

Grammar School Svetozar Marković
International Baccalaureate World School



Creativity, Activity, Service
Student Manual
2020-2022

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What is CAS?

CAS is one of the three core components of the International Baccalaureate (**IB**) Diploma Programme (**DP**). CAS is experiential learning, which involves students in new roles with set goals and ongoing reflection. IB challenges its student academically but also recognizes the value of experiential learning. The best way to approach CAS is to think of it as an opportunity for students to expand their interests, work in groups, serve their community, and to ultimately learn something new about themselves. As a core component of the IB DP, CAS fosters international mindedness, encourages students to evaluate their commitment to helping those in need, and provides opportunities for students to gain awareness and experience in a variety of situations. Through CAS, students will enjoy a range of experiences that fit into the categories of **creativity**, **activity**, and **service**, in addition to completing a CAS project.

CAS STRAND	EXPLANATION OF THE STRAND
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 of the CAS Programme

The aims of the CAS programme are true to the mission statement of the IB Programme. As such, the programme aims to develop students who:

- ❖ Embrace the IB learner profile lifestyle by enjoying and finding significance in a range of CAS experiences involving intellectual, physical, creative and emotional experiences;
- ❖ Are reflective thinkers who purposefully reflect upon their experiences throughout the whole CAS journey ;
- ❖ Identify goals, understand their own strengths and limitations, develop strategies and determine further actions for personal growth;
- ❖ Explore new possibilities, embrace new challenges and adapt to new roles, as risk-takers should do;
- ❖ 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

Learning Outcomes for CAS

Student completion of CAS is based on the achievement of the seven CAS learning outcomes (LO) realized through the student’s commitment to his or her CAS programme over a period of 18 months. These learning outcomes articulate what a CAS student is able to do at some point during his or her CAS programme. 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 the CAS Coordinator with evidence in their CAS portfolio of having achieved each learning outcome at least once through their CAS programme. The evidence of achieving the seven CAS learning outcomes is found in students’ reflections. Reflection expectations are addressed later in this manual.

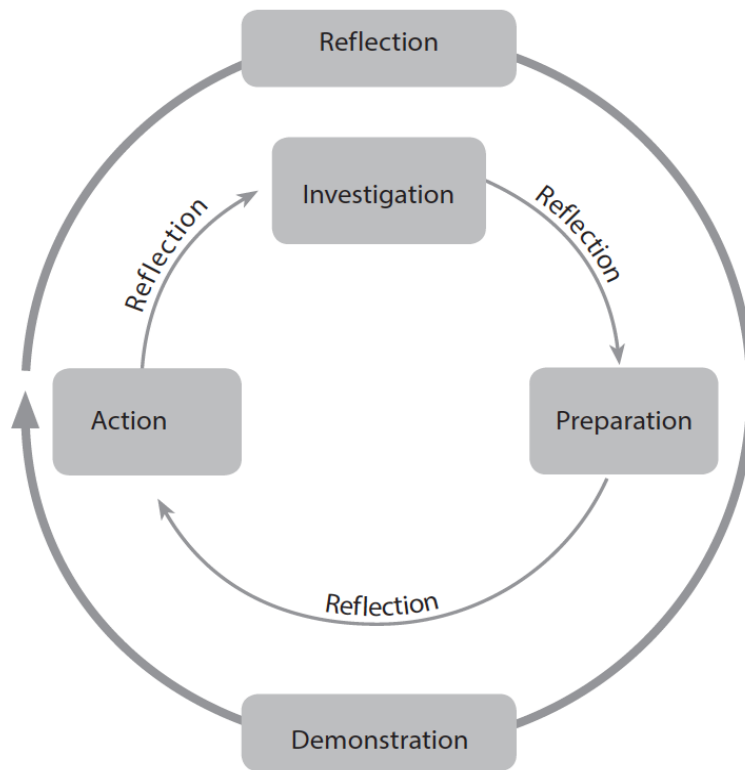
In CAS, there are seven learning outcomes as outlined below. Through the course of the student IB CAS experiences, student will reflect on each outcome at least once – the more the merrier.

Learning Outcome 1 LO1	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.
The student...	<ul style="list-style-type: none"> • 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 LO2	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.
The student...	<ul style="list-style-type: none"> • 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 LO3	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.
The student...	<ul style="list-style-type: none"> • 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 LO4	Show commitment to and perseverance in CAS experiences.
Descriptor	Students demonstrate regular involvement and active engagement in CAS.
The student...	<ul style="list-style-type: none"> • 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; • Demonstrated adaptability to uncertainties and changes; • Gets involved in long-term CAS experiences and CAS project;
Learning Outcome 5 LO5	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.
The student...	<ul style="list-style-type: none"> • 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;

	<ul style="list-style-type: none"> • Readily assists others; • Is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences;
Learning Outcome 6 LO6	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.
	<ul style="list-style-type: none"> • 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 LO7	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.
	<ul style="list-style-type: none"> • 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.

CAS Stages



CAS Guide, p. 16

CAS stages represent a process and sequence that can assist students in many aspects of their life. Students will follow a process whereby they investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what they have done along the way, and demonstrate their understandings and the process. By applying these stages to CAS, students have a reliable yet flexible structure they can then apply to future situations with confidence.

The five stages explained:

1. **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.
2. **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.
3. **Action:** Students implement their idea or plan. This often requires decision-making and problemsolving. Students may work individually, with partners, or in groups.
4. **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.

5. **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.

The CAS stages provide a framework that enables students to:

- increase self-awareness
- learn about learning
- explore new and unfamiliar challenges
- employ different learning styles
- develop their ability to communicate and collaborate with others
- develop leadership skills
- understand that the failure is one of the options
- learn from failure (if it occurs)
- experience and recognize personal development
- develop attributes of the IB learner profile.

CAS Strands

Creativity

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

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 engage in creative endeavours that move them beyond the familiar, broadening their scope from conventional to unconventional thinking.

If students are accomplished in a particular creative form, for example, music, painting, or acting, they may choose to extend their involvement and deepen their skill level. Within their field, students can define new challenges and objectives to fulfill creativity in CAS. For example, a musician may compose and perform a guitar solo; an artist may create a new sculpture or photographic series; an actor may present an original dramatic piece. By striving for new possibilities, students may discover ways to meet challenges and identify strengths that carry them forward with curiosity and continued innovation. When demonstrating creative expression, students may showcase their product or performance in a variety of ways, for example, through a recording, a presentation, an exhibition, social media, or shared discussion.

Creativity in CAS is not met by the appreciation of the creative efforts of others, such as attending a concert or art exhibition.

Creativity can be inspired and informed by the student's Diploma courses. For example, students can meet new challenges and objectives in creativity using the skills developed in the visual arts course, or find new ways of expression utilizing elements in the design technology course. However, creativity experiences must be distinct from, and may not be included or used in, the student's Diploma course requirements.

As with all CAS experiences, students reflect meaningfully on their engagement with creativity, and may be guided to look for moments of personal significance or inspiration as a call for reflection. Creativity may provide inspiration for the ways in which students will reflect. For example, students may reflect through art, music, a brief narrative, a blog posting, photos, a skit, or other methods.

Approaches to creativity

There are many approaches to creativity, such as:

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.

Activity

Physical exertion contributing to a healthy lifestyle

The aim of the “Activity” strand is to promote lifelong healthy habits related to physical well-being. Pursuits 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.

Schools must support students whose circumstances or culture may determine participation in physically active experiences. Similarly, students with disabilities must be given opportunities to take part in this strand. All CAS students must satisfy the basic requirement of physical exertion contributing to a healthy lifestyle as is appropriate for each student.

Students who regularly participate in suitable activity experiences are encouraged to develop and extend their participation. Students could expand personal goals, explore different training models to enhance their existing sport, or become involved in a new sport. For dedicated student athletes, maintenance of a planned rigorous training programme is appropriate. Some national curriculums require students to participate in a physical education course. Participation in such courses may be considered activity if it meets the CAS guidelines.

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

Approaches to activity

There are many approaches to activity, such as:

Ongoing activity: A student may already be engaged in activity as part of a school team or club, or through some other form of sustained physical exercise. Students may continue in this as part of their activity; however, they should set personal goals in keeping with the principles of CAS. Students can also be encouraged to further extend and develop their participation if appropriate.

School-based activity: Students are encouraged to participate in meaningful activity that benefits their physical well-being. In school there may well be appropriate activity opportunities in which the student can engage. These activity experiences could, for example, be part of the school curricula, a school sports club, or timetabled sports sessions. Students may elect to initiate a school-based activity such as basketball or tennis and engage other CAS students or any student within the school.

Community-based activity: Participating in activity within the local community advances student awareness and understanding of interpersonal relationships, particularly if the activity experience involves members of the local community. However, single events of activity can lack depth and meaning. When possible, activity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of physical well-being of the students. For example, rather than a single activity

experience at a community-based fun run, students could be encouraged to join a community-based running club, a dance class, an aerobics class, or an out-of-school sports group.

Individual activity: Students may decide that they wish to engage in solitary activity experiences such as, for example, attending a gym, bicycling, roller-skating, swimming, or strength conditioning. Such activity 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 and correctly applied manner. Risk assessment of such solitary activity experiences should be conducted with the student beforehand if applicable.

Service

Collaborative and reciprocal engagement with the community in response to an authentic need

The aim of the “Service” strand 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. Use of the CAS stages in developing a service experience is recommended for best practice.

Service within CAS benefits all involved: students learn as they identify and address authentic community needs, and the community benefits through reciprocal collaboration. Service fosters development of abilities, attitudes, and values in accordance with the IB mission statement and the IB learner profile. As such, CAS service experiences are unpaid.

When defining “community”, consideration must be made to situation and culture. The community may be the school; however, it is recommended that service experiences extend beyond the school to local, national, and/or international communities. Community involvement includes collaboration with others, as students investigate the need, plan, and implement their idea(s) for service.

CAS supervisors should always consider the advantage of students conducting service locally. Local interactions allow for developing relationships, observing, and participating in sustained change, and meeting challenges through collaboration. From the local context, students can extend their thinking and knowledge to understanding global issues. Students can also extend local service to global impact through partnerships with CAS students in other cities and towns, countries, and continents. Technology affords opportunities for networking, sharing of initiatives, partnerships, and impact.

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

Service learning

Service experiences in CAS can be approached using a service learning model. Service learning is the development and application of knowledge and skills towards meeting an identified community need. In

this research-based approach, students undertake service initiatives often related to topics studied previously in the curriculum, utilizing skills, understandings, and values developed in these studies. Service learning builds upon students' prior knowledge and background, enabling them to make links between their academic disciplines and their service experiences.

Rules and Expectations for CAS Experiences

What IS CAS: (lots of things not listed, but a student can consider these as clarification)

- Any experience that takes place in a non-DP class (throw a pot in a ceramics class - receiving a grade is fine for non-DP class)
- Any non-graded (not required) experience in a DP class
- Activities that are directed at a specific and willing community (ex. Aiding in a religious school class)

What is NOT CAS:

- Any experience that receives paid compensation
- Any experience that is required by an IB Diploma Programme class (receive a grade in a required DP class - does not count if student taking for non-testing elective)
- Any experience, that includes proselytizing (political and/or religious)
- Any service experience for a "for profit" organization (ex. Volunteering at PetSmart)
- Any activity (service or otherwise) that promotes divisiveness or conflict (i.e organized protests - regardless of our views of the righteousness of the cause)

Expectation of Frequency of CAS Experiences and Reflections

CAS Experiences

First year of the IBDP

- Students must send at least **8 CAS experience plans** to their CAS coordinator for the approval, and to **complete at least 5 CAS experiences** (for the period from September to June).
- Ongoing experiences such as soccer practice or piano lessons, can only be counted as experiences once per month.
- Each of the three CAS strands (Creativity, Activity, Service) must be addressed at least once for the period September – June.
- There should be a balance when it comes to CAS strands that a student achieve throughout the CAS experiences (ex. Creativity - 4, Activity - 1, Service - 3).
- All CAS experiences must be first allowed by the CAS coordinator. Students achieve this by sending a CAS experience plan to her/his CAS coordinator via email or other communicational channels, and after his/her approval, the student can begin with the CAS experience.

Second year of the IBDP

- Students must start their second school year with at least 3 CAS experiences completed which means – students must have 5 approved CAS experience plans, 5 reflections and evidence for all the finished experiences.

- Ongoing experiences such as soccer practice or piano lessons, can only be counted as experiences once per month.
- Each of the three CAS strands (Creativity, Activity, Service) must be addressed at least once in the second IBDP period (second year of the IBDP).
- All CAS experiences must be logged and put in the portfolio by the last day of the marking period (by the end of the CAS journey).

CAS experience Plan / CAS experience planning

The CAS experience Plan represents a document which is the most important tool for the beginning of any CAS experience that students wish to pursue. It is a document with all the questions that are needed to be answered by the student in a way that a CAS Coordinator can understand what the CAS experience is about. It is necessary to involve a clear explanation of what the student wants to do as a part of her/his CAS experience. ALL CAS experience Plans must be submitted to the CAS coordinator for approval. CAS experience can be accepted only if it was first accepted by the CAS coordinator.

Exceptional – only if the nature of the planned experience is in a way that needs to be executed in a really short period of time, and can not wait for the approval, only then can a student start the CAS experience, and after the start send the CAS experience Plan for approval. If it is acceptable, the CAS coordinator will accept it retroactively.

Why is this important?

It is important both for a student and a CAS Coordinator. First thing is that when a student sends her/his CAS experience Plan for approval, the CAS coordinator needs to validate few things:

- If the planned experience is considered a CAS experience or it is not;
- If the planned activities are in line with the IB profile learner and IB philosophy in general;
- If the planned experience is ethically and in any other way correct or acceptable for a student to pursue with;
- To understand what potential Learning Outcomes the student may unlock with this kind of CAS experience (if any);
- If everything is in line, then the CAS coordinator needs to approve the plan, which means that the student can pursue the planned experience. If not, the CAS coordinator should provide the student with the feedback, and figure out what needs to be changed/modified so that the student can make her/his CAS experience happen.

It is also important for the student, especially for the first IBDP year student, in a way to gain a better understanding of CAS experiences and what CAS really stands for.

Students are provided with the template for the CAS Experience Plan, that was made by the CAS coordinator.

Reflections

The CAS programme or CAS journey is separated in to two periods in duration, starting with the first period of the first IBDP year (September to June) and extending further to the end of the second year.

Students will be required to submit five (5) reflections for the first year, and at least 10 of them till the end of the IBDP.

- Each reflection will address all the CAS Learning Outcomes that student achieved through the CAS experiences. By the end of the CAS programme, each of the seven CAS Learning Outcomes will have been addressed in the students' reflection. Reflections must be approved by the CAS coordinator just as CAS experience Plan documents.
- The CAS Project MUST include a reflection that addresses a minimum of one CAS Learning Outcome.

Engaging in CAS Experiences

Choosing the Experiences

To get started, consider the following questions. If you answer yes to any or all of them, you have likely chosen a strong CAS experience.

- Does this experience challenge me in some way?
- Does this experience encourage the development of new creative, physical, and social skills?
- Does this experience have real and positive consequences for others and for me?
- Does this experience offer an opportunity for reflection on what I have learned and achieved?

Of course, students can always consult with their CAS Coordinator or other IB teachers in order to get inspired and accumulate an idea for the student's CAS experience.

Reflecting on CAS Experiences

When to Engage in Reflection

Purposeful reflection is about quality rather than quantity. The appropriate occasion, amount, and method is the student's decision. Students are not expected to reflect on every CAS experience; they should identify moments worthy of reflection, such as:

- a moment of discovery
- a skill is mastered
- a challenge is confronted
- emotions are felt
- celebration of achievements

A quality portfolio will include reflections that happen during a variety of stages of an experience. However, it is suggested that for the beginning period of the students CAS journey, students should provide CAS Coordinator with a CAS reflection after every CAS experience is done/finished. That way they will have a good practice, receive a very useful feedback from their CAS coordinator and understand the concept of reflections better.

Manner of Reflection

Students may reflect in a variety of ways. Students should choose forms of reflection that best enable them to share their experience, such as:

- written
- written with photographs

- audio recorded
- video recorded
- in song/poem/dramatic interpretation
- letter
- It is students choice - as long as the student gives evidence to the learning outcome being addressed

Not all reflections must be shared. You may decide which reflections to include in your CAS portfolio. You must be sure to have one reflection for each learning outcome in addition to your CAS project. However, it is suggested that for the beginning period of the students CAS journey, students should provide CAS Coordinator with a CAS reflection after every CAS experience is done/finished. That way they will have a good practice, receive a very useful feedback from their CAS coordinator and understand the concept of reflections better.

Connection to CAS Learning Outcomes

Reflection is the primary evidence that students have met all learning outcomes of one CAS experience. Not all reflections must include a learning outcome, but a minimum of one reflection per learning outcome must be completed to successfully complete the CAS programme.

CAS Portfolio

A student's CAS portfolio will demonstrate the student's engagement in CAS and the achievement of the seven learning outcomes. The CAS portfolio is used by students to to plan their CAS programme, reflect on their CAS experiences and gather evidence of involvement in CAS. The CAS Coordinator will monitor students' progress to ensure that students keep their CAS portfolio updated and relevant. During the three scheduled CAS interviews, the CAS portfolio is discussed, and feedback is provided.

There is no preferred method or style for a students' CAS portfolio. The students will be provided with templates made by the CAS coordinator or other IB staff members in order to easier to manage CAS; however, students can opt to fulfill the expectations of the CAS portfolio in a variety of ways. CAS is not formally graded; students receive a point toward the IB diploma with successful completion. This is an opportunity for students to have fun and be creative! Keep in mind, the CAS portfolio could be a valuable addition to a student's resume for prospective employer or educational institution.

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 programme.

The primary purpose of the CAS project is to ensure participation in sustained collaboration. Through this level of engagement, students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving, and decision-making.

A CAS project involves collaboration between a group of students or with members of the wider community. Students work as part of a team, with all members being contributors. A CAS project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities for individual students to enhance and integrate their personal interests, skills, and talents into the planning and implementation of CAS projects.

All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met. A CAS project can address two or more of the three CAS 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 required for the CAS project (from planning to completion). The ideal length of the CAS project should be from 1 month (4 weeks) to 3 months (12 weeks). Students will reflect on the CAS project experience (IT IS A MUST); students must reflect individually since every single student will experience the project in an individual way. There may be a students group reflection, if students decide to do so, but it does not replace the individual reflections. If students decide to make a group reflection it will be consider as a plus, but an individual reflections must be sent to their CAS coordinator.

Glossary of CAS Terms

CAS Experience

A CAS experience is a specific event (or series of events) in which a student engages in one or more of the CAS strands (creativity, activity, and/or service).

CAS Portfolio

All CAS students are expected to assemble evidence of their involvement in CAS experiences and their reflections, which demonstrate the achievement of the seven learning outcomes. A variety of forms of reflection are acceptable, including but not limited to: blogs, written journals, artwork, music compositions, annotated photo diaries, and audio or video diaries.

CAS Project

All CAS students undertake a CAS project involving teamwork that integrates one or more of the strands of creativity, activity, and/or service. Duration is a minimum of one month from beginning to end.

CAS Stages

There are five stages of CAS. Investigation, preparation, action, reflection and demonstration offer a helpful and supportive framework and continuum of process for CAS students as they consider what they would like to do in CAS, make plans, and carry out their ideas.

CAS Strands

CAS strands are the three categories of CAS experiences, i.e. creativity, activity, service.

CAS Coordinator

The CAS coordinator is the teacher responsible for instructing the student and conversing with the student regarding CAS-related activities. The CAS coordinator will monitor students' participation in CAS experiences, the CAS portfolio, the CAS project, and CAS reflections.

Collaboration

Collaboration for the purpose of CAS activity is when two or more individuals work together for the achievement of a shared goal.

Community

Students are naturally members of several different communities (the school, the local area where they live, their community of friends, ethnically or religiously defined groups, etc.). Some CAS experiences may involve CAS students within their own familiar communities; however, students are also encouraged to involve themselves with people from other, less familiar communities, which would afford opportunities for personal and collective growth.

Learning Outcomes

The CAS component of the DP core identifies seven learning outcomes, which students must achieve during their engagement in CAS experiences. Achievement of learning outcomes is demonstrated through thoughtful reflection upon each learning outcome and the completion of the CAS portfolio.

Reflection

Central to the IB philosophy and to CAS, reflection is a process of considered exploration of personal thoughts and feelings that informs students' learning and growth. By allowing students to explore ideas, skills, limitations, and areas for further development and to consider how they may use prior learning in new contexts, reflection is a valuable part of an IB student's journey. Reflection can occur in varied formal and informal ways.

References

1. Creativity, Activity, Service Student Manual 2019-2021, State College Area High School, Pennsylvania;
2. Creativity, Activity, Service (CAS) Student Handbook Class of 2020 and Beyond, Chief Sealth High School, Seattle, Washington;
3. Creativity, Activity, and Service (CAS) Handbook 2020-2021 Academic Year, Charlotte-Mecklenburg School, Myers Park High School, Charlotte, North Caroline;
4. Diploma Programme Creativity, Activity, Service Guide, International Baccalaureate Organization 2015;

APPENDIX

CAS Experience Plan Form

CAS Experience/Project Reflection Form

CAS Portfolio Form (only as a suggestion)