Creativity, Action, Service
Elements of the Core

- Creativity, Action, Service (CAS)
- The Extended Essay (EE)
- Theory of Knowledge (TOK)
What is CAS?

- **Creativity**: arts and other activities involving creative thinking
- **Action**: physical exertion contributing to a healthy life style
- **Service**: unpaid and voluntary, an exchange that has a learning benefit for the student. The rights, dignity, and autonomy of all those involved are respected.
The main reason that CAS is a compulsory part of the IB Diploma is to encourage student self-development. It is meant to develop a healthy and balanced lifestyle with an awareness of the problems faced in our world.
Why Is It Included in IB?

Education should extend beyond the classroom.

✓ To counterbalance academics
✓ To develop new skills, interests, and understanding
✓ To provide service to the community
✓ To develop an awareness and concern for others
✓ To develop self-reliance, self-confidence, and the ability to work with others
✓ To develop community and global connections
✓ To connect with other areas of the program – especially TOK
Real, purposeful activities, with significant outcomes

Personal challenge: tasks must extend the student and be achievable in scope

Thoughtful consideration: planning, reviewing progress, reporting

Reflection on outcomes and personal learning
Key Features

➢ Clearly related to the Learner Profile
➢ Emphasis on CAS as experiential learning
➢ Reflection is a major part of the process
➢ Differentiated to meet the needs of the individual student
➢ Focuses on learning outcomes
➢ Meets Concurrency of Learning requirements
IB Learners Strive to be:

- Knowledgeable
- Inquirers
- Thinkers
- Communicators
- Principled

- Open Minded
- Caring
- Risk-takers
- Balanced
- Reflective
Experiential Learning

“…the process whereby knowledge is created through the transformation of experience”

Experience is transformed through reflection

Reflection needs to be encouraged and developed

Students need a “CAS advisor” to guide them

A team approach is ESSENTIAL
Learning Outcomes

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

It is a process which goes through different stages:

- Plan, act. Concrete experience
- Observe, reflect. Ongoing critical reflection
- New understandings. Framing of concepts
- Apply learning in new situations.
CAS and Ethical Education

From the CAS guide:

“Meaningful ethical education – the development of ethical human beings – happens when people’s feelings and behaviour change, as well as their ideas”

- Not about teaching values but about learning through experience
- Not in the classroom but through experience outside of the classroom
Responsibilities of the Student

✓ Self-review at the beginning of CAS
✓ Plan, do and reflect
✓ Undertake reviews with CAS advisor on a regular basis
✓ Take part in a range of activities. At least ONE sustained project must be at least partially initiated by the student and involve at least two of the areas - Creativity, Action, or Service
More student responsibilities

- Keep records of their activities and achievements
- Show EVIDENCE of achievement of the eight CAS learning outcomes
- Repetition should be avoided. **Growth** must continually occur.
Documentation

- Journals, scrapbook, photo essay, video, powerpoint, memory box, weblog
- What did you plan?
- What did you do?
- What were the outcomes for yourself and others?
- Reflect on how you felt, your perceptions, discoveries, the value of the activity, what you learned.
Relating CAS & TOK

Consider reflecting on a CAS experience using each of the Ways of Knowing.

- Sense Perception – In what way(s) did sense perceptions affect my understanding of this experience (regarding myself, regarding others, and the surrounding world)?
- Language – What did others transmit to me through their language? Were new representations given to me with regard to the words I usually use?
Reason – What reasoning preceded my experience? Did I have any bias and/or arguments that determined my approach towards the reality of my experience? Have I changed my thinking in any way because of this experience?

Emotion – What kind of feelings and emotion can I identify in myself regarding this experience? How do I think others felt? How did my emotions affect my thoughts, my ability to perform, make decisions, or reason during this experience? Did I develop empathy as a result of this experience?
Reflection is a key link between TOK & CAS

- Reflection in the CAS process should involve some critical thinking by the learner in evaluating and choosing experiences.
- Critical thinking and reflection must be used in putting together the final CAS presentation.
There are three basic questions for a student to ask about a proposed project.

✔ What is the my plan?

✔ How will I meet the learning outcomes in this activity/project?

✔ How will I be able to demonstrate that I have accomplished my plan?
“A journey that begins in the brain and ends in the heart.”

Quote from the movie “Paperclips”