



THE CODRINGTON SCHOOL
THE INTERNATIONAL SCHOOL OF BARBADOS

CREATIVITY, ACTIVITY AND SERVICE CAS HANDBOOK



IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

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.

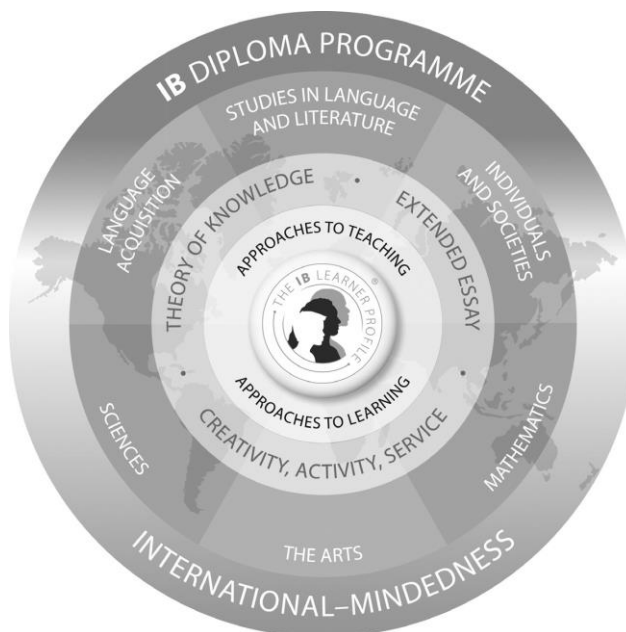
Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

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.

I/ What is CAS ?

A/ Definition: The Nature of Creativity, Activity, and Service

Creativity, activity and service (CAS) is at the heart of the Diploma Programme (DP). It is one of the three essential elements in every student's DP experience. It involves students in a range of activities alongside their academic studies throughout the DP.



The three strands of CAS, which are often interwoven with particular activities, are characterized 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.

The emphasis in CAS is on helping students to develop their own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. Possibly, more than any other component in the Diploma Programme, CAS contributes to the IB's mission to create a better and more peaceful world through intercultural understanding and respect.

A good CAS programme should be both challenging and enjoyable and 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.

B/ What should you achieve?

In CAS, there are seven learning outcomes.

LO 1 Identify own strengths 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.

LO 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.

LO 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.

LO 4 Show commitment to and perseverance in CAS experiences

Descriptor Students demonstrate regular involvement and active engagement in CAS.

LO 5 Demonstrate the skills and recognize the benefits of working collaboratively

Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

LO 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.

LO 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.

C/ What is expected from you?

- To self-review at the beginning of your CAS experience. You must reflect on your personality, your emotional intelligence and your leadership skills. What are your strengths? What are your areas of improvement?
- To set personal goals for what you hope to achieve through the CAS programme.
- To Investigate, prepare, act, reflect and demonstrate; as these are the 5 CAS stages that you must progress through when you engage in service experiences.
- To complete proposal forms and give them to CAS coordinator **before** starting projects. Depending on the nature of project, you might need to complete additional documentation.
- To undertake three formal interviews with your CAS coordinator during the 18 months programme.
- To take part in a range of activities, including at least one project, some of which you have initiated yourself.
- To keep records of your activities and achievements in a portfolio. You can choose the format you prefer.
- Show evidence of achievement of the seven CAS learning outcomes.

II/ How do you choose an activity?

A/ What is an appropriate CAS experience?

- is a specific event in which you engage with one or more of the three CAS strands.
- can be a single event or maybe an extended series of events.
- can be based on a personal interest, skill, talent or an opportunity for growth.
- provides opportunities to develop the attributes of the IB learner profile.
- cannot be used or included in the student's Diploma course requirements.

A CAS PROJECT IS A COLLABORATIVE SERIES OF SEQUENTIAL CAS EXPERIENCES LASTING **AT LEAST A MONTH.**

YOU SHOULD ASK YOURSELF:

Will the experience be enjoyable?

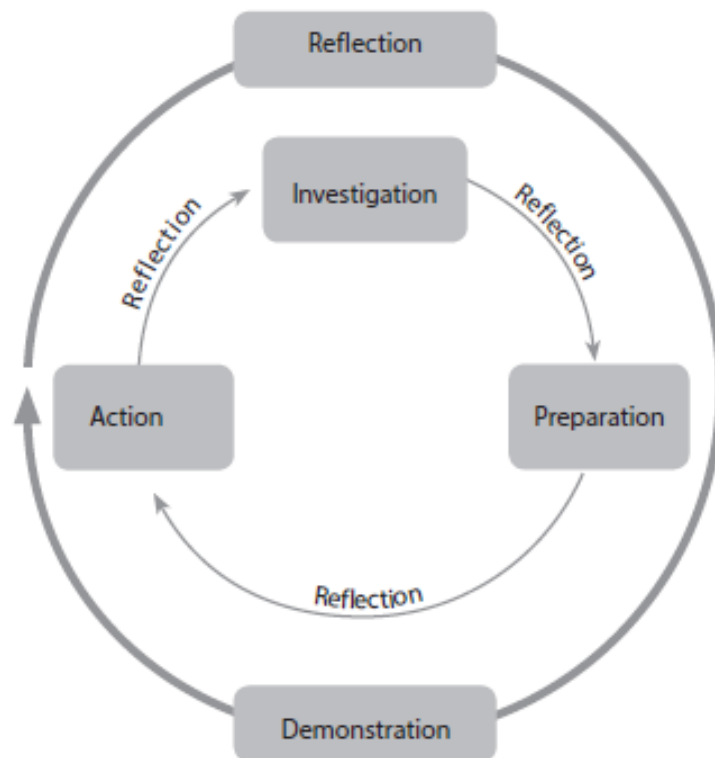
Does the experience allow for the development of personal interests, skills and/or talents?

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?

B/ Once you choose an activity, what are the five CAS stages?



1. **Investigation:** You should identify your interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. You should investigate what you want to do and determine the purpose for your CAS experience. In the case of service, you should identify a need you want to address.
2. **Preparation:** You have to 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:** You have to implement your idea or plan. This often requires decision-making and problem-solving. You may work individually, with partners, or in groups.

They are four kinds of actions:

- **Direct service:** where you interact directly with people, the animals or the environment.
- **Indirect service:** where you provide assistance without direct contact with the recipient of your actions.
- **Advocacy:** where you speak on behalf of a cause through campaigning and educating the public.
- **Research:** where you collect data and information on an important topic to influence policy or people's practice.

4. **Reflection:** You have to describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during the CAS programme: this could be to further understanding, to assist with revising plans, to learn from the experience, and/or to make

explicit connections between your growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.

5. **Demonstration:** You have to make explicit what and how you learned and what you have accomplished, for example, by sharing your CAS experience through your CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, you have to solidify your understanding and evoke responses from others.

C/ Do you need some ideas?

More examples of CAS experiences: The following table provides a brief list of possible CAS experiences. An experience listed here does not guarantee it would be an appropriate CAS experience for a particular student. Refer to the criteria for CAS experiences in the *CAS guide*.

Creativity	Activity	Service
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

The following would also be considered appropriate CAS projects:

- Coaching or assistant teaching.
- Organising an event and the proceeds to go to supporting a cause as long as it is planned and information is given to the school community by the student.
- Helping out at any known organisations on the island such as: Hope Sanctuary, The Arc or the RSPCA.
- Working with the child care board and helping out some of their children in need.
- Learning a new instrument.

And even more examples of CAS experiences:

- Editor of a 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: The development of lesson plans and teaching materials involves creativity.
- Yoga course (activity): Flexibility and core strength development means this qualifies as an activity experience.
- Violator (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.
- 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.

D/ What is considered an inappropriate CAS activity?

Please read carefully:

All activities should meet the criteria as stated. Furthermore, a CAS activity should not:

- Be unsafe
- Cause, or worsen social divisions
- Be trivial, mundane or repetitive
- Include preaching

The following would not be considered as appropriate CAS projects:

- Any class, activity or project which is already part of the student's DP.
- An activity for which a student is personally **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 school library books to the shelves.
- A passive pursuit, such as a visit to a museum, the 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 devotion and any activity which can be interpreted as proselytizing.
- Work experience which only benefits the student.
- 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 amongst different groups in the community.

III/ Reflection time:

A/ Why and how should you reflect?

The CAS programme emphasizes **reflection** which is central to building a deep and rich experience. Reflection is the key to getting meaning from your experiences. Reflection is a process by which learners think critically about their experiences. Learning happens through a mix of theory and practice, thought and action, observation and interaction. It allows students to learn from their experience.

The reflection is as important as the CAS activity itself. Here are some questions to help your reflection:

Ask yourself:

- What did I plan to do?
- What did I do?
- What were the outcomes for me, the team with whom I was working, and others?
- Did I meet my goals? Why or why not?

Extended reflection:

- What did I do? could become:
Why did I make this particular choice?
How did this experience reflect my personal ideas and values?
In what ways am I being challenged to think differently about myself and others?
- How did I feel? could become:
How did I feel about the challenges?
What happened that prompted particular feelings?
What choices might have resulted in different feelings and outcomes?

B/ What are examples of reflections?

Writing is only one possible way to reflect. You may also choose to make scrap books, photo essays, journals, poems, videos or plays. However, you need a portfolio that you will need to be presented to your CAS coordinator.

Examples of reflections:

1-Buying and Wrapping presents for a family of the Because of Jenna trust.



The screenshot shows the header of the 'Because of Jenna Trust' website. On the left is a logo featuring a sunburst design with the text 'Because of Jenna Trust'. To the right of the logo is a quote in blue text: '"I can do all things through Christ who strengthens me" -Philippians 4:13'. Below the quote is a navigation menu with links: HOME, TRUSTEE'S MESSAGE, ONGOING WORK, Q&A, FUNDRAISING EVENTS, and ANNUAL REPORT 2011. Below the navigation menu is a section titled 'Trust Profile'.

A registered charity since January 2004, the Because of Jenna Trust is dedicated to easing the suffering of severely brain-injured children in Barbados and improving their quality of life.

The Trust raises funds through charitable events and personal and corporate donations and uses these funds to help pay for the special treatments, equipment and supplies needed by severely brain-injured children. The Trust also works to create public awareness of the plight of these children and their families.

The Because of Jenna Trust was founded in memory of Jenna Leigh Clarke, the 11-year-old daughter of Garry and Anna Clarke, who died on December 1, 2001



Learning outcomes:

- Undertaken new challenges.
- Planned and initiated activities.
- Considered the ethical implications of their actions.

“For my second CAS project I decided to get involved in the ‘season for giving’ spirit. So I asked one of my mothers good friends who is a founder of a charity for severely brain injured families in Barbados called ‘The Because of Jenna Trust’ in honour/ remembrance of her own daughter who died due to severely brain injury and I was welcomed with open arms. I was given a family with a 20 year old girl named Krissy who is severely cerebral palsied, who I need to buy presents for under a given budget.

I was allowed to spend \$35-40 on each member of her family which in total was 7 people, the gifts didn’t need to be clothes, they could be a handbag, cosmetic bag etc... Krissy on the other hand had a budget of \$50-60.

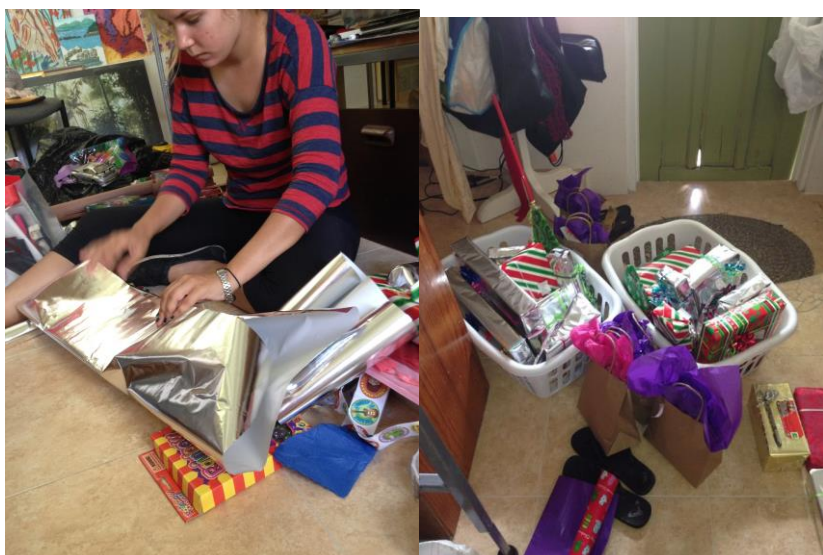
I found this task quite challenging considering we didn’t know the people that we were shopping for, but I realized that wasn’t the point of this task, the point was to share the Christmas spirit, taking part in a good cause and making those who are not as blessed/ fortunate as you feel loved regardless if you know them or not.

When it came time to deliver the presents on Wednesday the 19th of December, my dad and I took a drive to the family’s home to deliver the gifts. We were welcomed with smiling appreciative faces all around. When we said that we were helping Anna and delivering some presents they couldn’t stop smiling from ear to ear, it was could to know that I could give them happiness/ share the Christmas spirit through a little act of kindness.

The best part of the experience was the reaction we got from Krissy herself. I’ve never seen someone so overjoyed and as content as she was. This definitely made me realize that this is the season of giving and helping others comes with rewards”.

What we actually did:

We sent out an email to all parents and guardians requesting their assistance with this project. We then made a short speech about the project and the importance of CAS at our annual Christmas event. We left the barrel in the hall during the last week of school before Christmas break. We then received a list of children to whom we would be giving the gifts and we wrapped and labeled the presents accordingly. We ended up donating the gifts to the Barbados Family Planning association which deals with women and children who live in shelters (and have fallen victim to abuse). We had to go out and buy a few more gifts than we originally had.



Wrapping the gifts

Conclusion

You will be provided feedback on your progress by your CAS coordinator and offered advice on your activities. Don't forget that your self-evaluation is a key part of your success. The school makes the final decision on your completion of CAS and reports the completion to the IB regional office. In order to succeed, you must meet the minimum requirements in order to be eligible to receive the IB diploma.

The CAS journey can be memorable and enjoyable; well planned and organised, it can be a meaningful and rewarding life-changing experience.

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