



# CAS Guide for Students

Students graduating in 2017 and after



## What is CAS?

CAS is organized around the three strands of creativity, activity and service defined as follows.

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

## Aims

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 Portfolio

CAS complements a challenging academic program in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS.

Students reflect on CAS experiences at significant moments throughout CAS.

Completion of CAS is based on student achievement of the seven CAS learning outcomes.

Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator.

## *Learning Outcomes*

Student completion of CAS is based on the achievement of the seven CAS learning outcomes.

Learning outcomes articulate what a student is able to do at some point during the CAS program.

Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

Some learning outcomes may be achieved many times, while others may be achieved less frequently.

Not all CAS experiences lead to a CAS learning outcome.

Students provide evidence in their CAS portfolio of having achieved each learning outcome at least once.

The evidence of achieving the seven CAS learning outcomes is found in students' reflections.

### Learning Outcomes:

LO 1- Identify own strengths and develop areas for growth

LO 2- Demonstrate that challenges have been undertaken, developing new skills in the process

LO 3- Demonstrate how to initiate and plan a CAS experience

LO 4- Show commitment to and perseverance in CAS experiences

LO 5- Demonstrate the skills and recognize the benefits of working collaboratively

LO 6- Demonstrate engagement with issues of global significance

LO 7- Recognize and consider the ethics of choices and actions (use CAS experiences to understand the ethical systems explored in TOK.)

## CAS Project

Students undertake a CAS project of at least one month's duration

The project must challenge students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making.

The CAS project can address any single strand of CAS, or combine two or all three strands.

## Meetings with CAS Coordinator

There are three formal documented interviews students must have with their CAS coordinator.

The first interview is at the beginning of the CAS program (September)

The second interview is at the end of the first year (May)

The third interview is at the end of the CAS program (April-senior year)

## Student Responsibilities

Personal engagement is key, as well as choice and enjoyment of CAS experiences.

The ideal is for students to undertake a variety of CAS experiences on a weekly basis, for a minimum of 18 months.

Students must also undertake at least one CAS project with a minimum duration of one month.

## Student Expectations

- proactive attitude
- clear understanding of CAS expectations and the purpose of CAS
- explore personal values, attitudes and attributes (learner profile and the IB mission statement)
- determine personal goals
- discuss plans for CAS experiences with the CAS coordinator
- understand and apply the CAS stages
- variety of experiences, some of which are self-initiated, and at least one CAS project
- reflect on how personal interests, skills and talents evolve throughout

- maintain a CAS portfolio and keep records of CAS experiences including seven CAS learning outcomes
- understand the reflection process and identify suitable opportunities to reflect
- demonstrate accomplishments
- communicate with the CAS coordinator
- ensure a suitable balance between creativity, activity and service
- behave appropriately and ethically.

## CAS Experiences

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands.

CAS experience can be a single event or may be an extended series of events.

A CAS project is a collaborative series of sequential CAS experiences lasting at least one month

A CAS experience must:

- fit within one 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 decide on a CAS experience, the following questions may be useful:

- 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?
- Which CAS learning outcomes may be addressed?

## CAS stages

The five CAS stages are as follows.

- Investigation: Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for

their CAS experience. In the case of service, students identify a need they want to address.

- Preparation: Students 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.
- Action: Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups
- Reflection: Students 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.
- Demonstration: Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

## *Creativity*

Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression.

Creativity will come from the student's talents, interests, passions, emotional responses, and imagination; the form of expression is limitless.

This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition.

Students are encouraged to move beyond the familiar, broadening their scope from conventional to unconventional thinking.

## *Activity*

Activity promotes lifelong healthy habits related to physical well-being.

May include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle.

Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit.

As with all CAS experiences, students reflect purposefully on their engagement and look for moments of personal significance or inspiration as a call for reflection.

## *Service*

The aim is for students to understand their capacity to make a meaningful contribution to their community and society.

Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions.

Service is often seen as one of the most transforming elements of CAS by promoting students' self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness.

## *Service Learning*

Service learning is the development and application of knowledge and skills towards meeting an identified community need.

All forms of service should involve investigation, preparation and action that meets an identified need.

Reflection on significant experiences throughout informs problem-solving and choices; demonstration allows for sharing of what has taken place.

## *Four Types of Service Action*

Direct service: Student interaction involves people, the environment or animals. EX: one-on-one tutoring, developing a garden in partnership with refugees, or working in an animal shelter.

Indirect service: Students do not see the recipients of indirect service, but they have verified their actions will benefit the community or environment. EX: 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. EX: 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. EX: 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.

## CAS Project

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service.

CAS students must be involved in at least one CAS project during their CAS program.

The primary purpose of the CAS project is to ensure participation in sustained collaboration.

A CAS project can address any single strand of CAS, or combine two or all three strands.

All CAS projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS project.

A minimum of one month is recommended for a CAS project, from planning to completion.

## CAS 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.

## Reflection

Reflection is central to building a deep and rich experience in CAS.

Reflection allows 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.

Students are not expected to reflect on every CAS experience; they should identify moments worthy of reflection.

Reflection is most meaningful when recognized as a personal choice

Students decide which reflections will be placed in their CAS portfolio.

Students should include reflections in their CAS portfolio that give evidence to achieving each of the seven CAS learning outcomes.

### Reflection is:

honest

personal

done in many different ways

### Reflection is not:

forced

right or wrong

good or bad

marked or graded

to be judged by others

difficult

copying what someone else said

predictable

only a summary of what happened

done to please someone else

a waste of time

only written

only discussion

only led by teachers

sometimes difficult  
sometimes easy  
sometimes creative  
building self-awareness  
necessary for learning  
what I did, combined with how I felt  
surprising  
helpful for planning  
done alone or with others  
about thoughts, feelings, and ideas  
adding perspective

## Portfolio

The portfolio is evidence of engagement, and shows achievement of the seven CAS learning outcomes.

During the three CAS interviews the CAS portfolio is discussed and encouragement and advice is given.

Notes and recommendations from these consultations are documented and included in the student's CAS portfolio.

Individual student learning styles will dictate the type of portfolio used:

- digital
- online
- diary
- journal
- scrapbook
- blended approach

There is no preferred method for the portfolio. Students may create a scrapbook, vlog, blog, files, or website, including pictures, writing, documents, recordings, etc.

**The portfolio can be organized into three parts: Profile, Experiences, and Evidence**

Profile: include interests, skills and talents, plans and goals. At the start of CAS, map interests against the three strands of CAS to identify possible CAS experiences. Identify both short-term and long-term goals.

Experiences: This section chronicles the student's journey in CAS, incorporating a variety of reflections, learning moments, personal achievements, and how they have utilized the CAS stages.

Evidence: In this section, students collect the evidence of their involvement and achievements in CAS. Evidence could include planning documents, letters, emails, certificates, acknowledgments of participation and achievements, photographs, videos, and so on. Students could correlate their involvement with the CAS learning outcomes and may extend their thoughts to future ambitions within and outside CAS.

## CAS Meeting Log-bring to all meetings with CAS Coordinator

Meetings	Discussion/evidence	Goals-moving forward
<p>Meeting #1: fall junior year- Discussion of student interests and ideas for CAS experiences, discussion of format for portfolio, review of CAS stages, general planning</p>		
<p>Meeting #2: spring junior year- assessment of student progress. Check on range of CAS experiences and achievement of learning outcomes. Discussion on planning and/or implementation of CAS project, <u>portfolio check</u> on evidence of 7 learning outcomes</p>		

<p>Meeting #3: Final meeting, spring senior year-summative interview for CAS. Show achievement of seven learning outcomes. Portfolio is used as a reference</p>		
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## *Learning outcome descriptors*

### **Learning outcome 1: Identify own strengths and develop areas for growth**

The student:

- is aware of own strengths and weaknesses
- is open to improvement and growth opportunities
- is able to propose activities according to own interests and talents
- is willing to participate in different activities
- is able to undertake a thoughtful self-evaluation
- is able to see themselves as individuals with various abilities and skills, some more developed than others.

### **Learning outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process**

The student:

- participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences
- is willing to become involved in unfamiliar environments and situations
- acquires new skills and abilities
- increases expertise in an established area
- shows newly acquired or developed skills or increased expertise in an established area.

### **Learning outcome 3: Demonstrate how to initiate and plan a CAS experience**

The student:

- is able to articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences
- demonstrates knowledge and awareness by building on a previous CAS experience
- shows initiative by launching a new idea or process
- suggests creative ideas, proposals or solutions
- integrates reflective thoughts in planning or taking initiative
- is aware of roles and responsibilities when designing an individual or collective CAS experience
- shows responsible attitude to CAS project planning
- is able to develop a coherent action plan taking into account the aim or purpose, activities and resources.

### **Learning outcome 4: Show commitment to and perseverance in CAS experiences**

The student:

- demonstrates regular involvement and active engagement with CAS experiences and CAS project
- is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
- demonstrates adaptability to uncertainties and changes
- gets involved in long-term CAS experiences and CAS project.

### **Learning outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively**

The student:

- shares skills and knowledge
- listens respectfully to proposals from peers
- is willing to take on different roles within a team
- shows respect for different points of view and ideas
- makes valuable contributions
- is responsible for participating in the group
- readily assists others
- is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences.

### **Learning outcome 6: Demonstrate engagement with issues of global significance**

The student:

- recognizes the global implications of local issues
- is able to identify global issues in the local or national community
- shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
- gets involved in CAS projects addressing global issues in a local, national or international context
- develops awareness and responsibility towards a shared humanity.

### **Learning outcome 7: Recognize and consider the ethics of choices and actions**

The student:

- recognizes ethical issues
- is able to explain the social influences on one's ethical identity
- takes into account cultural context when making a plan or ethical decision
- identifies what is needed to know in order to make an ethical decision
- articulates ethical principles and approaches to ethical decisions
- shows accountability for choices and actions
- is aware of the consequences of choices and actions regarding self, others involved and the community
- integrates the process of reflection when facing an ethical decision
- shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.