



INTERNATIONAL BACCALAUREATE DIPLOMA

**Creativity, Activity & Service
(CAS)
HANDBOOK**

Class of 2020

Candidate Name: _____

To Develop Responsible Global Citizens and Leaders through Academic Excellence

CAS is an abbreviation for:	Creativity	Activity	Service
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CAS aims to develop students who are:

- ✓ reflective thinkers – they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- ✓ willing to accept new challenges and new roles
- ✓ aware of themselves as members of communities with responsibilities towards each other and the environment
- ✓ active participants in sustained, collaborative projects
- ✓ balanced – they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences

What Is CAS?

Creativity, activity, and service (CAS) will involve:

- ✓ real purposeful experiences, with significant outcomes
- ✓ personal challenge – tasks must extend the student and be achievable in scope
- ✓ thoughtful consideration, such as planning, reviewing progress, reporting
- ✓ reflection on outcomes and personal learning

The emphasis is on learning by doing real tasks that have real consequences and reflecting on these experiences over time.

But What Is CAS, Really?

Your CAS Programme is comprised of **two** essential components: **CAS Experiences** and the **CAS Project**.

A **CAS Experience** is a specific event in which the student engages with one or more of the three CAS strands. A CAS Experience can be a single event or may be an extended series of events. It is expected that you will be involved in some kind of CAS Experience on a weekly basis for at approximately 18 months with a reasonable balance between creativity, activity and service. You will maintain a CAS portfolio comprised of summaries, evidence and reflections for these experiences on Managebac. *Note: You are not expected to be involved in the SAME experience for those 18 months. They can (and should) be varied experiences.

A **CAS Project** is a planned project involving teamwork and that integrates one or more of the strands of creativity, activity and service. The duration of the project (from planning to execution) is a minimum of one month and is undertaken during the 18 months of the CAS Programme. Again, you will be expected to maintain a portfolio comprised of evidence and reflections for the project on Managebac.

The most meaningful CAS experiences come from spending time with others to build relationships and develop the self-worth of the participants. In the design and construction of your CAS experiences you are reminded of the equal importance of all three areas **CREATIVITY, ACTIVITY, SERVICE**. There must be a balance between the three. Appropriate activities might include:

- physical assistance to the elderly
- helping with rehabilitation at the local hospital
- establishing and coaching a sports team for disadvantaged children
- establishing and leading a music ensemble for visually impaired people
- involvement in a theatrical production to which children are invited
- environmental restoration and protection

Experiences should be undertaken gradually, be appropriately adapted to the circumstances and take into account your aptitudes and preferences. Do not seek experiences that will shock you as this would be counter-productive to the educational aims of CAS. Your experiences should be rewarding and enrich all involved. When well carried out, your own CAS programme should build your self-esteem, self-confidence and self-reliance.

Successful completion of the CAS Programme is a requirement for the award of the IB Diploma.

CREATIVITY

This aspect of CAS is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum, which include creative thinking in the design and carrying out of service projects. This could involve doing dance, theatre, music, or it could involve taking on a leadership role and designing a service project. You should try to be involved in group experiences, and especially in new roles, wherever possible; however, individual commitment to learning an art form **IS** allowed, where it respects the requirements for all CAS experiences:

- that goals are set, and
- you reflect on progress

ACTIVITY

This aspect of CAS can include participation in expeditions, individual and team sports, and physical activities outside of the normal curriculum; it also includes physical activity involved in carrying out creative and service projects. Activity may involve participation in sport or other activities requiring physical exertion – such as expeditions, camping trips, or digging trenches for water, etc. Again, you are encouraged towards group and team experiences, and undertaking new roles, but an individual commitment is acceptable where the general requirements of CAS are met:

- that goals are set, and
- you reflect on progress

Incorporating the service element can enhance both creativity and activity. For example, if you become involved in the arts or physical activities you might consider coaching young children or seniors in residential homes.

SERVICE

Service involves interaction, such as the building of links with individuals or groups in the community. The community may be the school, the local district, or it may exist on national and international levels (such as undertaking projects of assistance in a developing country). Service experiences should not only involve doing things **for** others but also doing things **with** others and developing a real commitment with them. The relationship should therefore show respect for the dignity and self-respect of others.

What Is NOT CAS?

CAS is not a points-scoring or hours-counting exercise. It should be an interesting variety of experiences that you find intrinsically worthwhile and rewarding, and which is mutually beneficial to you and to your community. Generally, CAS is not taking place when you are in a passive rather than an active role. There should be **interaction**. If you are passive, nothing of real value, either for you or for other people, results from what you are doing, and no real reflection is possible. Examples of experiences that would **not** typically constitute a CAS experience are listed below.

- ✓ any class, experience or project that is already part of the Diploma Programme
- ✓ an experience for personal reward, financial or benefit-in-kind
- ✓ simple, tedious and repetitive work
- ✓ a passive pursuit, e.g. museum, theatre, exhibition, concert visits
- ✓ part of family or religious duty
- ✓ work experience that only benefits the student
- ✓ fundraising with no clearly defined end in sight
- ✓ experiences that cause division amongst different groups in the community
- ✓ working in an old people's or children's home when you have no contact at all with the elderly or children and do no service for other people

Learning Outcomes

To complete the CAS requirement, at the end of the programme, you must provide evidence that all eight learning outcomes described below have been met. Some may be demonstrated many times, in a variety of experiences, but completion requires only that there is evidence for every outcome. Your portfolio will be a collection of evidence (photos, audio/video diaries, artwork, music compositions, etc.) and reflections that show your learning outcomes.

As a result of your CAS Programme as a whole, including your reflections, there will be evidence that students have:

- ✓ **Increased their awareness of their own strengths and areas for growth**
They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.
- ✓ **Undertaken new challenges**
A new challenge may be an unfamiliar experience, or an extension to an existing one.
- ✓ **Planned and initiated experiences**
Planning and initiation will often be in collaboration with others. It can be shown in experiences that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.
- ✓ **Worked collaboratively with others**
Collaboration can be shown in many different experiences, such as team sports, playing music in a band, or helping in a kindergarten. At least one project involving collaboration and the integration of at least one of the creativity, activity, and service strands is required.
- ✓ **Shown perseverance and commitment in their experiences**
At a minimum, this implies attending regularly and accepting a share of responsibility for dealing with problems that arise in the course of experiences.
- ✓ **Engaged with issues of global importance**
Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly, serving the underprivileged).
Remember: Think globally, act locally.
- ✓ **Considered the ethical implications of their actions**
Ethical decisions arise in almost any CAS experience (for example, on the sports field, in musical composition, in relationships with others involved in service experiences). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisors.
- ✓ **Developing new skills**
As with new challenges, new skills may be shown in experiences that the student has not previously undertaken, or in increased expertise in an established area.

The CAS Process

Pre-planning

You must self-review at the beginning of your CAS experience and set personal goals for what you hope to achieve through your CAS Programme. This will involve identifying your interests, strengths, weaknesses, and resources.

Create your CAS Plan: Guidelines

1. Your CAS experiences/project can span from grades 11(beginning of school year) -12 only. Experiences/projects undertaken outside of this time, cannot count for CAS.
2. You must present your CAS plan (including potential experiences and projects) to Mrs. Maggs during your first interview in order to receive approval of the plan before moving forward.
3. Approval is required for any experiences/projects that are not part of your original plan PRIOR to beginning the experience as part of CAS. Check with Mrs. Maggs if you have questions about whether or not your idea for an experience constitutes CAS.
4. Your CAS Programme must entail a range of experiences (usually between 6-8 experiences) and one project occurring over a longer duration of time involving collaboration.
5. Your culminating experiences/project must **entail all 8 learning Outcomes and balance of C, A, and S.**
6. At least **one of your experiences must include collaboration and one must be self-initiated.**
7. For each experience completed there must be a supervisor-signed log form (if required), evidence(s) of the experience/project, and a reflection. **Your project must include three reflections:** one before, one during, and one after the project's completion.
8. You must collect at least ten (10) total pieces of evidence from your experiences/project(s). Obviously some experiences/projects will have more than one piece of evidence
9. It is worth noting that not **ALL** experiences need to be planned in advance. Occasionally, a wonderful opportunity for personal challenge, growth, and learning arises unplanned. Please feel free to use such occasions as CAS experiences, but intend to plan for the majority of your experiences.

Some potential ideas...

CREATIVITY	ACTION	SERVICE
Art/photography gallery	Aerobics	Model United Nations
Assembly contribution	Badminton	Environmental Club
Calligraphy	Basketball	Alumni Association
Class websites	Gymnastics	Interact Club
Choir	Kickboxing	Sister school visit
Speech and debate	Marathon	Hospice visit
Drama production	Ultimate Frisbee	Animal Rescue
Gastronomy	Soccer	Key Club
Poetry writing	Sports event	Open day
Jazz/rock band	Musical	Team managing
Learning a musical instrument	Swimming	Student Council
Needle work	Table tennis	Peer Tutoring (to junior students)
Fashion Show	Tai chi	Amnesty International
Talent show	Tennis	Fundraising project

Carrying Out Your CAS Plan

You must plan your experiences, carry them out, and reflect on what you have learned.

All experiences must be pre-approved by the CAS Advisor as part of your **CAS plan** before you officially begin. Remember, CAS experiences should continue on a regular basis for as long as possible throughout the programme.

Risk Management: For ANY out-of-school activity, a **parent permission form** must be signed, scanned and uploaded into Managebac. **For SERVICE experiences, students must submit a Polk County Community Service Hours form to an on-site supervisor to receive a signature and feedback. That form must then be scanned and uploaded to your documents on Managebac.** The CAS Coordinator guide maintains that: *"A supervisor may not be necessary if a student is able to undertake a CAS experience without assistance or supervision"*, but Ms. Lavelle reserves the right to deny any experience that may put the student in harm's way. While supervisor signatures may not be required for ALL approvals, Ms. Lavelle will review the need for a supervisor on a case-by-case basis.

Recording

You must keep records of your experiences and achievements on Managebac. Please log in at least once per week to update your experiences, check for approval, and read any notes from Ms. Lavelle.

Collecting Evidence

You must collect a total of **at least 10 pieces of evidence** from the experiences/project(s) you complete. Evidence can come in many forms such as pictures, videos, posters, concert programs, etc.

Reflecting

You must finally reflect upon each individual experience/project that is part of your CAS Programme. Experiential learning is at the heart of CAS. Experiential learning involves much more than just planning and carrying out the activity itself. It also involves personal observation and reflection of your feelings and interactions, analysis of your perceptions, identifying your achievements, outstanding issues, personal strengths and challenges, evaluating your actions and thinking about your new understandings. During the project, you should note down your feelings, thoughts, and observations you have made. Once you have completed your meaningful reflections you should then apply this learning to the next experience or situation.

Finally...

All pieces of your CAS including logs, evidences, and reflections will be combined together into a culminating CAS Programme for your advisor to evaluate.

Your CAS Calendar

Date	Activity
September 2016	CAS introduction meeting Overview of Program Managebac Tutorial Brainstorm CAS proposal ideas/plan for next individual meeting
October/November 2016	CAS Interview (1) in Ms. Lavelle's room CAS Plan Proposal due no later than October 30th Receive approval or revise plan for approval Begin CAS experiences, collecting evidence, and reflecting
April/May 2017 *Goal of 4 experiences completed	CAS Interview (2) At least four experiences logged and completed on Managebac by May 1st Progress and summer plans Continue CAS experiences, collecting evidence, and reflecting
Summer 2017	Continue CAS experiences, collecting evidence, and reflecting
Sep 2017 *Goal of 75% completion	CAS individual/small group progress meeting Adjust plan as necessary Continue CAS experiences, collecting evidence, and reflecting
Jan 2018	CAS individual/small group progress meeting Adjust plan as necessary Continue CAS experiences, collecting evidence, and reflecting **You should be nearly finished with CAS
April 2018	Submission of entire CAS Programme for completion no later than April 1st Exit interview

GETTING STARTED – SELF REVIEW

A personal inventory

Name: _____

List activities in which you participate regularly (sports, music, drama, etc.).

I'm really good at....

I'm not very good at...

What do you consider one of your greatest accomplishments? Did it change your life? What did you learn?

Name one skill you have always wanted to develop in your life but that you haven't yet.

Name one activity that you have always wanted to try but haven't yet. Why haven't you?

GETTING STARTED – CHECKLIST

This following checklist should help you to get started your CAS journey. Sign your name in each box when you are sure that you have fully understood.

COMPLETE THIS PAGE and RETURN during first individual CAS interview.

	Sign your name	Date
I have carefully read through the information contained in this CAS handbook and I have fully understood the CAS requirements.		
I know who my CAS advisor is and where the classroom is.		
I know that I can always discuss CAS issues and concerns with my CAS advisor.		
I must keep this CAS handbook.		
I am aware of the 18-month CAS Timetable and I will follow it.		
I should have my own CAS plan for 18-months.		
I know that I must try and maintain a balance between Creativity, Activity and Service.		
My parents/guardians are informed of the CAS Programme and its requirements.		
I will set myself goals for each experience and I will reflect carefully on each experience I undertake.		
I have a responsible adult supervisor as needed for each experiences I undertake.		
I will complete a summary of each of my experiences and my CAS project on Managebac.		
I will collect and keep all the written records, photos, and newspaper or magazine clippings and any evidence.		
I know that I must collect evidence and complete a reflection at the completion of each of my experiences.		
I know that I can upload my materials on Managebac.		
I will meet with my CAS advisor and have my Managebac account updated at the assigned times.		
I am aware that I must present my evidence that I met the learning objectives in a final meeting with my coordinator with a complete CAS portfolio on Managebac.		
I have copies, or know where to get copies, of all the necessary forms.		
I clearly understand without the satisfactory and timely completion of CAS Programme, the IB Diploma will not be awarded.		

CHECKED BY THE CAS ADVISOR _____

Managebac Cheat Sheet

For an experience to be marked as **approved (blue thumbs up)**, please be sure your summary shows evidence of the following:

- ✓ planning and organization
- ✓ real, purposeful activities with significant outcomes
- ✓ effort and commitment
- ✓ personal development and achievements (i.e., how will the experience challenge you?)
- ✓ specific learning outcomes (no more than FOUR for a single experience)
- ✓ who/what/when/where details (organization, location, days per week, hours, etc.)

*If you address ALL of these the first time you write your summary, the approval process will move quickly.

For an activity to be marked as **complete (green check)**, please be sure to show evidence of the following:

- supervisor review if required (either via email comment on Managebac, or, if it's for SERVICE, signed and uploaded form)
- uploaded evidence (uploaded photos, videos, artwork, log sheets, etc.)
- thoughtful reflection for EACH individual experience – be sure to consider the following in your reflection:
 - ✓ What did you notice?
 - ✓ How did you feel?
 - ✓ What does it mean to you?
 - ✓ What value does it have?
 - ✓ What did you learn and how might it apply to your life more generally?
- Uploaded out-of-school permission form for EACH out-of-school experience
- If the experience is your **CAS project**, you must check the box in the **summary** that indicates **CAS project**. **In addition, your CAS project requires at least THREE reflections, preferably one each from BEFORE, DURING, and AFTER the project.**

CAS Quick Reference Guide

ibatbartow.managebac.com

What is CAS?

Creativity: Arts and other experiences that involve creative thinking.

Activity: Physical exertion contributing to a healthy lifestyle.

Service: An unpaid and voluntary exchange that has a learning benefit for the student.

For student development to occur, CAS should involve:

- Real, purposeful activities, with significant outcomes
- Personal challenge—tasks must extend the student and be achievable in scope
- Thoughtful consideration, such as planning, reviewing progress, reporting
- Reflection** on outcomes and personal learning
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Learning Outcomes

All eight outcomes must be present for a student to complete the CAS requirement for the IB Diploma. Some may be demonstrated many times, in a variety of experiences, but completion requires only that there is **some** evidence for every outcome was achieved at the end of senior year.

As a result of the CAS Programme as a whole, including **reflections**, there must be evidence that students have:

- 1. Increased awareness of their own strengths and areas for growth:**
They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.
- 2. Undertake new challenges:**
A new challenge may be an unfamiliar experience or an extension of an existing one.
- 3. Planned and initiated activities:**
Planning and initiation will often be in collaboration with others. It can be shown in experiences that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.
- 4. Worked collaboratively with others**
Collaboration can be shown in many different experiences, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least one strand (creativity, action, service) is required.
- 5. Shown perseverance and commitment in their activities**
At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of experiences.
- 6. Engaged with issues of global importance**
Students may be involved in international projects but there are many global issues that can be acted upon locally, or nationally (for example, culture, education, environment, human rights, media, peace/conflict, poverty, technology). *“Think globally, act locally”*
- 7. Considered the ethical implications of their actions**
Ethical decisions arise in almost any CAS experience (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with supervisors.
- 8. Developed new skills**

Student Responsibilities

- Plan, do and **reflect** (using ManageBac).
- Undertake at least three interviews with the CAS Advisor (two meetings during junior and one during senior year).
- Take part in at least one CAS project.
- Keep records of experiences, achievements, and **reflections** (using ManageBac).
- Show evidence of achievement of the eight CAS learning outcomes (using ManageBac).

Reflection

Students might consider for each stage of an activity (before, during and after):

- How they felt
- What they perceived
- What they thought about the activity
- What the activity meant to them
- What the value of the activity was
- What they learned from the experience and how this learning (for example, a change of perspective) might apply more widely.

Experiences

Students will submit a proposal plan in writing to their advisor. They must scan a completed parent permission form for any out-of-school experience. If an experience/project is based within the high school, parent permission is not needed. Proposals must include details such as who, what, when, where, how and why; learning outcomes (up to three); integrate at least one creativity, activity, service component; and supervisor information (name, title, phone and email). Students will need to provide estimated participation time per week in the proposal. The CAS Advisor will approve the proposal, or provide comments to revise. Students will submit reflections and evidence.

Projects

Students should be involved in at least one CAS project. A project proposal must include: evidence of teamwork; leadership role; integrate one or more of creativity, action and service components; include 4 of 8 learning outcomes; supervisor information; longevity potential (able to sustain after student leaves the project); and significant duration (at least a month in duration). Proposals must include details such as who, what, when, where, how and why. Students may create a new project, or modify an existing project. Students will submit reflections and evidence.

Recording and Reporting

During the experience/project:

Students will keep a log of the dates and times of participation in the experience/project. Copies of log sheets kept by the organization may suffice.

Students will document their CAS experiences noting in particular their **reflections** upon their experience. Students will include the learning outcomes from his/her proposal and indicate how the learning outcomes were achieved. Students will **BOLD** the learning outcome(s) and describe how each learning outcome was achieved.

Documentation may take many forms, including journals, blogs, videos, illustrations, and photography and documented on ManageBac.

*Note: It must be possible for the IBO evaluator to tell: **what happened, why it happened, how it happened, what its value was, and what the student learned from it.***

After the experience/project:

Once students complete all reflections and evidence, students must request a Supervisor Review for the supervisor to review and verify the documentation (if necessary). If a Supervisor Review is entered without any student reflections and evidence, the CAS Advisor will not mark

Creativity (Arts and other experiences that involve creative thinking)

Creative experiences should have a definite goal or outcome. They should be planned and evaluated like all CAS activities. This can present something of a challenge where, for example, a student is a dedicated instrumental musician. It would be artificial to rule that something that is both a pleasure and a passion for the student could not be considered part of their CAS Programme. How, though, can it help to fulfill CAS learning outcomes?

Perhaps the instrumental musician can learn a particularly difficult piece, or a different style of playing, in order to perform for an audience. The context might be a fundraising activity, or the student might give a talk to younger children about the instrument, with musical illustrations. Appropriate CAS experience are not merely “more of the same”—more practice, more concerts with the school band, and so on. This excludes, for example, routine practice performed by IB music or dance students (as noted earlier), but does **not** exclude music, dance or art experiences that these students are involved with outside the Diploma Program subject coursework.

Activity (Physical exertion contributing to a healthy lifestyle)

Similar considerations apply here. An outstanding athlete will not stop training and practicing in order to engage in some arbitrary, invented CAS physical experience. Setting goals, and planning and reflecting on their achievement, is vital. “Extending” the student may go further, for example, to asking them to pass on some of their skills and knowledge to others. If their chosen sport is entirely individual, perhaps they should try a team game, in order to experience the different pleasures and rewards on offer.

To avoid possible confusion, it is appropriate to note that the use of the term “activity” in CAS is very different from that in the IB Primary Years Program (PYP). In CAS, activity relates specifically to physical activity.

Service (An unpaid and voluntary exchange that has a learning benefit for the student)

It is essential that service experiences have learning benefits for the student. Otherwise, they are not experiential learning (hence not CAS) and have no particular claim on students’ time. This rules out mundane, repetitive activities, as well as “service” without real responsibility. A learning benefit that enriches the student personally is in no way inconsistent with the requirement that service be unpaid and voluntary.

It is essential that CAS experience is an extension to subject work. To attempt to count the **same** work for both a subject or extended essay and CAS would constitute malpractice.

Political and Religious Activity

Concerning religious or political activity, it is recognized that this is a sensitive and difficult area. Nevertheless, the general rule is that devotion, and any experience that can be interpreted as proselytizing, or soliciting a political party does not count as CAS.