



Creativity, Activity, Service Handbook

For students graduating in June 2021 and 2022
<Adapted to reflect COVID-19 Modification>

Harlem Village Academies High
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Adapted from the International Baccalaureate Creativity, Activity,
Service Handbook and the work of IB schools around the world!

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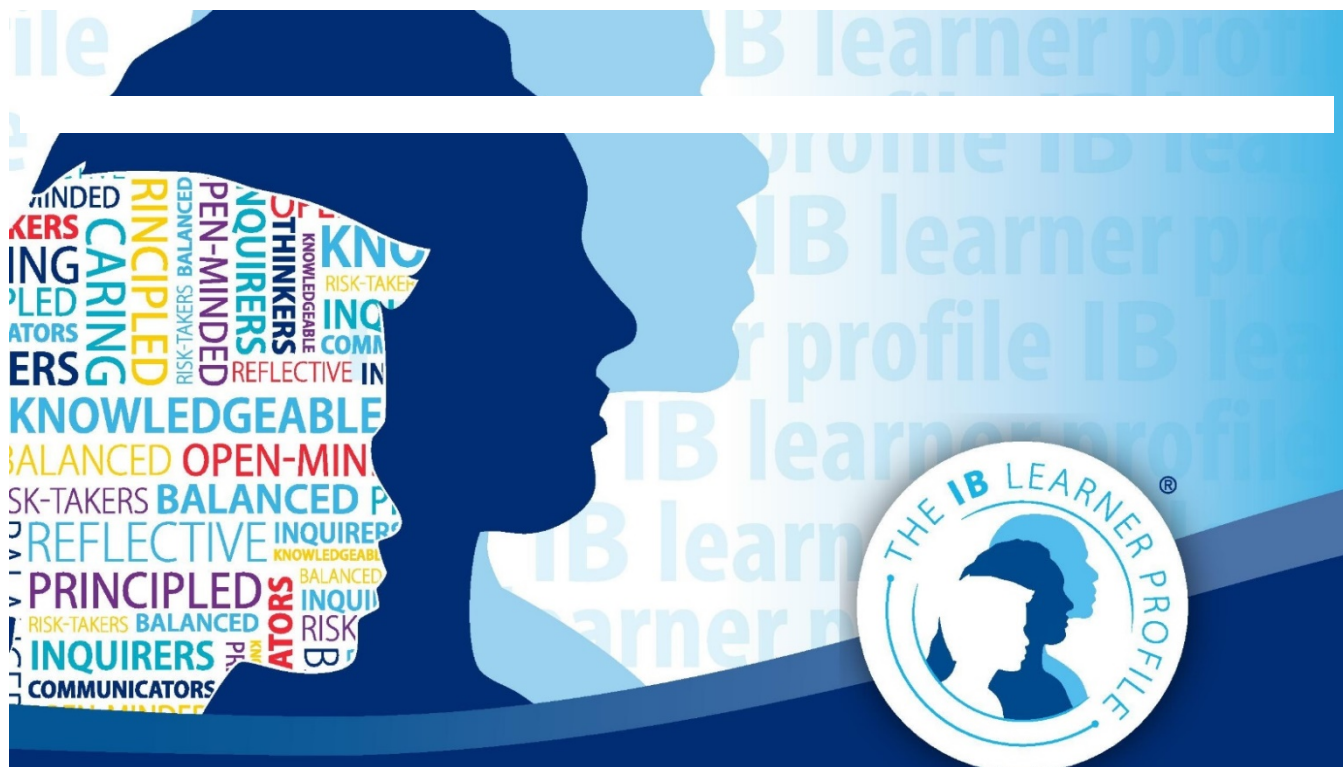
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IB mission statement

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.

As IB learners we strive to be:

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

What is CAS?

At the heart of the International Baccalaureate Diploma Program is Creativity, Activity and Service. CAS is a framework that promotes learning by having real experiences that have real consequences and then reflecting on these experiences over time. Students are given the opportunity to transform what they've learned in the classroom to a form of service. The CAS experience encourages students to “explore their interests and express their passions, personalities and perspectives” (CAS Guide, 8).

The Aim of CAS?

The aim of CAS is to build self-esteem, self-confidence, autonomy, self-reliance, collaborative action skills, compassion for others and awareness of global issues through creative expression, physical activities and service projects. The Creativity, Activity and Service framework encourages participants to become open-minded, life-long learners with a desire to be active agents for progressive change in local, national and global communities.

Students who engage in the CAS Program will:

- Increase self-awareness
- Learn about learning
- Explore new and unfamiliar challenges
- Employ different learning styles
- Develop their ability to communicate and collaborate with others
- Experience and recognize personal development
- Develop attributes of the IB learner profile

The 7 CAS Learning Outcomes are:

- Identify own strengths 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 experience
- 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

What Defines the Three Strands: Creativity, Activity, and Service?

CREATIVITY

IB Definition: Exploring and extending ideas leading to an original or interpretive product or performance.

This element of CAS covers a wide range of arts and other experiences outside the normal curriculum, which includes creative thinking in the design. Experiences include doing dance, music, art, digital design and production, creative writing and prose as well as theater. Students are encouraged to participate in experiences with groups and in new roles wherever possible, although individual commitment to learning and practicing an art form is allowed.

ACTIVITY

IB Definition: Physical exertion contributing to a healthy lifestyle.

This element of CAS can include participation in individual and team sports, physical activities and expeditions outside the normal curriculum. It also includes physical activity involved in carrying out creative and service projects. These pursuits will require physical exertion such as camping trips, intramural volleyball or erecting and tending a community garden. Students are encouraged to participate in experiences with groups and teams as well as undertaking new, challenging roles. Individual commitment to these physical activities is also acceptable.

SERVICE

IB Definition: Collaborative and reciprocal engagement with the community in response to an authentic need.

Recognized as perhaps the most transforming element of CAS, service projects and experiences allow students to build direct links with individuals and groups throughout local and global communities. This interaction helps to nurture and shape a global citizen who recognizes and respects the human rights of all people. Students do not simply provide service for others but are doing projects with others, developing a sincere commitment with them in the process. This relationship should demonstrate respect for the dignity and self-respect of others.

Experiences and group projects should identify, research and address community needs; for example, facilitating a clothing drive for families living without homes in NYC, working on an international awareness and fundraising campaign to ban landmines. Both creativity and activity elements are heightened by incorporating the service aspect of these experiences.

When?

Students who enter the HVA IB Diploma Program are expected to engage in a minimum of three individual CAS experiences culminating in one final project. At HVA, IB Diploma candidates are expected to fulfill a minimum of 50 hours of Creativity, Activity and Service over their junior and senior years. IB Diploma candidates are expected to engage in CAS regularly (i.e. preferably weekly) for 18 consecutive months, finding a balance between creativity, activity and service.

All HVA CAS projects should be done over a period of at least 4 weeks, though many group projects may take a longer period of time. CAS projects can use a single strand of CAS or use two or all three strands. Both CAS experiences and projects should have a supervisor; supervisors can be school faculty, community activists, artists, professionals, college undergraduates, or anyone else that you find is appropriate to supervise your experiences and project(s). Students must use the CAS stages to effectively engage in experiences and projects.

What?

There are four types of service action as defined by IB within the CAS Program:

Direct Service: Student interaction that involves people, the environment or animals.

Indirect Service: Although students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment.

Advocacy: Students speak on behalf of a cause or concern to promote action on an issue of public interest.

Research: Students collect information through varied sources, analyze data and report on a topic of importance to influence policy or practice.

How?

All CAS students are expected to maintain and complete a CAS portfolio (in Managebac) as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence and reflections that showcase CAS experiences.

Is it CAS?

- real, purposeful experiences with significant outcomes
- personal challenges– tasks that extend students and are achievable
- thoughtful consideration demonstrated through planning, reviewing progress, and reporting reflection on outcomes and personal learning

The BIG NO

Are your feet off the ground? Are you breathing air with an assistive device? Is there a threat to your physical safety? **If you answered YES...the CAS answer is (in all likelihood) NO.**

Remember: You cannot begin a CAS experience until it is carefully planned – and it can only count as a CAS experience if the CAS Coordinator approves your plan BEFORE you begin.

Is There A Plan?

Students will use the five CAS stages for all extended experiences (including the CAS project):

Investigation: Identify interests, skills and talents as you consider what CAS experiences you want to engage in. What do you want to do? Why? For service experiences, what need do you want to address?

Preparation: Clarification of roles and responsibilities, identify time frame and resources, and, if necessary, acquire skills needed for CAS experience or group project. What is your plan of action? How are you going to do it?

Action: Implementing your idea or plan. In other words, get to it!

Reflection: Share what occurred, how you felt during the process of planning, during and after execution; generate ideas and raise questions. What worked well? What might I (we) have done differently? How have I (we) changed as a result of this experience or project?

Demonstration: Explicitly share what was learned, as well as how it was learned and accomplished. CAS portfolio! School-wide CAS group project presentations! Mass media! Throughout the duration of the CAS Program, students should be engaging in reflection on their CAS experiences, while providing evidence of how these CAS experiences and group project(s) meet the 7 Learning Outcomes.

How is my CAS Plan approved?

IB Diploma candidates are encouraged to identify and participate in experiences that satisfy more than one CAS element. In all aspects of CAS, goals must be set and students are required to reflect on their progress throughout the process.

In order to meet the Creativity, Activity and Service criterion, all CAS experiences and group projects must be approved by Roystone Martinez through submission of proposals and follow-up meetings.

Additionally, IB Diploma candidates should meet regularly with Mr. Martinez before and while engaging in CAS experiences and projects for check-ins, portfolio review, reflection and guidance.

Examples of CAS

This is not a list of things to do; this is only a list to brainstorm ideas:

Creativity

- Active (creative) participation in a school club or organization
- Music Program
- Play / Musical / Drama
- Art / Music / Dance lessons
- Cooking Classes
- Creative writing

Activity

- All school-based teams
- Community sport activities
- Yoga/Walking
- Working out/Hiking (be mindful of having a proper mentor/documentation)
- NHS City Park Beautification days
- A service/creativity activity with a physical component

Service

- Student leadership
- Fundraising or awareness campaigns
- Volunteering at Senior Center
- Volunteer tutoring of Grade 9 and 10 Students

Reflections

Reflections can take many different forms such as journals, group discussions, blogs, video clips, a painting, a song, a poem or short story as well as a multi-media piece. Evidence can be a video clip of a musical rehearsal/performance or dance recital, uploaded slides of artwork from a museum program, photos from It's My Park! Service Day or walking with the HVA Team during the annual Breast Cancer Walk, posted Youtube clips of soccer matches, softball games or swim meets as well as scanned letters from volunteer service supervisors at a local hospital, food pantry or nursing home.

Elements to strong reflections:

- Describe what happened: Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- Express feelings: Students articulate emotional responses to their experiences.
- Generate ideas: Rethinking/re-examining choices and actions increases awareness about self and situations.
- Ask questions: Questions about people, processes or issues prompt further thinking and inquiry

Supervisors

All experiences that occur outside of school premises must have a letter of documentation from your respective supervisor, verifying your participation in specific CAS experiences.

Deadlines

January-June, 2021:	All Juniors must complete the planning of their CAS, including the creation and documentation of their CAS Project.
December 1, 2021:	All Seniors must begin their CAS Project by December 1 in order to complete the project – and the reflections – prior to the deadline.
March-April, 2021:	During this time, the clock begins to narrow on your timeline. Expect to see quite a lot of Mr. Martinez if you are not making adequate progress on CAS.
April 1, 2021:	Formal warning to parents for students who have not completed.
May 1, 2021:	All CAS activities, reflections, and interviews must be complete. Students with incomplete CAS will be dropped.

Using Managebac

All planning – and documentation of CAS – happens on Managebac. You may begin proposing CAS experiences online as soon as you begin your CAS planning. Remember to meet with Mr. Martinez to go over the plan, evidence, and outcomes.

Questions about how to document in Managebac? Check the “How To” guide for students, linked in Managebac.

Writing A Proposal

- **Description:** A simple 4-5 sentences explaining the who, the what, the where, and something about the why.
- **Learning Outcomes:** Click no more than 2-4 per experience. For every Learning Outcome, you should have an element in the reflection.
- **Goals:** Clearly define how your ideas for the “Description of CAS Experience and Goals” connect to the goals portion of your description. You may need to revisit your description and add to it.
- **Supervisor:** Remember, it cannot be a parent or relative. Choose an adult over 18 who monitors your efforts and provide an email address. Remember, we will verify your experiences and their ability to supervise your hours. If you need to print out a completion form, Managebac allows you to do that easily in the bottom right of the screen within each experience.

Tracking Experiences and Goals

Managebac does all the work for you. From the Coordinator side, we can check in on you at a glance to watch your progress – or see if we need to reach out and give you some assistance.

School Responsibility

Mr. Martinez is the CAS Coordinator for Harlem Village Academies High. During the month of June, Mr. Martinez engages the incoming Junior cohort with a series of presentations so they can get started with CAS the instant we return in the fall – when the Juniors start their IB journey.

Throughout the fall and winter, Mr. Martinez completes a variety of presentations so students understand the role of planning - and reflection - in CAS. He will help students to identify personal goals, review evaluations, help to answer questions, and serve as a mentor through the CAS process. In addition, he will hold a minimum of three individual interviews during the time of your CAS work.

As the CAS Coordinator, Mr. Martinez he will also monitor and approve the range and balance of activities you are undertaking, support you in your consideration of ethical or global concerns, help you develop your powers of reflection, provide feedback on your ongoing reflections, and help you develop as a reflective CAS practitioner. This includes feedback and response to your portfolio entries.

Throughout the year, both Mr. Martinez and Mr. Quinn (the IB Coordinator) will post CAS ideas and a variety of local events on Managebac that may be of interest to you in your work on CAS.

CAS During COVID-19

CAS Projects

Depending on the local context and the lifting of some lockdown restrictions it is anticipated some students may have opportunities to engage in CAS project within the community. The possibilities for this will be very much dependent on local conditions and the guidance of the schools as well as official recommendations on social distancing, etc.

In the event that a CAS project or some events may be cancelled, or future circumstances may prevent face to face events from taking place, it is reminded the completion of the CAS programme is focused on meeting the learning outcomes, not the specific nature of projects. In these cases student CAS projects can be considered complete if the planning of the event and other aspects of the project still contribute to meeting the CAS learning outcomes.

Examples include, but are not limited to:

- Learning Outcome 3: Demonstrate how to initiate and plan a CAS experience
 - Creating a CAS experience with specific targets and learning objectives in mind
- Learning Outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively
 - Identifying the strengths of the team with regard to the planning and carrying out of a CAS project.

CAS Experiences

It is anticipated that students will be able to continue with creativity, activity and service experiences in a remote or online setting, although the nature of these experiences is likely to have to be adapted and adjusted and will be dependent on the local context and the official guidelines in place.

For example, in terms of creativity engagements, it is anticipated that students will have access to social media platforms where they could engage in creative activities, bearing in mind the ethical and safety considerations associated with the use of social media. Additionally, working in a new space allows for creative ideas when planning CAS activities.

Ideas include, but are not limited to:

- Learning Outcome 1: Identify own strengths and develop areas for growth

- Engaging in an online art or painting course
- Learning how to play a musical instrument through online courses or videos
- Learning Outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process
 - Developing innovative ways to help undertake CAS activities remotely

Activities:

In terms of physical activities, it is suggested that students could continue to complete various activities focused on wellbeing.

Ideas include, but are not limited to:

- Learning Outcome 4: Show a commitment to and perseverance in CAS experiences
 - Engaging in an online Yoga or mindfulness class
 - Exercising to an online video programme
 - Taking a daily walk or run (local restrictions permitting)

Service:

In terms of service, students could work virtually to accomplish service engagements such as advocacy activities.

Ideas include, but are not limited to:

- Learning Outcome 6: Demonstrate engagement with issues of global significance
 - Working with the local community to organize the donation of food to elderly members of the community

Portfolio:

CAS Portfolio Students are still expected to maintain and complete a CAS portfolio. This portfolio should be discussed through the three scheduled CAS interviews. It is anticipated that CAS coordinators and students will have already engaged in the interview process, or where there are outstanding interviews that these can be undertaken using online communication tools or by telephone. These tools and approaches can be used to facilitate any other support sessions that a CAS advisor may need to provide.

Contact

If you have any questions about CAS, please ask Mr. Martinez.

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