



SOUTHLANDS INTERNATIONAL SCHOOL

IB DIPLOMA

CREATIVITY, ACTIVITY,
SERVICE



CAS IS AN
OPPORTUNITY TO
PAUSE AND ENJOY
DOING THE THINGS
THAT MAKE LIFE
WORTH LIVING WHILE
CHALLENGING
YOURSELF AND
MAKING A POSITIVE
IMPACT IN YOUR
LOCAL AND GLOBAL
COMMUNITY.

RICHARD HOUGH \ \ CAS COORDINATOR



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SOUTHLANDS MISSION STATEMENT

AT SOUTHLANDS INTERNATIONAL SCHOOL OUR AIM IS
TO ENSURE THAT ALL STUDENTS:

- receive a high quality education, in the English language, within a nurturing, stimulating and creative international ethos.
- are inspired, respected, challenged and supported by the well-qualified, caring and professional team of staff.
- receive excellent pastoral care from their teachers in a friendly, positive atmosphere.
- know that their individual qualities, abilities and cultures are recognised and valued.
- are provided with additional educational opportunities on and off site, locally and nationally.
- are given the opportunity to fulfill their individual potential academically, socially, morally and emotionally.
- leave school equipped with the skills and awareness they need to become tolerant, independent, co-operative, responsible and creative young people.
- develop a lifelong interest in learning, the environment, technology and self-development.

THE LEARNER PROFILE

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 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.

Thinkers

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.

Communicators

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.

Principled

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Open-minded

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.

Caring

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.

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.

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 recognise our interdependence with other people and with the world in which we live.

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.

As reflected in our Mission Statement, the aim of all IB World Schools is to develop internationally minded young people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

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 THE IBDP?

The International Baccalaureate Diploma Programme (IBDP) is an externally assessed, internationally-recognised qualification which provides opportunities for our students all over the world. As well as promoting rigorous academic standards, the IBDP will help candidates to develop skills and attributes which will ensure they are prepared for all future challenges.

In addition to subjects in languages, mathematics, sciences, individuals and societies and the arts, the IBDP includes the core elements of Theory of Knowledge (TOK), Creativity Activity and Service (CAS) and the Extended Essay (EE).

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.



**STUDENTS WHO HAVE
COME TO US WITH AN IB
EDUCATION ARE AMONG
THE WORLD'S BEST AND
ARE IMMEDIATELY READY
FOR THE RIGOUR AND
DEPTH OF OUR MOST
DEMANDING COURSES.**

**Director of Admissions,
Kings College London**

THE IB DP AT SOUTHLANDS

OVERVIEW

The IB Diploma model shows the curriculum with the six areas of knowledge surrounding the core elements.

IB Diploma Programme students are required to study:

- 6 subjects (one from each group).
- 3 subjects (and no more than 4) at Higher Level.
- 3 subjects (maximum) at Standard Level.

The IB Diploma candidate must meet three additional requirements:

- Submission of an Extended Essay
- Satisfactory completion of the Theory of Knowledge course
- Compulsory participation in the extra-curricular CAS programme

To be awarded the bilingual diploma a student must fulfil one or both of the following criteria:

- Complete two languages selected from group 1 with the award of a grade 3 or higher in both.
- Complete one of the subjects in group 3 or 4 in a language that is not the same as the student's nominated group 1 language. The student must attain a grade 3 or higher in both the group 1 and the subject from group 3 or 4.

CONDITIONS FOR THE AWARD OF THE IB DIPLOMA

The IB Diploma will be awarded at the close of the two year course to candidates whose total score, including points received in the core subjects, is 24 or above and does not include any of the below failing conditions:

- There is a grade 1 in any subject.
- An 'N' has been given for ToK, the EE or any subject.
- A grade E has been awarded in both the EE and ToK.
- A grade 2 has been awarded three or more times (HL or SL).
- A grade 3 has been awarded four or more times (HL or SL).
- Candidate total points in HL subjects is fewer than 12.
- Candidate total points in SL subjects is fewer than 9.

C A S

E A T I V I T Y

A C T I V I T Y

S E R V I C E

Creativity, Activity and Service is a Core element of the IB Diploma Programme. The IB views it as an acknowledgement that important educational experiences also take place outside the classroom. The will to act in the service of the community is an important complement to intellectual and moral development.

Students participate in experiences throughout years 12 and 13, coordinating a project with the CAS coordinator that demonstrates a good balance of Creativity, Activity and Service. The CAS programme must include at least one long-term project in collaboration with other students combining two of the three elements.

WHAT IS A CAS EXPERIENCE?

- it fits within one of the CAS strands (Creativity, Activity, Service)
- it is based on a personal interest, skill, talent, or opportunity for growth
- it provides opportunities to develop the attributes of the learner profile (included)
- it is NOT used to meet another course requirement (e.g. a marked class assignment)
- (ideally) it addresses one or more learning outcome

HOURS

Remember that while hours are listed in ManageBac, you are not 'done' and your CAS is not 'complete' until the final deadline in the spring of Year 13. The reason you are given hours as a measure on ManageBac is so that you can easily see if your time and investment are balanced between the three strands - Creativity, Activity, and Service - and the seven outcomes.

ENGAGEMENT

CAS is something you engage in weekly and throughout the 18 months of your program. It is preferable that you engage in long-term activities that allow you to reflect and grow in all aspects of the Learner Profile.

REQUIREMENTS

1. Identify strengths and develop areas for growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience
4. Show commitment to and perseverance in CAS experiences
5. Demonstrate the skills and recognise the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance
7. Recognise and consider the ethics of choices and actions

CAS LEARNING OUTCOMES

- continuous involvement in the three strands: Creativity, Activity, Service over the course of the 18-month program (there is no point at which you have enough 'hours' or can be 'done' prior to the end of the 18-month program)
- through your experiences, you must meet each learning outcome at least once
- purposeful goal-setting, growth, and reflection in line with the IB learner profile shown through your portfolio with reflections and supervisor documentation (ManageBac counts for your portfolio and must be completed appropriately)
- in addition to informal meetings, you will have three formal interviews with your CAS coordinator:
 - an initial interview at the beginning of this year
 - the second at the end of the first year
 - a third, final interview at the end of the program



COLLABORATING WITH OTHERS IN SERVICE PROJECTS HAS INSTILLED IN ME THE IMPORTANCE OF PURSUING A CAREER THAT BENEFITS THE COMMUNITY AND LIVES OF OTHERS.

- EMMA CRUGNOLA, Y13 CAS STUDENT

CREATIVITY

A Creative experience must be your own production NOT the appreciation of someone else's e.g. going to an exposition, a concert.

It allows you to explore your own sense of original thinking and expression – think of your talents, interests, passions, emotional responses, and imagination. This could include visual/performing arts, digital design, writing, film, culinary arts, crafts and composition.

This can be a new skill you want to develop, or you can choose to extend or deepen a skill you have, for example a musician can compose and perform a solo. Be careful to set up clear personal goals, especially when working individually.



EXPLORING & EXTENDING
IDEAS LEADING TO AN
ORIGINAL OR INTERPRETIVE
PRODUCT OR PERFORMANCE

EXAMPLES

- Learn an instrument
- Event management
- Website development
- Organise a tournament
- Speech & Debate club
- Drama production
- Make a documentary
- Journalism
- Art lessons
- Fashion show
- Talent show
- Photography
- Music/band
- Choir

ACTIVITY



PHYSICAL EXERTION
CONTRIBUTING TO A
HEALTHY LIFESTYLE

EXAMPLES

- Aerobics
- Basketball
- Kick-boxing
- Triathlon
- Rugby
- Football
- Gym programme
- Football
- Surfing
- Swimming
- Trekking
- Tennis

Within the Activity strand, you are encouraged to participate in a physical activity at an appropriate level and on a regular basis.

If you already participate in an activity, you are encouraged to develop and extend your participation, expand personal goals and explore different training models. You may also adhere to a planned rigorous training program.

SERVICE



DEVELOP & APPLY PERSONAL & SOCIAL SKILLS IN REAL-LIFE SITUATIONS

EXAMPLES

- Create a community environmental group
- Get involved in a beach clean-up
- Assist in obtaining funds for a community garden
- Teach computer skills to those in need
- Implement a recycling programme
- Create awareness for a non-governmental organisation (NGO)
- Be a student council representative
- Provide peer tutoring to junior students

Service involves decision-making, problem-solving, initiative, responsibility, and accountability for actions. It is recommended that service extends outside of the school and into local contexts when possible.

You should try to vary your service experiences to engage in the four types of service. All service must be unpaid and evolve beyond doing things for others to engaging with others in a shared commitment toward the common good.

All forms of service should involve investigation, preparation and action that meets an identified need. Continuous reflection on significant experiences helps improve your problem-solving and decision making abilities; demonstration allows for sharing outcomes. Don't forget you can use skills and knowledge gained from academic subjects to support your experiences.

FOUR TYPES OF SERVICE

DIRECT

Interaction involves people, the environment or animals. For example, one-on-one tutoring, developing a garden in partnership with refugees, working in an animal shelter.

INDIRECT

You do not see the recipients of indirect service, but you have verified your actions will benefit the community or environment. For example, re-designing a non-profit organisation's website, writing original picture books to teach a language, or nurturing tree seedlings.

ADVOCACY

Speak on behalf of a cause or a concern to promote action on an issue of public interest. For example, initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, creating a video on sustainable water solutions.

RESEARCH

Collect information through varied sources, analyse data, and report on a topic of importance to influence policy or practice. For example, conduct environmental surveys to influence your school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, conduct social research by interviewing people on topics like homelessness or isolation.

CAS STAGES

INVESTIGATION

Participate in a social analysis of an issue to identify and confirm a community need. Make choices and prioritize needs.

PREPARATION

Design a service plan appropriate to the identified need, with clarification of roles and responsibilities, resource requirements, and timelines to successfully implement the plan. Any community partners are likely to be consulted. Develop skills necessary to task.

ACTION

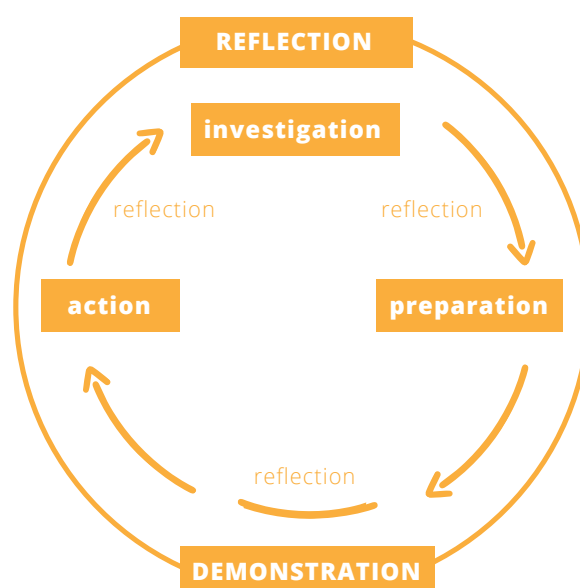
Implement the plan through direct service, indirect service, advocacy, or research. Service may be a combination of one or more of these types of service. Students may work individually, with partners, or in groups.

REFLECTION

Examine your thoughts, feelings and actions applied to the context of self, community and the world. With service learning, reflection often occurs with greater frequency as you identify significant moments generated by new situations and insights.

DEMONSTRATION

Make explicit what and how you learned and what you have accomplished, for example, by sharing your service experience through the CAS portfolio or with others in an informal or formal manner.



CAS PROJECT

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the Creativity, Activity, and Service strands. You must be involved in at least one project during the CAS program, all of which should use the CAS stages as a framework for implementation to ensure that all requirements are met.

All CAS projects are designed with a defined purpose and goals. You must identify one or more learning outcomes to further guide your role and responsibilities in the project. You will likely identify more outcomes, or modify expected outcomes, during the CAS project and/or at its completion.

A minimum of one month is needed for a CAS project, from planning to completion. Projects of longer duration can provide even greater scope and opportunities for all participants and are encouraged.

We will be looking to see you initiate, engage, and reflect in the planning of the project.



EXAMPLES

- Creativity: A student group plans, designs and creates a mural.
- Activity: Students organize and participate in a sports team including training sessions and matches against other teams.
- Service: Students set up and conduct tutoring for people in need.
- Creativity and Activity: Students choreograph a routine for their marching band.
- Service and Activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.
- Service and Creativity: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.
- Creativity, Activity, and Service: Students rehearse and perform a dance production for a community retirement home.

LEARNING

Ultimately, you will need to ensure that you address each of the seven Learning Outcomes at least once through your various CAS experiences over the 18 months of your IB Diploma program. You can think of Learning Outcomes as objectives that ensure you are challenging yourself in a variety of ways.

STRENGTH & GROWTH

- Are you able to see yourself as an individual with various abilities and skills with some more developed than others? (Are you aware of your own strengths and weaknesses?)
- Are you open to improvement and growth opportunities?
- Can you set goals and find experiences relevant to your own interests and talents?
- Are you willing to participate in different activities?

INITIATIVE & PLANNING

- Can you clearly discuss the CAS stages and carry out a plan for an experience or series of experiences?
- Can you show initiative by launching a new idea or process?
- Are you able to integrate reflective thought? For example, how could you build on previous CAS experiences to demonstrate knowledge and awareness?

COMMITMENT & PERSEVERANCE

[only for long-term experiences, not individual/one-off experiences]

- Do you demonstrate regular (long-term) involvement and active engagement with CAS experiences/project?
- Are you able to foresee potential challenges and consider valid alternatives?
- Do you demonstrate adaptability to uncertainties and change?

COLLABORATIVE SKILLS

- Do you share skills and knowledge?
- Do you listen respectfully to others?
- Are you willing to take on different roles within a team?
- Do you show respect for different points of view and ideas?
- Do you readily assist others?
- Are you able to identify, demonstrate, and discuss critically the benefits and challenges of collaboration gained through CAS experiences?

OUTCOMES

CHALLENGE & SKILLS

- Are you willing to become involved in unfamiliar environments and situations?
- Are you looking to acquire new skills and abilities / increase expertise in an established area that requires an appropriate personal challenge?

GLOBAL ENGAGEMENT

- Are you able to identify global issues in the local or national community?
- Do you recognize the global implication of local issues?
- Do you take concrete and appropriate actions in response to the awareness of issues of global importance?
- Are you developing awareness and responsibility towards a shared humanity?

ETHICS OF CHOICES AND ACTIONS

- Are you able to recognize ethical issues?
- Are you able to explain the social influences on one's ethical identity?
- Do you take cultural context into account when making a plan or ethical decision?
- Do you identify what is needed to know in order to make an ethical decision?
- Do you show accountability for choices and actions?
- Are you aware of the consequences of choices and actions regarding self, others involved, and the community?
- Do you integrate the process of reflection when making an ethical decision?
- Do you show awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences?

When adding a CAS experience in ManageBac, you will have the option to tick which learning Outcomes are addressed:

Please select your targeted learning outcomes

- Strength & Growth
- Initiative & Planning
- Collaborative Skills
- Ethics of Choices & Actions

- Challenge & Skills
- Commitment & Perseverance
- Global Engagement

REFLECTIONS

The ability to be reflective is an IB learner attribute. It is also the foundation for growth in CAS. Reflections will help you to identify possible learning outcomes, recognise personal growth and achievements, and plan for future CAS experiences. Reflections can take countless forms: a paragraph, dialogue, poem, comic strip, dramatic performance, letter, photograph, dance, or other forms of expression that have meaning and best enable you to explore your experiences. For example:

- Take photographs while hiking and use these to reflect in writing.
- Compose a song describing how they helped children.
- Dramatize a poem to capture a feeling of creative endeavor.
- Produce a short video summarising a CAS experience.
- Create a poster highlighting aspects of a shared experience.

Remember, your reflections are the evidence that you have met the Learning Outcomes so please reflect carefully. It must be possible for an IB evaluator to tell what happened, why, how, what its value was, and what you learned from it. A reflection should match the significance of the particular experience to you. There is no point in writing lengthy accounts about routine experiences. If participating in an on-going experience, you can reflect a few times during the season to illustrate your goals, progress and final reflections.

HOW MANY REFLECTIONS ARE NEEDED?

Purposeful reflection is about quality rather than quantity. There is not a prescribed number and every experience does not require a reflection. However, reflections (whatever form they take) are evidence of your experiences. Reflection is the primary evidence used by CAS coordinators to determine whether students have successfully attained the seven Learning Outcomes. That said, it is important to note that not all reflections should or must discuss learning outcomes. First and foremost, reflections should be useful.

WHEN TO REFLECT?

Determine key moments during CAS experiences that inspire reflection. For example, when a moment of discovery is happening; a skill is mastered; a challenge is confronted; emotions are provoked or an achievement deserves celebration.

When writing a reflection, you can use the following prompts to get started:

Ask questions

Questions about people, processes or issues that prompt further thinking and ongoing inquiry.

- What did I learn from this experience and how might this apply more widely?

What did I do?

Describe what happened: Retell memorable moments, identify what was important or influential, what went well or was difficult, obstacles and successes. You can also ask yourself:

- 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/do I feel?

Express your emotions before, during, and after the experience. You may also think about:

- How did I feel about the challenges?
- What did the activity mean to me?
- What happened that prompted particular feelings?

Generate ideas

Rethink or re-examine choices and actions.

- What was the value of the activity?
- What choices might have resulted in different feelings and outcomes?
- Does this experience make you want to do anything else?
- Has this changed any habits?

Service experiences

You may also want to ask yourself:

- What is service? Am I trying to help or empower people?
- What obligation do I have to the person/people who is/are being served?
- How do I finish a service relationship?
- What do I do/how do I respond if a person does not want my service?

EXAMPLE

Taken from the International School of Panama

CAS Experience: Volleyball (Activity)

Goal: I haven't played volleyball for very long. I am really not much of an athlete, but my best friend, Kathy, promised me I would love this sport if I gave it a try. This is definitely out of my ordinary type of activity. I am a runner and prefer to work out alone. Volleyball seems like another way to improve my fitness level, have fun and work with a group. I have to admit that I am a bit nervous about trying something so public.

Experience to date: My stomach was upset the first day we suited up. It seemed as if everyone but me knew exactly what they were doing. My friend was so patient and kind, helping me understand the rules, the regulations and where to stand. I found serving the ball most intimidating. All eyes were on me. I thought I would die. The game went much faster than I imagined. Everyone is always in motion and all the players were most serious about winning. This made me a bit uncomfortable as the group dynamic was new for me. I found it difficult not to be in control all the time. This activity is becoming more important to me. It gives me a sense of belonging. It's fun to see other players in the hallway and be able to say hello and know that we belong to a club together. My high school is so large, it can be easy to feel a bit alone.

Further reflections include goals on improving athletic ability, challenges confronted & feelings.



As part of our mission to develop caring global citizens, we place a high value on community service. Working in their local communities empowers our students: through connecting with others and taking action, they enrich themselves, their communities and the world.

Community service is, therefore, an important element of every student's journey at Southlands. We want them to understand the importance and impact of making their local community a better place. As students engage in service projects, they gain invaluable knowledge and understanding, refine important skills, and develop attitudes of empathy and compassion.

community involvement

CASE STUDY: HOSPITAL GIFT DRIVE

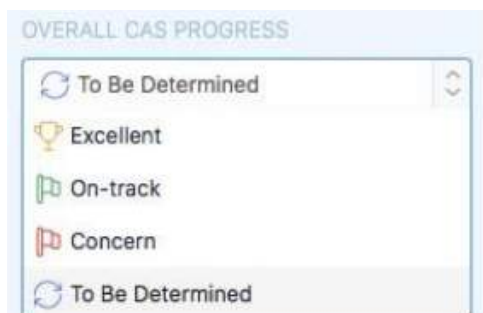
As part of their CAS activities in 2018, our Year 13 students wanted to harness the Christmas spirit to do something for those less fortunate than themselves. They decided to run a gift drive for a local hospital, delivering presents to the children who would, unfortunately, have to spend Christmas at Ospedale GB Grassi.

After weeks of collecting toys, games and books, our students delivered them to grateful children, parents and staff at the hospital. The experience had such an impact on our students and the community that they decided to make it an annual traditional.

Ultimately, your experiences, achievement in meeting learning outcomes, reflections, and evidence will need to be appropriately compiled in a portfolio. IB has every right to review a portfolio should any question of authenticity arise. Your portfolio will be managed on a software called ManageBac.

While there are no set deadlines for a specific number of experiences that must be entered at any point, do know that your progress will be monitored and that you are expected to regularly update experiences and reflections. Additionally, you must be able to provide appropriate supervisor forms/evidence of experiences. If this is proving to be a challenge, we will work together to set personal goals and deadlines.

MANAGE BAC



You will be able to see your overall CAS progress on ManageBac. Pay attention to this



You will also be able to easily view the status of proposed, ongoing, and completed experiences.

USING MANAGEBAC

Set up an experience on ManageBac which clearly outlines what you will do, over what period of time, which CAS strands are represented and your goals, which learning outcomes you think you could address, how you will be documenting the experience and who your supervisor will be.

If the experience continues over a period of time, be sure to set new goals for yourself and reflect on your progress. It's important that you make connections – how do you apply what you've learned from one experience to the next? At the end of an experience, provide a signed supervisor form to verify what you've completed.

For single CAS experiences, e.g. a day of volunteering, please think ahead and print a form that can be signed by the event coordinator on the day. E-mails from a supervisor are also acceptable provided they corroborate the experience you are claiming.

For experiences with no supervisor, e.g. running, you will need to establish appropriate evidence. Typically, this will include a log of hours along with other documentation.



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