

Creativity, Activity and Service

Student Handbook



Winter Park High School International Baccalaureate Diploma Programme

Joel Brielmaier
IB CAS Coordinator
joel.brielmaier@ocps.net

Donald Blackmon
IB Coordinator
donald.blackmon@ocps.net

CAS Handbook

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Why CAS?

The CAS program aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment

CAS Strands

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**.

You must include 2 or more CAS strands in your CAS Project and one of those strands must be service! Below are some examples of how you may combine the strands.

Creativity and Service: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.

Activity and Service: Students plan and participate in the planting and maintenance of a garden with members of the local community.

Creativity, Activity and Service: Students rehearse and perform a dance production for a community retirement home.

Is it CAS-able?

It is important to consider the spirit of CAS! The purpose is lost if this becomes an hour counting exercise, rather than a rewarding experience.

Here are some examples of what would *NOT* count as CAS:

- Any class, activity or project that is already part of your Diploma Programme
- An activity for which you are personally rewarded unless the benefit is passed on to a worthy cause
- Doing simple, tedious and/or repetitive work (like shelving books or cans, or clerical tasks)
- Working in elderly care facilities when you:
 - Have no idea how the facility works
 - Are just making sandwiches
 - Have no contact at all with the elderly
 - Actually do no service for the elderly
- A passive pursuit such as a visit to a museum, art exhibit, vacation tours, concert or sports event, unless it clearly inspires work in a related activity in which a student is already engaged and provides some benefit beyond self
- All forms of duty within a family
- Work experience that 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. This adult cannot be a member of your family.
- Activities that cause division amongst different groups in the community

To determine whether or not something *CAN* be considered CAS, use the following guidelines:

A CAS Project must:

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

To further assist in deciding on a CAS experience, the following questions useful to consider:

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

CAS Stages

The following CAS stages will be used throughout your CAS project. They are meant to guide you through your service learning experience. You are required to follow the CAS stages during your project. The CAS Coordinator will provide structures to accomplish this naturally.

Investigation: Identify interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Investigate what you want to do and determine the purpose for your CAS experience and identify a need you want to address.

- This will be accomplished through an initial self-reflection during the beginning of junior year and researching for your CAS proposal.

Preparation: 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.

- This will come naturally through the construction of your CAS Proposal.

Action: Implement the idea or plan. This often requires decision-making and problem solving. You may work individually, with partners, or in groups.

- Action is a rather self-explanatory concept. Make sure to provide evidence of your action in ManageBac.

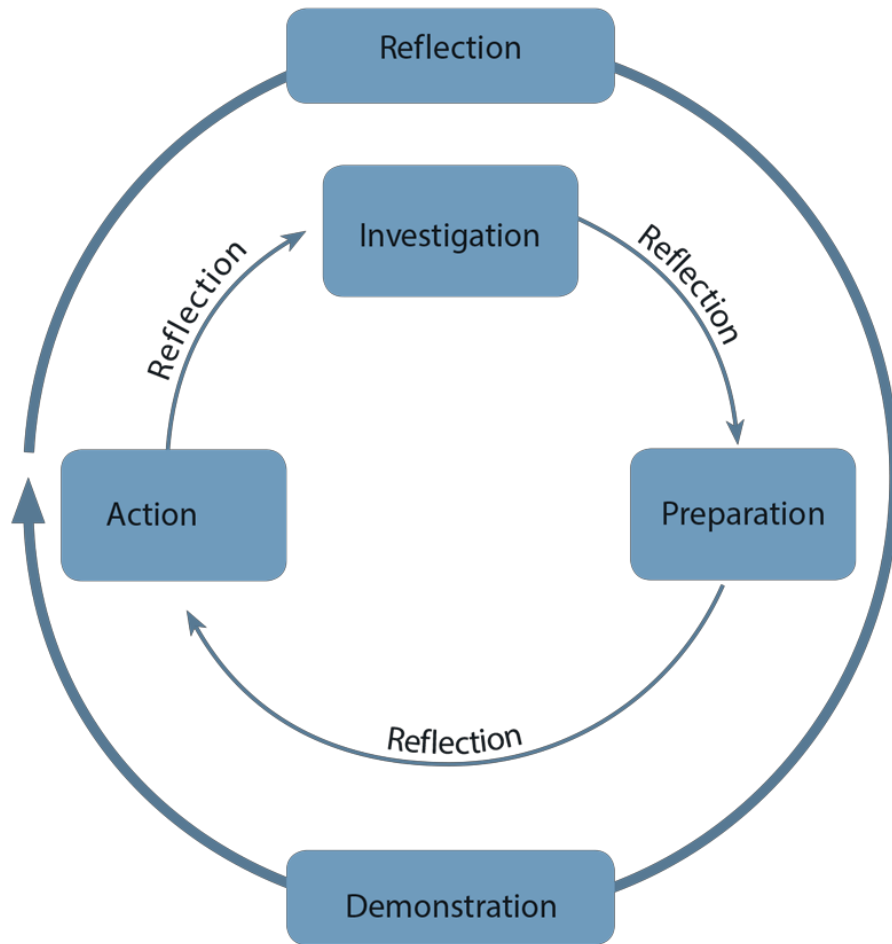
Reflection: Describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.

- Formal reflections will be required once every nine weeks, though reflecting more often is encouraged.

Demonstration: You should make explicit what and how you have learned and what you have accomplished. Through demonstration and communication, you will solidify your understanding and evoke response from others.

- This will occur through the evidence and reflections that are put into ManageBac and through a final CAS interview/presentation senior year.

CAS Stages Illustrated



The CAS stages are cyclical in nature and can occur in some form multiple times during a CAS project. These stages are also applicable to other areas of academia and life.

CAS Reflections

The overarching intention of reflection in CAS includes the opportunity for students to:

- deepen learning
- consider relevance of experience
- explore personal and group values
- recognize the application of knowledge, skills, and attributes
- identify strengths and areas for development
- gain a greater understanding of self and others

- place experience in a larger context
- generate relevant ideas and questions
- consider improvements in individual and collective choices and actions
- transfer prior learning to new situations
- generate and receive constructive feedback
- develop the ongoing habit of thoughtful, reflective practice

Reflections are what distinguish the CAS Program as a service learning experience rather than simply a community service requirement. Reflections will be assigned once every nine week term. Specific due dates will be determined by the CAS Coordinator so that students are given sufficient time to complete their reflections.

The Four F's of Reflection

The four F's of reflection will help guide your formal written reflections. Each component should be included in a thoughtful and thorough reflection.

Facts— Explain what actually happened. This should be a descriptive narrative of events as they happened. What? Where? When? How? Who? Try to focus on specific events, circumstances or situations that are important and relevant to the learning outcome rather than reflecting on every aspect of your experience.

Feelings— Explain how the experience made you feel before, during and afterwards. Emotions are a key to learning so try to articulate them accurately and pinpoint what caused them.

Findings— Explain your thoughts about what happened and why? Think critically and analyze the events, your choices, actions and emotions to see if you can figure out any important realizations, discoveries, learning or new ideas.

Future— Explain what you are going to do with any new learning you have gained. Does it give you any new perspectives? Does it throw up any new questions that you have not considered before? Is there anything you'd like to do or find out about as a result of this experience?

(from St. Paul's Co-Educational College CAS Handbook, pg. 12-13)

CAS Portfolio Requirements

- Your CAS portfolio must total at least 150 hours (at least 75 of which must be service) and be sustained over 18 months.
- Two or more CAS Strands must be included in your CAS project.
- Documentation of hours, reflection, and evidence must be done in ManageBac.
- Reflections must be completed periodically throughout the 18 months.
- All 7 learning outcomes must be demonstrated in multiple instances throughout the portfolio through evidence and reflections.
- You must have 2 formal interviews with the CAS coordinator during the 18 months and complete a final exit interview with the CAS coordinator.
- You must follow the guidelines for what is considered CAS (refer to page 3 or see CAS coordinator).

Student responsibilities

CAS students are expected to:

- approach CAS with a proactive attitude (DON'T PROCRASTINATE!!!)
- 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 and/or CAS adviser
- understand and apply the CAS stages
- become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS program
- maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes (This is done in ManageBac)
- understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- demonstrate accomplishments within their CAS program
- communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings
- ensure a suitable balance between creativity or activity and service in their CAS Project
- behave appropriately and ethically in their choices and behaviors

CAS Learner Outcomes

Through your CAS Project, a diploma candidate must provide evidence of meeting these 7 outcomes:

- **Identify your own strengths and develop areas for growth**
You are able to see yourself as an individual with various skills and abilities, some more developed than others, and understand that you can make choices about how you wish to move forward.
- **Undertake new challenges and develop new skills through the process**
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.
- **Demonstrate how to plan and initiate activities**
You 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. You may show your knowledge and awareness by building on a previous experience, or by launching a new idea or process.
- **Show perseverance and commitment in activities**
Demonstrate regular involvement and active engagement in CAS.
- **Work collaboratively with others**
You are able to identify, demonstrate, and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
- **Engage with issues of global importance**
You may be involved in international projects, but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, hunger, caring for elderly).
- **Consider the ethical implications of one's actions**
You show an awareness of the consequences of choices and actions in planning and carrying out CAS experiences. Evidence of thinking about ethical issues can be shown in various ways which should include reflective writing.

All seven outcomes must be present for you to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is **some** evidence for every outcome. The focus on learning outcomes emphasizes that it is the *quality* of a CAS project (its contribution to your development) that is of most importance.

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.

-Again, please make sure to reference the IB Learner Profile words in your reflections to communicate how you developed these characteristics throughout your CAS project.

IB learners strive to be:

- | | |
|----------------------|---|
| <u>Inquirers</u> | 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. |
| <u>Knowledgeable</u> | 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. |
| <u>Thinkers</u> | They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. |
| <u>Communicators</u> | 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. |
| <u>Principled</u> | 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. |
| <u>Open-minded</u> | 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. |
| <u>Caring</u> | 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. |
| <u>Risk-takers</u> | 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. |
| <u>Balanced</u> | They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. |
| <u>Reflective</u> | 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. |

IB Community Service: Some Tips and Clarifications

The purpose of community service hours is to develop more internationally-minded students who are aware of the needs of their community and their responsibility to contribute meaningfully to that community, whether locally, nationally or globally. To that end, there is a difference between *volunteerism* and *community service*.

Volunteerism	Definition	Community Service
Performing any activity without being paid		Performing a compassionate service to help someone in need
Anywhere: businesses, non-profits, charities, public or private places, schools, clubs and civic organizations	Typical Places Activity Performed	Usually with non-profits, charities, in public places (parks, beaches, libraries)
Can include clerical tasks that have little contact with people	Type of Activity	Typically involves direct contact with people

Activities that Do NOT Count

Fundraising Dinner on Park Avenue
 Filing in a doctor's office
 Ushering at the Bob Carr
 Student manager for a school athletic team
 Operating a concession stand
 Political campaign volunteers
 Church choir or ensembles
 Tutoring friends
 School club – sponsored event that are not service related
 Florida Youth Symphony Orchestra
 Cleaning the school boathouse
 Playing FreeRice.com online
 Collecting tickets or selling concessions for club sports teams

Activities that DO Count

Sorting clothes at a thrift shop
 Feeding the homeless or shelter victims
 Working at the Humane Society
 Going on a church mission trip
 Participating in a fundraiser for a charitable organization (Relay for Life, Light the Night, UNICEF)
 Camp counselor
 Artist in residence programs at hospitals
 Tutoring younger or underprivileged children
 Learning to row with veterans, children or the disabled
 Coaching underprivileged children

Policy on Religious Activities

Any type of activity associated with the worship practices of one's faith are not considered community service (ex. Altar boys, church choirs, ensembles, audio-visual operators, music directors, Bible study leaders, teaching the principles of one's faith). However, service related activities done in conjunction with a religious organization or youth group can count: serving with Habitat for Humanity, humanitarian mission trips, etc.

Possible Community Service Opportunities

American Diabetes Association – www.diabetes.org
Apopka Family Learning Center - 407-889-0100 ext. 225
Audubon Society – www.audubon.org
Back to Nature Wildlife Rescue – www.btn-wildlife.org/# or 407-568-5138
Best Buddies – www.bestbuddies.org
Beta Centers – 407-277-1942 ext. 135
Boys and Girls Club of Central Florida – 407-841-6855
Canine Companions – www.caninecompanions.org
Central Florida Zoo – www.centralfloridazoo.org/volunteeropportunities
Children's Cancer Foundation – www.basecamp.org
Children's Home Society – www.chsfl.org/centralflorida
Christian Service Center (food pantry) – 407-628-1692
Covenant House – www.covenanthousefl.org/employment
Domestic Violence Harbor House – www.harborhousefl.com
Florida Pet Shelters – www.muttcats.com/shelters/florida.htm
Freedom Ride – www.freedomride.com/volunteer.html
Give Kids the World – www.gktw.org
Green Up Orlando – www.cityoforlando.net/fpr/html/greenup.asp
Greyhound Pets of America – www.greyhoundpetsorlando.org/volunteer.html
Habitat for Humanity – www.habitat.org
Habitat for IB – <http://globalengage.ibo.org/eng/students>
Hands on Orlando – www.handsonorlando.com
Harvest International – www.harvesttime.org
Haven for Injured Wildlife – 407-260-6137
Homeless Coalition – www.nationalhomeless.org/want_to_help
HOPE – www.newhopeforkids.org
Hubbard House – <http://hubbardhouse.org>
Keep Orlando Beautiful – www.cityoforlando.net/KOB or 407-246-2752
Local Elementary Schools – carnivals –contact individual schools for needs
Mead Gardens - <http://www.meadgarden.org/pitch-in/volunteer>
Mustard Seed – www.mustardseedfla.org
Orange County Animal Services – 407-254-9155
Orlando Science Center – Danielle Kapusin – dkapusin@osc.org or 407-514-2223
Pet Rescue by Judy – www.petrescuebyjudy.com
Ronald McDonald House – www.rmhc.org/how-you-can-help/volunteer
Salvation Army – www.salvationarmyusa.org or www.volunteermatch.org
Second Harvest Food Bank – Mindy Ortiz – mortiz@feedhopenow.org
Seniors First, Inc. – 407-615-8982
Society of Saint Andrews – www.endhunger.org/volunteer.htm or 407-650-1956
Ten Thousand Villages – 407-644-8464 or volunteers.orlando@yahoo.com
The Russell Home – 407-855-8063
Track Shack – www.trackshack.com
United Way – www.unitedway.org/take-action/volunteer/
VA Medical Center – www.orlando.va.gov/giving/index.asp
Winter Park Day Nursery – <http://winterparkdaynursery.org/>
Winter Park Library – 407-623-3300
Winter Park Parks and Recreation – 407-599-3364
Winter Park Towers – www.westministerretirement.com/careers/volunteers
Winter Park/Maitland Art Festivals – contact individual city offices
YMCA – contact your local YMCA

Local Hospitals

Arnold Palmer Hospital for Children – 92 West Miller St, Orlando	407-649-9111
Dr. P. Phillips Hospital – 9400 Turkey Lake Rd, Orlando	407-351-8500
M.D. Anderson Cancer Center – 1400 South Orange Ave, Orlando	407-648-3800
Orlando Regional Medical Center – 1414 Kuhl Ave, Orlando	321-841-5111
South Seminole Hospital – 555 West State Rd 434, Longwood	407-767-1200
The Howard Phillips Center for Children/Families – 601 West Michigan St, Orlando	407-317-7430
Winnie Palmer Hospital for Women/Babies – 83 West Miller St, Orlando	321-843-9792
Winter Park Memorial Hospital – 200 North Lakemont Ave, Winter Park	407-646-7090

How to Document your CAS Project in ManageBac

1. Go to winterpark.us.managebac.com and LOG IN your account using your e-mail address and password.
2. Click on “IB MANGER” tab, then click on CAS which will open up your CAS worksheet.
3. On the right hand side of the screen, click “Add CAS Experience” button
 - This will prompt you to fill in all the important and appropriate information for your CAS Project.
 - Enter the title of your CAS Project as the “Experience Name.” You will list ALL of the hours you complete for your CAS Project under ONE EXPERIENCE.
 - Check the box for “CAS Project.”
 - You will designate where your hours fall as you progress with your project: creativity, action, service. You may divide the total hours into the two or three different categories that you choose for your project.
 - Choose the type of service action.
 - Choose your approach based on the nature of your project.
 - List the range of dates that you will be working on the project (you can edit this as you progress).
 - Add a description of your project. Give details and be specific. Goals should include what you hope to accomplish with your project or how it will impact people/community/etc.
 - You MUST have the NAME and the CONTACT NUMBER or EMAIL of the supervisor or person in charge of the activity. This is imperative if there is a question about your hours and the person needs to be contacted. Make sure this information is correct and valid.
 - Select ALL of the targeted learning outcomes. Your goal is to demonstrate that you have met ALL of the 7 CAS learning outcomes by the end of your project.
 - Double check that all the information is accurate and correct, then click “add CAS experience.”
4. To log your hours for specific events,
 - Open the entry for your CAS Project on the CAS worksheet page.
 - Click “Add Reflections and Evidence.”
 - Enter your hours as a journal entry.
 - List the title of the activity, the date, the hours, and if those hours are Creativity, Action, or Service (e.g. “Planning Meeting, 8-24-2016, 2 hours of Creativity”)
 - Under the title, describe the experience. Be specific.
 - If you would like to make a reflective journal entry, you can add it to the same journal file as your hours, but make sure to demonstrate that you have met a CAS learning outcome in this reflection.
5. Include reflections and evidence.
 - Open the entry for your CAS Project on the CAS worksheet page.
 - Click on the “add reflection” button on the right hand side of the screen. There are various ways to reflect on your activity: journal, pictures, video, website. You can add more than one reflection for an activity if you want to add pictures AND a journal/video/website.



TIPS FOR POSTING EVIDENCE ON ManageBac

JOURNALS:

- Entries should be in real time, not completed months later. The dates of entry are recorded on the website. Entries should be timely to be acceptable.

PHOTOS:

- If the activity is with a team or group, then the photo should include you interacting with that team or group. A posed team or group photo that represents the activity is also acceptable. You should be clearly recognizable in the photo.
- If the activity represents individual participation, the photo should present you engaged in a real time activity. Avoid individual posed photos NOT in real time, for example posing at home in a team logo tee shirt. You should be clearly recognizable and engaged in the real time activity (No selfies).

FILES:

- All uploaded files should be easily accessible and able to be downloaded.
- If you scan a document as evidence (like a certificate of completion), it must be legible and clearly provide
 - evidence of your participation using appropriate attribution (your name, dates, official organization).
- PowerPoints are acceptable evidence as long as there is bonafide attribution to you and/or your photo is appropriately included.

WEBSITES:

- Websites can be used to verify the purpose or goals of the organization in which you are involved.
- A website alone, however, does not provide clear evidence of your participation unless there is a photo of you or attributed credit to you that is easily identifiable and accessible.

YOUTUBE and videos:

- YouTube is excellent to provide evidence and documentation for individual or group performances. You must be clearly visible in action in this video.
- Any video used as documentation must present you in a real time event representing the activity. You must be clearly visible in any video.

CAS Deadlines

Failure to complete any of these requirements will lead to removal from the IB programme and potential failure to graduate high school.

Junior Year

Date	Documentation
September	Introductory meeting with CAS coordinator
October 1	Portfolio proposals due to coordinator
Mid-October	Proposal approved by CAS Coordinator
Throughout the year	Reflections due in Managebac
March-April	Mandatory Junior advisement meeting with CAS Coordinator

Senior Year

Date	Documentation
September 1	Summer portfolio hours documented
November 1	80% of project hours documented
End of February	Final Documentation in ManageBac
March	End of CAS Exit Interview with coordinator

Keep these deadlines in mind when planning your CAS Project. These deadlines will help keep you on track and are meant to prevent you from procrastinating!



CAS HANDBOOK VERIFICATION

- Each student is responsible for reading, discussing, and reviewing the CAS Handbook. We request that parents also be familiar with guidelines in order to support their student in this diploma requirement.
- **All activities must be approved before the beginning of that activity.**
- Students will be working on their CAS projects outside of school. Parents and students should think about and discuss the possible hazards and risks that accompany doing their CAS Project. The school is not liable for any accidents that may occur outside of school due to a CAS Project.
- Failure to meet the CAS expectations and deadlines as specified can result in dismissal from the WPHS IB Diploma programme.
- The CAS Handbook should be read completely prior to signing this verification.

I HAVE READ THE CAS HANDBOOK, UNDERSTAND CAS GUIDELINES AND EXPECTATIONS, AM AWARE OF THE POSSIBLE RISKS INVOLVED IN DOING MY CAS PROJECT, AND USED THE HANDBOOK TO PREPARE MY CAS PROPOSAL:

Student Name (Print): _____

Student Signature: _____

Parent/Guardian Signature: _____

Date: _____

