Steps to Document a CAS Experience in ManageBac: IB Juniors and Seniors

Step 1- Select **Add CAS Experience**

Step 2- Enter **Experience Name** (this can be brief).

Step 3- Click ALL **Approaches** to creativity that apply (Ongoing, Community based, School-based, or Individual). You will find the description of each on page 2.

Step 4- Enter Start and End Date

Step 5- Click Strands – **Creativity Activity Service**. Choose ALL that apply. If you choose **Service**, indicate if it is Direct, Indirect, Advocacy or Research. You will find the description of each on page 2.

Step 6- Select **targeted learning outcome(s).** Select ALL that apply. You will find the description of each on page 3.

- Strength & Growth
- Challenge & Skills
- Initiative & Planning
- Commitment & Perseverance
- Collaborative Skills
- Global Engagement
- Ethics of Choices & Actions

Step 7- Briefly **describe the activity** in the box on bottom left.

Step 8- Click **Add CAS experience** (bottom right)

Step 9- Dr. Thomas will approve your activity. You will get a **blue thumbs up** beside the activity once it's approved. If you don't hear from Dr. Thomas within 24 hours, assume your activity is approved.

There is **no hour requirement**. To satisfy the CAS requirement, complete each of the learning outcomes and CAS strands at **least once** by the end of each year (11th and 12th grades).

Step 10- Complete the activity you have chosen.

Step 11- Select **Add Reflections & Evidence.** For each of your activities, show evidence of:

- Planning and organization,
- Effort and commitment
- Active reflection
- Personal development and achievements

Step 12- AFTER you reflect, select Request Supervisor Review. This will send an e-mail to the activity supervisor to review online. When the supervisor marks the activity complete, you will get a **green check mark** beside the activity. This will **complete** the process.

Ongoing creativity: A student may already be engaged in creativity as part of a school group or club, or through some other form of sustained creativity. Students may continue in this as part of their creativity; however, students could also be encouraged to further extend and develop their participation if appropriate.

School-based creativity: Students are encouraged to participate in meaningful creativity and to explore their own sense of original thinking and expression. In school, there may well be appropriate creativity opportunities in which the students can engage. These creativity experiences could be part of the school's service CAS projects, a school club, timetabled creativity sessions, or other opportunities.

Community-based creativity: Participating in creativity within the local community advances student awareness and understanding of interpersonal relationships with others, particularly if the creativity experience involves the local community. Creativity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of students' talents, interests, passions, emotional responses, and imagination. For example, students could be encouraged to join a community-based theatre group, contribute towards a community art gallery, create a sculpture for the community park, take cooking classes, or other opportunities.

Individual creativity: Students may decide that they wish to engage in solitary creativity experiences such as composing music, developing a website, writing a compilation of short fiction stories, designing furniture, creating arts and crafts, or painting a series of portraits. Such creativity experiences are of most benefit when they take place over an extended duration of time. Students can be encouraged to set personal goals and work towards these in a sustained manner. Risk assessment of such solitary creativity experiences should be conducted with the student beforehand if applicable.

Four Types of Service

- Direct service: Student interaction involves people, the environment or animals. For example, this can appear as one-on-one tutoring, developing a garden in partnership with refugees, or working in an animal shelter.
- Indirect service: Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment. For example, this can appear as re-designing a non-profit organization's website, writing original picture books to teach a language, or nurturing tree seedlings for planting.
- Advocacy: Students speak on behalf of a cause or concern to promote action on an issue of public interest. For example, this may appear as initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.
- Research: Students collect information through varied sources, analyze data, and report on a topic of importance to influence policy or practice. For example, they may conduct environmental surveys to influence their school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

Targeted Learning Outcomes Descriptors

- **Strength & Growth**- Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
- **Challenge & Skills**- 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.
- **Initiative & Planning**- 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.
- **Commitment & Perseverance**- Students demonstrate regular involvement and active engagement in CAS.
- **Collaborative Skills**- Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
- **Global Engagement**- 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.
- **Ethics of Choices & Actions**- Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.