



THE CODRINGTON SCHOOL

THE INTERNATIONAL SCHOOL OF BARBADOS

CREATIVITY, ACTION AND SERVICE



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. IB learners strive to be:

Inquirers 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.

Knowledgeable 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.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators 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.

Principled 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.

Open-minded 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.

Caring 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.

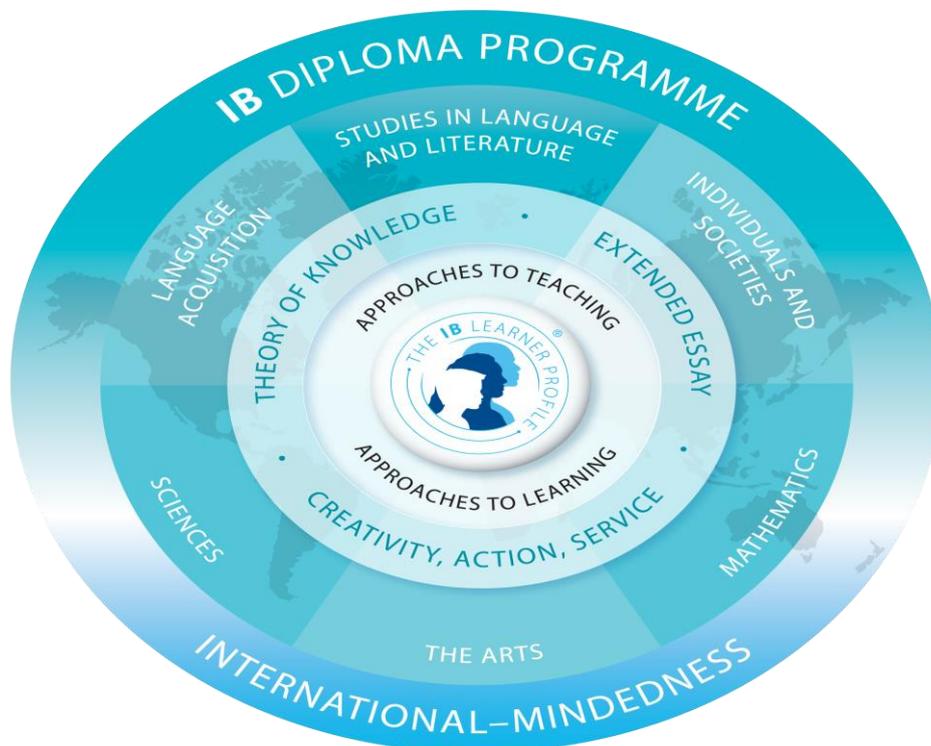
Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective 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.

The Nature of Creativity, Action, and Service

Creativity, action, service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student's Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme.



The three strands of CAS, which are often interwoven with particular activities, are characterized as follows.

Creativity: arts, and other experiences that involve creative thinking.

Action: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.

Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

The emphasis in CAS is on helping students to develop their own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. Possibly, more than any other component in the Diploma Programme, CAS contributes to the IB's mission to create a better and more peaceful world through intercultural understanding and respect.

The guideline for the minimum amount of CAS activity is approximately the equivalent of half a day per school week (three to four hours per week), or approximately 150 hours in total, with a reasonable balance between creativity, action and service. "Hour counting", however, is not encouraged.

A good CAS programme should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life-changing.

Learning Outcomes

Learning outcomes are differentiated from assessment objectives because they are not rated on a scale. The completion decision for the school in relation to each student is, simply, "Have these outcomes been achieved?"

As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

- **increased their awareness of their own strengths and areas for growth**

They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.

- **undertaken new challenges**

A new challenge may be an unfamiliar activity, or an extension to an existing one.

- **planned and initiated activities**

Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.

- **worked collaboratively with others**

Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.

- **shown perseverance and commitment in their activities**

At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.

- **engaged with issues of global importance**

Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).

- **considered the ethical implications of their actions**

Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.

- **developed new skills**

As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

Responsibilities of the Student

Students are **required** to:

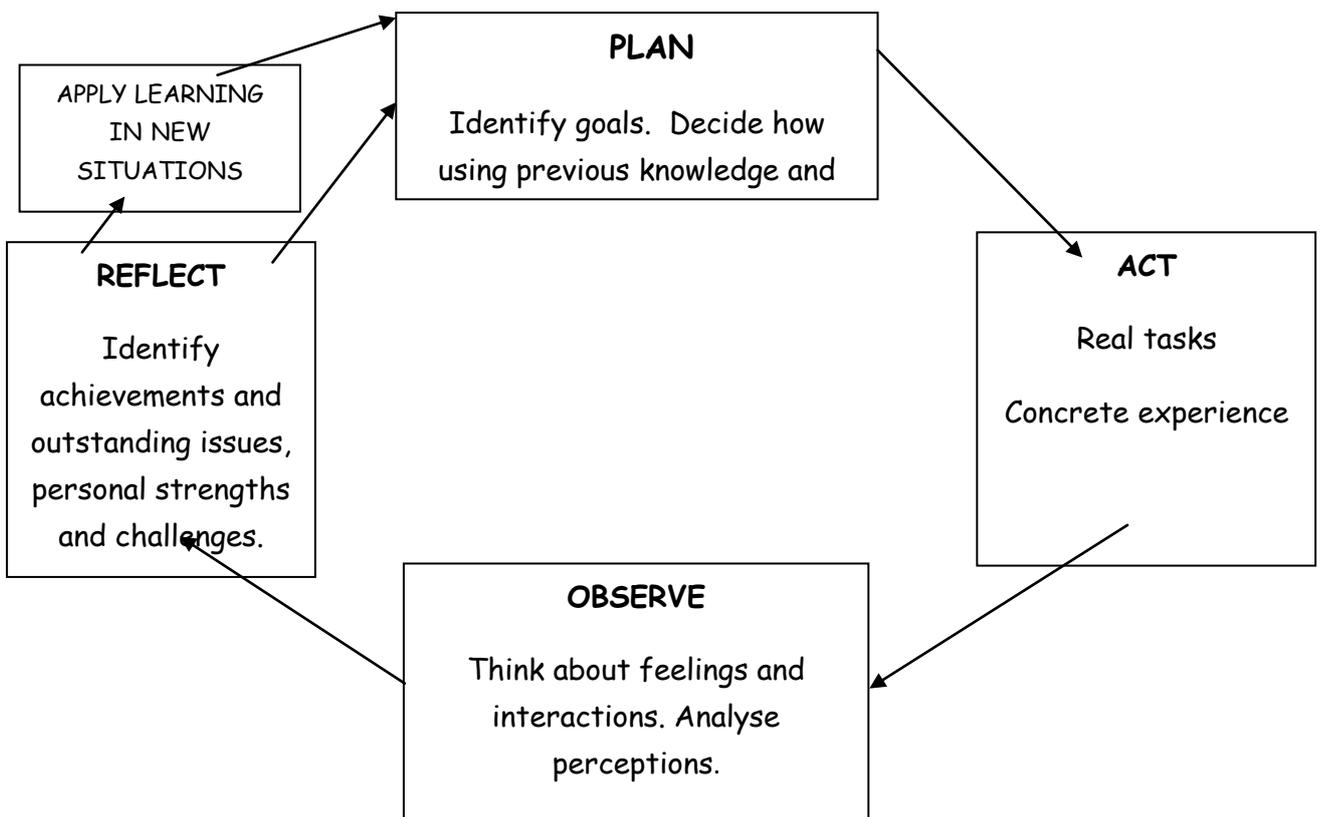
- Complete CAS contract at the beginning of the school year
- self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS programme
- plan, do and reflect (plan activities, carry them out and reflect on what they have learned)
- Complete proposal forms and give to CAS coordinator **before** starting project. Depending on nature of project, students might need to complete additional documentation
- undertake at least one interim review and a final review with their CAS adviser
- take part in a range of activities, including at least one project, some of which they have initiated themselves
- keep records of their activities and achievements, including a list of the principal activities undertaken
- show evidence of achievement of the eight CAS learning outcomes.

Choosing an Activity- What are the criteria for a CAS activity?

There are four criteria for CAS activities:

- Real, purposeful activities, with significant outcomes
- Personal challenge- tasks must extend the student and be achievable in scope
- Thoughtful consideration, such as planning, reviewing progress and reporting
- Reflection on outcomes and personal learning

THE CYCLE OF EXPERIENTIAL LEARNING



The following would be considered appropriate CAS projects:

- Coaching or assistant teaching
- Organising an event and the proceeds go to supporting a cause as long as it is planned and information is given to the school community by the student
- Helping out at any known organisations on the island such as: Hope Sanctuary, The Arc or RSPCA
- Working with the child care board and helping out some of their children in need
- Learning a new instrument

When should activities not be considered CAS?

All activities should meet the criteria as stated. Furthermore, a CAS activity should not:

- Be unsafe
- Cause, or worsen social divisions
- Be trivial, mundane or repetitive
- Include preaching

The following would not be considered as CAS projects:

- Any class, activity or project which is already part of the student's Diploma Programme.
- An activity for which a student is personally rewarded either financially or with some other benefit (unless this benefit is passed on in full to a worthy cause).
- Doing simple, tedious and repetitive work, like returning school library books to the shelves.
- A passive pursuit, such as a visit to a museum, the theatre, art exhibition, concert or sports event, unless it clearly inspires work in a related activity in which a student is already engaged.
- All forms of duty within the family.
- Religious devotion and any activity which can be interpreted as proselytizing.
- Work experience which 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.
- Activities which cause division amongst different groups in the community.

EVALUATION

The most important aspect of evaluation is your self-evaluation.

You will be provided feedback on your progress by your CAS coordinator and offered advice on your activities.

The school makes the final decision on your completion of CAS and reports the completion to the IB regional office. You must meet the minimum requirements in order to be eligible to receive the IB diploma.

REFLECTION

Reflection is the key to getting meaning from your experiences. Reflection is a process by which learners think critically about their experiences. Learning happens through a mix of theory and practice, thought and action, observation and interaction. It allows students to learn from themselves.

Ask yourself:

- What did I plan to do?
- What did I do?
- What were the outcomes for me, the team with whom I was working, and others?
- Did I meet my goals? Why or why not?

Writing is only one possible way to reflect. You may also choose to make scrap books, photo essays, or web logs. You may use journals or other varied portfolios. You and your CAS coordinator will decide which is the best method to use.

Examples of reflections:

1-Buying and Wrapping presents for a family of the Because of Jenna trust.



Trust Profile

A registered charity since January 2004, the Because of Jenna Trust is dedicated to easing the suffering of severely brain-injured children in Barbados and improving their quality of life.

The Trust raises funds through charitable events and personal and corporate donations and uses these funds to help pay for the special treatments, equipment and supplies needed by severely brain-injured children. The Trust also works to create public awareness of the plight of these children and their families.

The Because of Jenna Trust was founded in memory of Jenna Leigh Clarke, the 11-year-old daughter of Garry and Anna Clarke, who died on December 1, 2001



Learning outcomes:

- Undertaken new challenges.
- Planned and initiated activities.
- Considered the ethical implications of their actions.

For my second CAS project I decided to get involved in the 'season for giving' spirit. So I asked one of my mothers good friends who is a founder of a charity for severely brain injured families in Barbados called 'The Because of Jenna Trust' in honour/ remembrance of her own daughter who died due to severely brain injury and I was welcomed with open arms. I was given a family with a 20 year old girl named Krissy who is severely cerebral palsied, who I need to buy presents for under a given budget.

I was allowed to spend \$35-40 on each member of her family which in total was 7 people, the gifts didn't need to be clothes, they could be a handbag, cosmetic bag etc... Krissy on the other hand had a budget of \$50-60.

I found this task quite challenging considering we didn't know the people that we were shopping for, but I realized that wasn't the point of this task, the point was to share the Christmas spirit, taking part in a good cause and making those who are not as blessed/ fortunate as you feel loved regardless if you know them or not.

When it came time to deliver the presents on Wednesday the 19th of December, my dad and I took a drive to the families home to deliver the gifts. We were welcomed with smiling appreciative faces all around. When we said that we were helping Anna and delivering some presents they couldn't stop smiling from ear to ear, it was could to know that I could give them happiness/ share the Christmas spirit through a little act of kindness.

The best part of the experience was the reaction we got from Krissy herself. I've never seen someone so overjoyed and as content as she was. This definitely made me realize that this is the season of giving and helping others feel good// comes with rewards.

2- Christmas toy drive for Barbados Family Planning Association.

Learning outcomes:

- Engaged with issues of global importance
- Consideration of ethical implications:
- Showing perseverance and commitment
- Working collaboratively with others
- Undertaking new challenges:
- Increased awareness of strengths and areas for growth:

Date: December 8th – 23rd

Original plan:

Since Christmas time was rapidly approaching, a friend and myself decided to reach out and try to make Christmas memorable for a few of those people who couldn't afford to for their own families. Originally we wanted to do a toy drive for children less fortunate than ourselves associated with the welfare society in Barbados. We sent out an e-mail to all the parents and guardians of the children at school to request their help by donating any toys they could. We wanted to set up a donation barrel in the main hall where parents and guardians could drop off either new or used gifts that they wished to donate.

What we actually did:

We sent out an email to all parents and guardians requesting their assistance with this project. We then made a short speech about the project and the importance of CAS at our annual Christmas event. We left the barrel in the hall during the last week of school before Christmas break. We then received a list of children to whom we would be giving the gifts and we wrapped and labeled the presents accordingly. We ended up donating the gifts to the Barbados Family Planning association which deals with women and children who live in shelters (and have fallen victim to abuse). We had to go out and buy a few more gifts than we originally had.



wrapping the gifts