activity individually. For example, joining a gym or swimming.	N/A

⁶ Ibid., p7.

CAS Stages

The five CAS stages provide the students with a structure to plan their CAS experiences that should be followed in the three CAS strands.

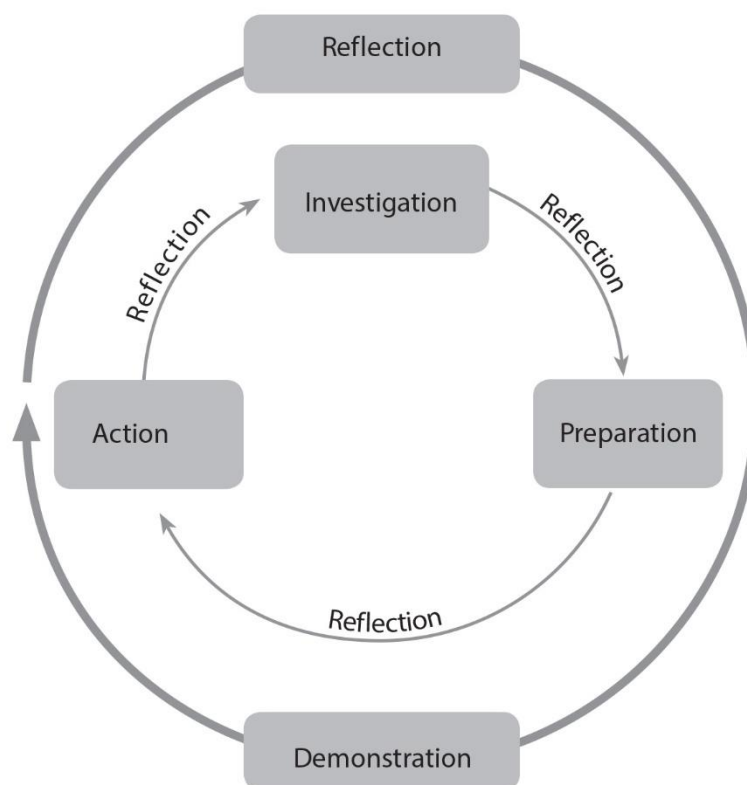


FIGURE 5: THE FIVE CAS STAGES - CAS GUIDE

Investigation

Students explore opportunities for CAS experiences according to their interests and skills. They have to understand what is required of them, the objective they want to fulfill, and if the experience fits one or more of the CAS learning outcomes.

Preparation

Students have to carefully plan their experience by deciding on a plan of action, setting deadlines, distributing roles and responsibilities, and determining the resources and skills needed.

Action

Students carry out their plan of action. They may work alone or in groups.

Reflection

Reflection is a very important part of the CAS experience and can happen anytime during CAS. Students assess what occurred as well as their actions, they express their feelings, they ask questions, and they come up with new ideas. Reflection helps students to better understand the outcomes of their experience and may lead them to a different action.

Demonstration

Students reveal what they have accomplished and share their CAS experience with others. This can be done in a formal or informal manner or through their CAS portfolio.

In case of a singular experience, students may choose to start with investigation, preparation, or action while in an ongoing CAS experience, it is better to begin with investigation.

CAS PROGRAMME

CAS Project

The CAS project is a series of CAS experiments during which the students are involved in one or more of the CAS Strands: creativity, activity, and service. A CAS project requires teamwork and cooperation between students and/or the community.

The CAS project should be based upon the CAS stages; and the planning and responsibilities should revolve around the CAS learning outcomes. The students have to undergo at least one CAS project throughout their CAS programme, and are even encouraged to be involved in more than one. The duration of a CAS project should be of at least one month, and it is preferred that it extends to more than this period since it opens more opportunities to the students.

You can find examples of CAS projects revolving around one or more of the CAS strands in the table below:

Strand	Example 1	Example 2	Example 3
<i>Creativity</i>	Join a choir or participate in a musical.	Paint a mural on a local primary school or childcare centre wall.	Perform as a dancer in a school production.
<i>Activity</i>	Join a rock-climbing club.	Work on creating a vegetable garden.	Develop a “walking for fitness” program.
<i>Service</i>	Restore a stream.	Service soup at a soup kitchen.	Initiate a school compost to reduce food waste in landfills.
<i>Creativity/Service</i>	Create an awareness-raising video for an NGO.	Plan a film series for a senior centre.	Create logos and designs for t-shirts with environmental messages.
<i>Activity/ Service</i>	Coach children in sports.	Prepare the soil and beds for an elementary school garden and plant with children.	Help at an animal shelter with data entry and dog walking. ⁷

⁷ Creativity, activity, service teacher support material

Reflection

What Is Reflection?

Reflection is a very important stage in CAS. It allows students to discover their skills and talents and enables them to determine what should they try to develop more. Reflection helps the students assess their actions, recognize chances of improvement, appreciate oneself and others, respect values and ethics, and expand their knowledge and analytical skills.

The Four Elements of Reflection

As per the CAS guide, reflection has to consider the four elements below:

- **Description of the event:** the students rethink what happened during their experience, going over every important event, the difficulties they faced, and the positive outcomes they had.
- **Expression of feelings:** Students have to clearly voice their feelings and emotions regarding their experience and realize how it made them feel.
- **Initiation of ideas:** Students reevaluate their behavior and actions as well as the consequences of their choices.
- **Inquisition while raising questions:** students ask questions about events, people, and issues.

The How and When of Reflection

What is important in reflection is the quality and not the quantity. Students are not supposed to reflect on every CAS experience, instead they should focus on important moments that were meaningful to them. For instance, when they confronted an obstacle, or when they gained a skill, or when they achieved something...

Students can reflect at any time during their CAS experience. They can reflect alone or in group.

Creativity, Activity, Service Handbook

Students can reflect in any form they wish to as long as they are doing so in all honesty, transparency, and in an expressive way. Reflection can be in the form of a poem, song, photograph, dance, or essay. It is important for reflection to be enjoyable and personal. It should not be forced.

Students should document their reflections in the CAS portfolio as a main proof of achieving the CAS learning outcomes.

CAS Portfolio

Though it is not formally assessed, students have to keep a CAS portfolio as verification of achieving the seven CAS learning outcomes and of attaining the values of an IB learner.

The CAS portfolio helps the students plan their CAS experiences, put forward their reflections, and maintain evidence of reaching the CAS goals.

Students can organize the CAS portfolio the way they want. They decide upon its format, what to include, and what to share. The CAS portfolio can be online, digital, in the form of a diary or journal...

However, it is better that the CAS portfolio be divided into three sections: profile, experiences, and evidence.

- **Profile:** Students mention their skills, talents and ideas for their experiences. This helps them see if their interests match any of the CAS strands, and makes it easier for them to choose their experiences.
- **Experiences:** Students document their CAS experiences, they talk about their achievements, what they have learned, what CAS strands they have chosen, and how they underwent the CAS stages. They also include their reflections.
- **Evidence:** Students add all the documents that prove that they have achieved the seven CAS learning outcomes. The evidence can be photographs, videos, letters, emails, attestations and so on...

Monitoring Progress

Timeline

The CAS programme begins with the launching of the DP and continues for a minimum of 18 months preferably on a weekly basis.

Interviews

The CAS coordinator sets at least 3 interviews with the students throughout the CAS programme to follow up on their progress.

The first interview takes place at the beginning of the DP, during which the CAS coordinator makes sure that the students understand all the requirements of CAS, the learning outcomes, the CAS strands and stages, and how to achieve them. The CAS coordinator also discusses with the students their interests and skills and what CAS experiences they may choose to match these interests and skills. They also go over the requisites for the CAS portfolio, and the form it will take.

The second interview is held at the end of the first DP year to first evaluate the progress of the students, second to make sure that they have undergone CAS experiences, and third to make sure they are on their way to achieve the learning outcomes.

The third interview takes place at the end of the second DP year and is considered summative; it will provide evidence that the students have achieved all the seven CAS learning outcomes.

The CAS portfolio is used as reference in the second and third interviews.

CAS Portfolio

As mentioned above, the CAS portfolio is used as evidence that the seven CAS learning outcomes were achieved by the students through the records and documents it holds.

School Reports

It is true that CAS is not formally assessed; however, the progress the students achieve in CAS is recorded in the school report. At the end of the DP, the school provides the students with an attestation of achieving CAS.

CAS at JM

The CAS Coordinator & School Staff

The CAS coordinator at JM is responsible for introducing the CAS programme to the JM community (parents, teachers, staff, and students). He/she raises awareness on the importance of CAS and promotes the students' accomplishments.

As per the CAS guide, the CAS coordinator works with the CAS students to:

- Educate students on all aspects of the programme.
- Educate students on the meaning and purpose of the learning outcomes.
- Help in clarifying and developing the attributes of the IB learner profile.
- Support students in understanding ethical concerns and international-mindedness.
- Aid students to develop reflection skills through the individual interviews, group discussions, and teaching strategies.
- Provide feedback on student reflections.
- Assist students in identifying personal and group goals.
- Discuss goals and achievements in regular meetings.
- Provide ongoing guidance and support to students.
- Monitor the range and balance of experiences undertaken by students.
- Advise and monitor progress towards meeting the CAS learning outcomes.
- Periodically review students' CAS portfolios.
- Meet students in three formal documented interviews.⁸

The school staff is also involved in the CAS programme according to their role at school. Subject teachers can use their subjects to help students in their experiences. They can also contribute to the CAS experiences through a skill, hobby, or talent they have.

⁸ Ibid., p7.

The CAS Student

The CAS guide specified the responsibilities of the CAS student as well. The CAS student is expected to:

- Approach CAS with a proactive attitude.
- Develop a clear understanding of CAS expectations and the purpose of CAS.
- Explore personal values, attitudes, and attributes with reference to the IB learner profile and the IB mission statement.
- Determine personal goals.
- Discuss plans for CAS experiences with the CAS coordinator.
- Understand and apply the CAS stages when appropriate.
- Take part in a variety of experiences, some of which are self-initiated, and at least one CAS project.
- Become more aware of personal interests, skills, and talents, and observe how these evolve through the CAS programme.
- Maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes.
- Understand the reflection process and identify suitable opportunities to reflect on CAS experiences.
- Demonstrate accomplishments within the CAS programme.
- Communicate with the CAS coordinator in formal and informal meetings.
- Ensure suitable balance between creativity, activity, and service in the CAS programme.
- Behave appropriately and ethically in their choices and behaviors.⁹

⁹ Ibid., p7.

Collaborating with NGOs and the Local Community

In their CAS experiences, students are encouraged to work with NGO's, CBO's, FBO's, Governmental bodies, the local community, and cross-cultural communities to promote diversity, international mindedness, and social awareness.

The CAS coordinator and the school have to have the necessary connections and have to initiate contact with the organizations and society in order to facilitate the students' CAS experiences.

Awareness of CAS

The school and most specifically the CAS coordinator has to spread awareness of CAS to the whole school community. They should also promote the students' CAS experiences through different means:

- Organizing school assemblies, forums, fairs...
- Posting on the school website, social media pages, or newsletter.
- Inviting CAS alumni to share their experiences.



REFERENCES

Creativity, Activity, Service guide for students graduating in 2017 and after. (<https://www.ibo.org/>)

Creativity, Activity, Service teacher support material. (<https://www.ibo.org/>)