



CAS STUDENTS HANDBOOK

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What does CAS stand for?

CREATIVITY

Experiences that encompass original thinking, including artistic activities and other learning and teaching experiences.

ACTIVITY

Experiences that contribute to a healthy lifestyle through participation in individual/team sports, as well as any other activity which focuses on physical exertion.

SERVICE

Experiences that involve interactions with individuals or groups, which provide benefits to the community. These experiences should not only involve contributions to others, but also with others, while developing a deep commitment.

Creativity Activity Service is core to IB education because it allows REAL LIFE application of cognitive and non-cognitive skills as well as content knowledge. It is all about learning how to make goals, plan, carry out and reflect on what you learned. CAS is required for the IB.

What is the purpose of CAS?

The IB wants you to be engaged and involved in the world to develop a heightened sense of global responsibility, in line with the IB learner profile. To identify what you need to be successful as global citizens, they created **Learner Outcomes**. The IB wants you to grow as a person by,

- identifying own strengths and areas for growth.
- undertaking new challenges and developing new skills in the process.
- planning and initiating activities.
- showing perseverance and commitment in your activities.
- working collaboratively with others.
- engaging with issues of global significance.
- considering the ethical implications of your choices and actions.

To meet these learning outcomes the IB invented CAS, an experiential learning programme that pushes you to engage in the world outside the classroom. You will be using what you know and learning new skills by applying your knowledge in real life situations. You will set goals, tied to the learner outcomes above, and should accomplish great things, reflecting on what you learn in the process.

CAS learning outcomes can be more fully explained through the use of descriptors. see Appendix 1

How do I do CAS?

Most of you will already be taking part in experiences that you can use for CAS. For example you may play a musical instrument, dance, theatre or take part in sports. The only difference now is that you will,

- have a reason for doing what you do (a goal).
- plan and seek to accomplish something as you do it (Key Stages Model p.5).
- evaluate what you did, identify and reflect on what you learned from doing it (reflection).

In addition to this you will also have the opportunity to discover new interests or refine existing interests, for example by testing out possible career directions in the context of how you as an

individual can make a meaningful, ethically responsible contribution to the local and global community.

What are the three strands of CAS?

C=Creativity: You are encouraged to participate in meaningful creativity in order to explore your own sense of original thinking and expression. Creative activities may fall into the following categories.

- Visual and performing arts, digital design, writing, film, culinary arts, music.
- Innovation: designing new projects and/or finding creative ways of reaching your Service Learning goals.

A=Activity: You are encouraged to participate in pursuits such as team sports, aerobic exercise, dance, outdoor recreation, fitness training to promote lifelong healthy habits that contribute to learning.

S=Service: Activities must be meaningful to you personally as well fulfilling a service to meet a genuine need in the school, local or global community. It is recommended that you engage with two or more types of Service. See *“Documenting your programme, types of Service”* on page 5.

Note: CAS experiences may cover more than one strand, for example, planning sports day for disadvantaged children may involve Service and Activity. Some CAS experiences may involve all three strands, for example, choreographing and participating in a dance performance that promotes the work of a non-profit organisation involves Creativity, Activity and Service.

Guidelines to CAS experiences

There are four guidelines that should be applied to any proposed CAS experience.

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
- enable you to meet **the Learning Outcomes**
- 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 assist you in deciding on a CAS experience, the following questions may be useful for to consider.

- Will the experience be enjoyable?
- How will 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?

How many hours do I need to spend on each experience?

The primary aim of CAS is to enable you to achieve the seven learning outcomes and so demonstrate that you are a true IB learner.

There is no reference to an hour requirement, rather a continuous commitment to CAS over duration of 18 months.

How many CAS experiences do I need?

You need to have met each learning outcome through a minimal of two experiences.

This could be through **singular planned experiences** for example organizing an event for ISOB or **series of planned experiences** for example working in an old people's home at the weekend for six consecutive weekends.

You must also complete a **CAS group project** that spans your whole 18 month CAS programme

This project must:

- be designed planned and carried out using the Key Stages Model.
- involve others (these do not have to be students) - working in a group.
- be responsible for and initiate a part of, or the entire CAS project.
- demonstrate leadership, co-operation, problem- solving and decision- making skills, with all members contributing to the process.
- combine at least two strands of CAS: Creativity, Activity, Service.
- illustrate consideration of the ethical issues of the project and its impact.
- be documented through Managebac with artifacts, correspondence, pictures and examples of your involvement.
- be reflected on through Managebac including reflection on how you implemented the Key Stages Cycle, and how you are affected by this project.

Two learning outcomes this project must meet are:

- planning and initiating activities
- working collaboratively with others.

The Key Stages Model must be used in documenting and reflecting on all phases of your experiences and projects. *See page 5 for details.*

The Key Stages Model

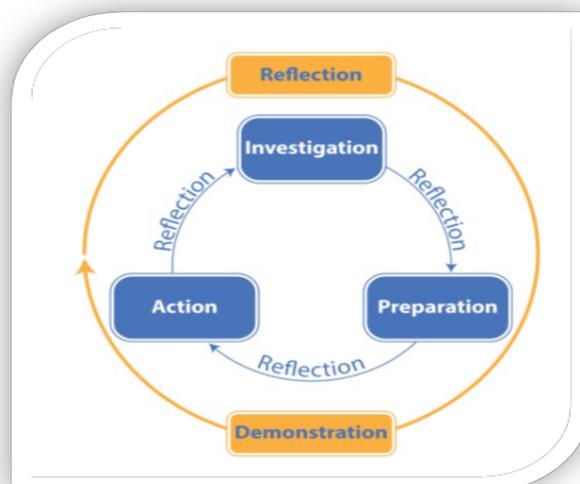


Figure 1 The five CAS stages. There are two parts as noted in the diagram. The centre represents the process with investigation, preparation, action and reflection (occurring intermittently in response to significant experiences) The outer circle has two parts and guides students in summarizing their experiences: Reflection and demonstration. Demonstration could be seen as the product.

Key Stages

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| <p>1. INVESTIGATION:</p> <p>Research into your project. How is this project a reflection of you? Who will teach you or how will you learn? Where will you find information and materials? What kind of help will it take to finish this project? What other resources do you need? Who else has done projects like this and what did they do?</p> | <p>2. PREPARATION AND DESIGN</p> <p>Break your experience into parts and explain them. How is your project organized - time, space, importance? Why? Are there different ways to do the project? If so, what are they? When will you start? What is your timeline? What might happen that impacts your timeline? How will you evaluate your success?</p> |
| <p>3. ACTION:</p> <p>What did you do? Explain the actions you took and why. How did other people respond to you? How did your opinion differ to others? Were there things that didn't go to plan and how did you respond to this? What was your final product?</p> | <p>4. REFLECTION:</p> <p>Which stage did you find to be the most challenging? Why? Which stage did you find to be the most enjoyable? Why? What did you achieve? How did this make you feel? What did you learn? How? How could you have improved the process? How did this activity connect you to yourself and your community? How did this activity connect to issues of global concern?</p> |
| <p style="text-align: center;">DEMONSTRATION</p> <p style="text-align: center;">How have you demonstrated use of knowledge from one of your subject areas in your CAS project? How did your participation in this project impact others? How were you able to show that your project was successful? How might others have observed your commitment to the project? What evidence do you have of using your interests, and personal skills to benefit others?</p> | |

How do I reflect on my learning?

You are required to reflect on how your CAS experiences have taught you something - whether they are tangible skills or character growth. These reflections must, at minimum, cover all the aspects of the Key Stages Model. You should demonstrate your growth in each learning outcome area through explanation and anecdotal example. You may also consider how this activity might provide them with experience that will help them in the future - and in what tangible way.

Who will be guiding me through the process?

CAS Coordinator and Advisor: the link between you, school and your activity supervisors/ outside organisations. He or she is there to ensure the smooth running of activities and the quality of your experiences. If your chosen activity is not meeting your expectations and you cannot solve the problem yourself, it is your responsibility to discuss this with the CAS Coordinator.....Don't leave it, take action! He or she is there to help you identify personal goals and to offer ongoing guidance and support. Your advisor will assess your progress throughout the year. It is your responsibility to update them on your progress, approach them to make appointments, and to ask if you need support.

How will you document your programme using Managebac?

Your digital portfolio

1. Go to CAS
2. For each experience that you start go to:
 - “Add CAS experience”
 - Fill in the experience name, strand, approach and for Service, which type of Service.

Types of Service

Direct service: You interact with people the environment or animals for example one on one tutoring, developing a garden in partnership with refugees, working in an animal shelter, working in an old peoples home.

Indirect service: Although you do not see the recipients of indirect service but you have verified that your actions will benefit a community or the environment for example re-designing a non- profit organizations website, writing original picture books to teach a language, nurturing tree seedlings for planting.

Advocacy: You speak on behalf of a cause or concern to promote action on a public interest. For example initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.

Research: You collect information from a variety of sources, analyse data, and report on a topic of importance to influence policy or practice. For example you may conduct environmental surveys to influence the school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces.

3. Fill in the rest of the form paying particular attention to the “description and goals”. **The following questions must be answered under “description and goals” in order to have your activity approved.**

Research into the activity. What is your vision/the vision of the group? What does the organization hope to achieve?

What motivates you to take part in this activity?

What do you aim to do?

How could you benefit the organisation?

How will you measure your personal success?

What new skills do you hope to acquire?

You may also add your own goals to make your successes more measurable.

See Managebac “files” for information on SMART goal setting file you can find in CAS_introduction_students“

| Overview | Plans | CAS | Extended Essay | Messages | Calendar | Files | Members |
|---|---------|-------------------------|----------------|----------|----------|-------|---------|
| Files > CAS_files | | | | | | | |
| Name | Size | Modified | | | | | |
|  CAS_introduction_students.pdf by Imislawa Bugeja | 1 MB | Sep 29, 2017 at 7:41 PM | | | | | |
|  SelfReview.docx by Imislawa Bugeja in S&A | 9 KB | Sep 12, 2017 at 4:05 PM | | | | | |
|  CAS_OR_NOT.docx by Imislawa Bugeja in S&A | 90 KB | Sep 12, 2017 at 3:12 PM | | | | | |
|  CAS_Experience001.jpg by Imislawa Bugeja | 1 MB | Sep 12, 2017 at 2:53 PM | | | | | |
|  CAS_Experience002.jpg by Imislawa Bugeja | 1 MB | Sep 12, 2017 at 2:53 PM | | | | | |
|  CAS_Experience003.jpg by Imislawa Bugeja | 1000 KB | Sep 12, 2017 at 2:53 PM | | | | | |

4. As you enter an experience you must include which LEARNER OUTCOMES you hope to meet. **Don't choose more than three per experience.**
5. Upload any documents or evidence of your experience under “Add reflection evidence” This may be in the form of pictures, e-mails, flyers, audio recordings weblogs, film, scanned written notes, journal entries, an assessed presentation or a play, evidence of oral assessments with your advisor, reflection. Be creative!
6. **Documentation must be provided within two weeks of each experience and files must be clearly labelled.**
7. As you finish each activity, click on “Request supervisor review”

How will my progress be monitored?

Digital portfolio on Managebac

Reflection is what facilitates learning. It also provides the necessary evidence of your learning to the IB. It is important that the IB can see that you are making progress towards meeting the Learning Outcomes. After every series of experiences you will need to write a final reflection detailing what you learnt from beginning to end.

At the end of your programme you will be expected to write a general reflection detailing your personal growth throughout the 18 month period.

Note: The IB may request your file at any point throughout the 18 month programme. Failure to have up to date process evidence on Managebac can lead to your activities no longer being accepted as part of your CAS programme.

Interviews

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| The initial interview: | This interview must be conducted at the beginning of your CAS programme. It should take approximately 20 minutes. During this interview you may clarify your understanding of the CAS requirements. prepare for this using selfReview.docx file available on ManageBac |
| Second progress interview: | <p>This interview will take approximately 20 minutes. The main purpose of this interview is to assess your progress. Your CAS advisor will ask you questions in order to assess whether you have committed to a range of CAS experiences and whether you are able to critically reflect upon your experiences.</p> <p>Your advisor will be looking for evidence that you are working towards and achieving the learning outcomes. The “CAS reflective tool” in Appendix 2 will be used to measure your personal growth. The CAS portfolio will be used as a reference.</p> |
| Interim review: | <p>The interim review will take approximately 20 minutes. The main purpose of this review is to assess and evaluate your progress throughout DP1.</p> <p>Your CAS advisor will ask you questions in order to assess whether you have committed to a range of CAS experiences and are able to critically reflect upon your experiences.</p> <p>Your advisor will be looking for evidence that you are working towards and achieving the learning outcomes, using the CAS portfolio as reference. The “CAS Reflection Tool” in Appendix 2 will be used to measure your personal growth.</p> <p>Seventy-five percent of your CAS programme should now be completed!</p> <p>During this review you will work with your advisor to determine what is required for you to successfully complete your programme. Remember DP2 will go quickly! Planning for DP2 is important at this stage.</p> |
| CAS completion: | This is the summative interview for CAS. In this interview you will be expected to outline how you have achieved the seven learning outcomes for CAS. In addition you will discuss and evaluate your overall programme and reflect upon personal growth. Your CAS portfolio will be used as reference in this interview. |

Formal end of year DP1 reflection

At the end of DP1 you will be

TIMELINE

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|---------------------------|--|
| September 2019 | introduction to CAS investigate into options for a variety of CAS experiences Introduction Managebac: How to create your portfolio |
| November 2019 | First progress interview CAS group project proposals/ideas |
| March 2020 | Second progress interview |
| June 2020 | Formal end of year CAS reflection Evaluation of group projects done or planned Interim review |
| March 2021 | CAS completion interview Deadline for completion of CAS programme |

What are the CAS Learning Outcomes?

Student completion of CAS is based on the achievement of 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.

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