

## CAS Handbook

**C (creativity)** - Arts and other experiences that involve creativity thinking such as planning, organizing and problem solving.

**A (activity)** - Physical exertion contributing to a healthy lifestyle to complement the demands of the Diploma program work. Activities can vary from sports and fundraising.

**S (service)** - An unpaid and voluntary work that has positive learning benefit for the student.

is a fundamental requirement for completing the program. CAS enables you to enhance personal and interpersonal development through engaging in meaningful activities at school and outside of school. CAS enriches your learning process whereby you are learning through experience and reflecting on your experience.

The CAS programme serves as a complement to the academic disciplines of the IB experience, challenging you to develop a spirit of discovery, self-reliance and self-confidence. It seeks to encourage individual skills and interests. Your CAS experiences must be active, not passive. If done with the true CAS spirit, your CAS experience will leave you with a sense of accomplishment. It will teach you more about the world and about yourself. It will challenge you to step out of your comfort zone. It may even change you as a person (Excelsior International, CAS handbook, 2016).

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.

Further, 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. CAS students must be involved in at least one CAS project during their CAS programme.

(The nature of CAS, Creativity, activity, service guide, 2017).

### **CAS SHOULD INVOLVE:**

**Real purposeful activities.** These is a wide range of activities of significant outcome in nature. This includes designing and implementing service projects.

**A journey of personal challenge.** The task should be interesting challenging in scope and bringing a student outside normal comfort zone. Action can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects.

**Organized and well considered thoughts** – The student should consider basic the element of implementing a project/experience – planning, organizing, implementing reviewing progress and reporting.

**Reflection of the outcome and personal learning.**

Students are expected to be involved in CAS activities for the duration of the IB Diploma program (18 months continuously).



## IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

## The responsibility of the CAS student

- Approach CAS with a proactive attitude
- Develop a clear understanding of CAS expectations and purpose of CAS
- Explore personal values, attitudes and attributes with references to the IB learner profile and the IB mission statement
- Determine personal goals
- Discuss plan for CAS experiences and the CAS project with the CAS coordinator
- Understand and apply CAS stage where appropriate
- Take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- Become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
- Maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement and the seven CAS learning outcomes
- Understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- Demonstrate accomplishments within their CAS programme
- Communicate with the CAS coordinator in formal and informal meetings
- Ensure a suitable balance between creativity, activity and service in their CAS programme
- Behave appropriately and ethically in their choices and behaviours.

## LEARNING OUTCOMES

1. Identify own strengths and develop areas for growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience
4. Show commitment to and perseverance in CAS experiences
5. Demonstrate the skills and recognize the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance
7. Recognize and consider the ethics of choices and actions

## Examples of CAS experiences

Creativity	Activity	Service
Photography	Aerobics	Create a community environmental group
Tournament organization	Badminton	Organize a basketball tournament for children at a community centre
Event management	Basketball	Get involved in a beach clean-up
Website development	Personal gym programme	Assist in obtaining funds for a community garden
Choir	Kickboxing	Teach computer skills to those in need
Speech and debate club	Triathlon	Design and host a community film and discussion event featuring current issues
Drama production	Rugby	Implement a recycling programme
Journalism	Soccer	Create a petition to present to local government
Making a short documentary	Tournament participation	Work in an orphanage with regularity
Music/band	Surfing	Create awareness for a non-governmental organization (NGO)
Learning an instrument	Swimming	Be a student council representative
Art lessons	Trekking	Provide peer tutoring to junior students
Fashion show	Tai chi	Plan, participate and implement an activity for an international day of recognition
Talent show	Tennis	Take an active role in a community club

## The five CAS stages

- 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 specific 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 problem solving. 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.

## **Reflections**

Questions that might help you while writing your reflection

- How did this activity make me feel? What did it mean to me?
- Did I maintain full attendance? How many sessions did I miss? Was I punctual? How would I summarize my effort and commitment?
- What did I do in this activity and how did I interact with others?
- What did I hope to accomplish through this activity?
- How successful was I in achieving my goals? What difficulties did I encounter and how did I overcome them?
- What did I learn about others and myself through this activity? What abilities, attitudes and values have I developed?
- Did anyone help me to think about my learning during this activity? If so, who helped and how did they help?
- How did this activity benefit others and myself?
- What might I do differently next time to improve?
- How can I apply what I have learned from the experience to other life situations?
- What have I learned about issues that are evident in our local community? How do I feel about this?
- What are my views on these issues?
- What have I done to address these issues?

(Excelsior International, CAS handbook, 2106).

**CAS TIMETABLE:**

<b>Date</b>	<b>Activity</b>
<b>September, DP1</b>	<ul style="list-style-type: none"><li>• Study the CAS Handbook</li><li>• First individual consultation with CAS Coordinator Set a plan for CAS activities</li><li>• Think how you are going to fulfil each of the 7 outcomes</li><li>• Discussing the opportunities for CAS experience and project</li></ul>
<b>September, DP2</b>	Meeting with CAS Coordinator to review progress and set new goals for the second year
<b>March, DP1</b>	Meeting with CAS Coordinator to review progress and set new goals for the summer and the new academic year
<b>April DP2</b>	Final CAS meetings
<b>Mid-May, DP1</b>	Submit summer CAS plans to Coordinator

## ***References***

The nature of CAS, Creativity, activity, service guide, 2017

Excelsior International, CAS handbook, 2016

Creativity, activity, service teacher support material