



Creativity
Activity
Service
Handbook





The Nature of CAS

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the PYP and MYP.

The CAS strands:

- **Creativity**

Exploring and extending ideas leading to an original or interpretive product or performance or experience.

Students will engage in experiences that involve creative thinking that must be linked to one or more of the learning outcomes. Students can explore creativity in the school, community, as an individual or in a group setting.

Creativity may include visual arts, performing arts, writing, music, design, crafts, culinary arts and any other experience exploring creative outlets.

- **Activity**

Physical exertion contributing to a healthy lifestyle.

Students will engage in experiences that require physical exertion that must be linked to one or more of the Learning Outcomes. Students can explore activity in the school, community as an individual or in a group setting

Activity experiences may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other physical exertion leading to a healthy lifestyle.

- **Service**

Volunteer opportunities that meet identified individual and community needs.

Students will explore unpaid experiences to help others or make improvements in their community that must be linked to one or more of the Learning outcomes. Students are encouraged to pursue activities representative of their passions and interests, and may lead to personal growth.

Service experience may include working with school or community groups, fundraising, direct and indirect action, while thinking globally and acting locally.



CAS and International Mindedness

CAS promotes international mindedness through a process of building understanding of and empathy for others through shared experience and understanding of the social, economic, emotional and cultural context of others. Through the CAS stages of investigation, preparation, action, and reflection, students have the opportunity to demonstrate their learning and engagement with CAS in local and global context and to better connect to the larger world in which they will coexist and thrive. By building such experiences, students grow beyond classroom and establish themselves as engaged citizens of the world.

CAS Learning Outcomes:

LO 1	Identify own strengths and develop areas for growth
Descriptor	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
LO 2	Demonstrate that challenges have been undertaken, developing new skills in the process
Descriptor	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.
LO 3	Demonstrate how to initiate and plan a CAS experience
Descriptor	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.
LO 4	Show commitment to and perseverance in CAS experiences
Descriptor	Students demonstrate regular involvement and active engagement in CAS.
LO 5	Demonstrate the skills and recognize the benefits of working collaboratively
Descriptor	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
LO 6	Demonstrate engagement with issues of global significance
Descriptor	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.
LO 7	Recognize and consider the ethics of choices and actions
Descriptor	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

CAS Program Implementation

The CAS program formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity, and service. The school will guide the students throughout the program by providing a variety of resources including the school's CAS handbook, information sessions and meetings. In addition, students have three formal interviews with the school's CAS coordinator/adviser. Completion of CAS is based on student achievement of the seven CAS learning outcomes described above.



	Weekly time allocated for students to meet with CAS Coordinator/advisers	Weekly time students devote to CAS experiences
Within the school's timetable	60 minutes weekly	40 minutes X 1.5 times a week
Outside the school's timetable	At least 1hour weekly	3-4 hours weekly

CAS experiences and project:

CAS experience:

Students engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

CAS Project:

students undertake a CAS project of at least **one month's** duration that challenges 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.

Examples of CAS Projects:

Activity	Time	(C, A or S)	Learning Outcomes
Teaching refugee children English as a second language	4 weeks	S	Engagement with Global Issues, Recognise Ethical Choices.
Design and renovate houses in underprivileged areas	6 weeks	D and S	Planning and Initiating a CAS experience the skills and recognize the benefits of working collaboratively.
Raise awareness about health issues such as diabetes and share sugar free recipes with diabetic children	5 weeks	C And S	Planning and Initiating a CAS experience demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.

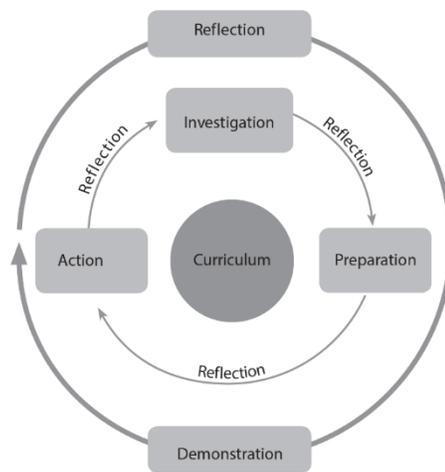


- **Note:**

Students use the CAS stages (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.

CAS Stages:

1. Investigation: Identify your interests, find a cause, and determine community need.
2. Preparation: What skills will you need? Create a plan of action.
3. Action: Consider the four types of action. Which one will you do? Why?
4. Reflection: How did this service activity connect to one or more of the seven learning outcomes.
5. Demonstration: Find opportunities to present accomplishments to school and greater community.



CAS Portfolio

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a source of pride to all students as it is a way for students to engage in a personal reflection evidencing how they have met the IB learner profile attributes. The CAS portfolio showcases evidence of the students' overall journey in the CAS program as it includes how each student has achieved each of the 7 CAS learning outcomes.

Students will be given the choice of how to assemble their portfolio. However, the school mandates the use of Managebac platform to present their CAS portfolio.



CAS Interviews

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

The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme,

CAS Reflections

Students may reflect on a specific CAS experience, a CAS strand, or a Learning Outcome

Students will have one week to complete a reflection indicating the CAS stage that the students are in. They can complete a written reflection in class (paragraph, poem, caricature, videos, written pieces, drawings, etc), or they can complete a reflection through a piece of artwork or an audio or media file. No matter how the reflection is completed, students **MUST** be able to show their hours to the teachers.



Appendix A

Reflection

One way to explain reflection is to clarify what reflection is and what it is not. A helpful way to initiate discussion of the reflective process is for students to collaborate with their peers and draw up their own comparison table. This chart shows examples of what students may list and discuss.

Reflection is:

- honest
- personal
- done in many different ways
- 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.

Reflection is not:

- forced
- right or wrong
- good or bad
- marked or graded
- difficult
- copying what someone else said
- predictable
- to be judged by others
- only a summary of what happened
- done to please someone else
- a waste of time
- only written
- only discussion
- only led by teachers.



Appendix B

CAS portfolio

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS and achievement of the seven CAS learning outcomes.

Profile: In this section, students include their interests, skills and talents, plans and goals for their CAS programme. At the start of CAS, students map their interests against the three strands of CAS to identify possible CAS experiences.

Experiences: in this section, students will keep a log of their CAS experience submissions, with a copy of the submitted on Eduration.

Evidence: In this section, will include evidence, such as, planning documents, letters, emails, certificates, acknowledgments of participation and achievements, photographs, videos, and so on.

Reflections: in this section, students will include all the reflections that have been completed throughout the course of their two years in the Diploma Programme.



CAS project proposal form

Directions:

1. Complete the sections in paragraph form. ***The answers must be typed.***
2. Have the Project Proposal Form signed by your parent/ guardian? Keep 2 original hard copies in your CAS Portfolio.
3. Submit the Project Proposal Form to the CAS Coordinator for approval and signature **PRIOR** to beginning your project.

Name: _____ ID#: _____ Class of:

Title of Project: _____

Starting Date: _____ Ending Date: _____

Name of supervisors: _____ Contact details _____

Project Description: What is your project? Be specific about what you will do, when and where.

Learning Outcomes: Which of the seven Learning Outcomes will be addressed? Give a brief explanation of how the outcome(s) will be addressed.

Final Results: What do you hope to accomplish as the results of your work? What do you expect to learn?

ATL skills: What are the ATL skills which you aspire to learn and develop.



Supervisor Checklist

student that you have been supervising needs to satisfy 7 Learning outcomes over the course of the CAS programme. Please, tick the appropriate Learning outcomes that the student has satisfied in your activity.

Student Name: _____

Name of the Supervisor: _____

Please state if the student has achieved the Learning outcomes:	Achieved Yes /No	Evidence
Identify own strengths and develop areas for growth		
Demonstrate that challenges have been undertaken, developing new skills in the process		
Demonstrate how to initiate and plan a CAS experience		
Show commitment to and perseverance in CAS experiences		
Demonstrate the skills and recognize the benefits of working collaboratively		
Demonstrate engagement with issues of global significance		
Recognize and consider the ethics of choices and actions		

Punctuality and attendance: _ Poor _ Good _ Excellent

Remarks:

Name of supervisor: _____

Signature of Supervisor: _____

Date: _____



I have reviewed my son's/daughter's CAS Project. I understand that CAS must be completed in order to meet the International Baccalaureate requirement for an IB diploma. Additionally, I understand that the final portfolio must be submitted to the IB Coordinator by the established deadline in order for the community service requirement to be cleared.

Parent Signature: _____ Date:

Student Signature: _____ Date:

CAS Coordinator Signature: _____ Date:



6. Which of the following learning outcomes have you addressed with this project? (choose all that apply)

- Increasing your awareness of your own strengths and areas for growth
- Plan and initiate activities
- Undertaking new challenges Planning and initiating activities
- Working collaboratively with others
- Showing perseverance and commitment in your activities
- Engaging with issues of global importance
- Considering the ethical implications of your actions.

How does the project address these learning outcomes?

To be completed by the CAS Coordinator:

Comments on student's performance:

CAS Coordinator signature:

Date:



Bibliography:

International Baccalaureate, Diploma Programme Creativity, Activity, Service Guide. Geneva, 2015.

https://www.dpsnc.net/site/handlers/filedownload.ashx?moduleinstanceid=1148&dataid=2690&FileName=CAS_reflection_form.pdf