CREATIVITY, ACTIVITY, SERVICE

CAS

HANDBOOK

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ib Diploma Programme

What is CAS?

Creativity, Activity, and Service (CAS) is at the heart of the IB Diploma Programme (IB DP). It is one of the three core elements in every DP student's experience. Successful completion of CAS is required to earn the IB Diploma. It involves students in a wide range of activities alongside their academic studies throughout their final two years (*IB CAS Subject Guide*).

The Three CAS strands

Creativity is exploring and extending ideas leading to an original or interpretive product or performance (*IB CAS Subject Guide*). Music, gardening, theatre, film, design technology, visual arts, dance, fashion and other experiences that involve creative thinking fall under creativity. For example, joining a choir or engaging with fashion design fulfills creativity.

> **Please note:** The emphasis here is on originality. Simply performing previously done work is not creativity, it is activity.

Activity is physical exertion contributing to a healthy lifestyle. (*IB CAS Subject Guide*). Activity could involve participation in sports or other activities requiring physical exertion such as expeditions, camping trips, coaching, etc. It can be taking on a new sport or extending your skill in your current sport. For example football, yoga, dance, aerobics classes, biking or hiking counts as activity.

> **Please note:** Routine practice does NOT count as CAS activity. Purposeful, mindful goals accomplished during practice time can be counted as CAS hours.

Service is collaborative and reciprocal community engagement in response to an authentic need. (*IB CAS Subject Guide*). By investigating and identifying a community need, then determining a plan of action that respects the rights, dignity and autonomy of all involved are the steps towards finding service activities. For example, reading to the aged or advocating for a cause, you are performing service. Service in CAS involves participation in projects and activities inside and outside of school.

Requirements for CAS
CAS Interviews
CAS Experiences
CAS Reflections
CAS Project
CAS Portfolio

CAS Interviews
IB DP candidates meet with the CAS Coordinator a minimum of three times over the course of the junior and senior years. The first will happen at the beginning of the junior year, a second near the end of the junior year or beginning of the senior year, and a third near the end of the senior year. These interviews will assist the student in planning CAS experiences, developing projects, and portfolios, and reflecting upon CAS experiences.

CAS Experiences
A meaningful CAS experience is an experience that involves either creativity, activity, or service, or any combination of the three. Experiences should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point and different goals and needs, but your CAS activities should include experiences that are profound and life-changing. Ideally, CAS activities will continue on a regular basis; for instance, weekly or bi-weekly.

A CAS Experience may:
- cover more than one strand: for example, planning sports events for disadvantaged children may involve both service and activity.
- involve all three strands: for example, choreographing a performance that promotes the work of a non-profit organization involves creativity, activity and service.
- be based on a personal interest, skill, talent or opportunity for growth.
- not be used or included in the student's Diploma course requirements.

It should be noted that any activity for which a student receives payment, trade, grades, or other forms of compensation CANNOT be considered a CAS experience.

The CAS Reflections

Reflection is one attribute of the IB Learner Profile in which one thoughtfully considers the world and his/her ideas and experiences working to understand one's strengths and weaknesses in order to support learning and personal development *(IB Learner Profile)*. Students reflect on CAS experiences to deepen and develop the experiential learning process.

Reflection is a dynamic means for self-knowing, learning, and decision-making. Four elements assist in the CAS reflective process. The first two elements form the foundation of reflection. Elements of CAS Reflection include:

Describing what happened: Students retell their memorable moments by identifying what was important or influential by explaining what went well or was difficult by highlighting obstacles and successes.

Expressing feelings: Students articulate (either in writing or other creative means) emotional responses to their experiences.

The following two elements add greater depth and expand perspectives.

Generating ideas: Rethinking or re-examining choices and actions increases awareness about self and situations.

Asking questions: Questions about people, processes, or issues prompt further thinking and ongoing inquiry.

The CAS Project

All IB DP Candidates must be involved in at least one CAS project that is a collaborative "team" effort with other students or members of the community. The project should incorporate a series of CAS experiences (involving one or more of creativity, activity, or service) lasting a minimum of one month from planning to completion. The project should be framed by the CAS stages of investigation, preparation, action, reflection, and demonstration. Most importantly, the CAS Project should require a student to demonstrate initiative, perseverance, collaboration, problem-solving, and decision-making skills.

Examples of CAS Projects might include:

Creativity: A student group plans, designs, and creates the backdrop for the homecoming king and queen.

Activity: Students organize another group of students to participate in an upcoming 5k run. This includes training and 5k participation.

Creativity and Activity: Students choreograph a routine for their marching band.

Service and Activity: Students plan and participate in the planting and maintenance of the school grounds with members of the local community.

Service and Creativity: Students research and find a local soup kitchen needing funds and, subsequently, paint ceramic bowls to be auctioned off to financially support the soup kitchen.

Creativity, Activity, and Service: Students write, rehearse, and perform a play for the public. Proceeds from the play are contributed to a local organization.

The CAS Portfolio

IB DP Candidates are expected to maintain a CAS Portfolio as evidence of engagement with CAS and achievement of the seven CAS learning outcomes. The CAS Portfolio is used to plan the CAS programme, reflect on the student's experiences and project, and gather evidence of one's involvement in CAS. It is also used to showcase the student's CAS achievements and should be a source of pride.

The CAS Stages

The five requirements for CAS *(interviews, experiences, reflection, project, and portfolio)* should incorporate the five CAS Stages which are described below.

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.

Preparation: Students clarify roles and responsibilities, develop a plan of action, identify specific resources and timelines, and acquire any skills as needed to engage in the CAS experience.

Action: Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.

Reflection: Students describe what happened, express feeling, generate ideas, and raise questions. Reflection will occur on a regular basis throughout the CAS experience. Interviews with the CAS Coordinator are one venue for reflection.

Demonstration: Students make explicit what and how they learned and what they have accomplished. For example, students might share their CAS experience through their portfolio, with others in an informal or formal manner, or during a "CAS Fair."

Seven CAS Learning Outcomes

Each and every CAS experience MUST fit one or more of the seven learning outcomes outlined below. Some of the learning outcomes can and will be demonstrated many times across a variety of experiences. By the conclusion of the CAS Experience at least some evidence of all seven outcomes must be demonstrated in order to successfully complete CAS.

Identify own strengths and develop areas for growth. The student:	Demonstrate that challenges have been undertaken, developing new skills in the process. The student:
❏ 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.	❏ 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 ares. ❏ shows newly acquired or developed skills or increased expertise in an established area.
Demonstrate that challenges have been undertaken, developing new skills in the process. The student:	**Demonstrate how to initiate and plan a CAS experience. The student:**
❏ 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 ares. ❏ shows newly acquired or developed skills or increased expertise in an established area.	❏ 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.

Show commitment to and perseverance in CAS experiences. The student:	**Demonstrate the skills and recognize the benefits of working collaboratively. The student:**
❏ demonstrates regular involvement and active engagement with CAS experience and CAS project. ❏ is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies. ❏ demonstrates adaptability to uncertainties and changes. ❏ gets involved in long-term CAS experiences and CAS project.	❏ 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. ❏ readily assists others. ❏ is able to identify, demonstrate and discuss critically the benefits and challenges. ❏ of collaboration gained through CAS experiences.
Demonstrate engagement with issues of global significance. The student:	**Recognize and consider the ethics of choices and actions. The student:**
❏ 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.	❏ 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.

Recognize and consider the ethics of choices and actions. The student:
- ❏ 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 action in planning and carrying out CAS experiences.

CAS Pre Interview Questions

Please have these questions prepared by the first day of TOK. They will be collected upon arrival.

Personal Inventory

- 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 from it?
- 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 to know you...

- What are you doing already? Is this something new for you? What will you do to take it to another level?
- Are there activities already in existence in which you would like to take part? Why?
- What are you hoping to do after school?
- What activities/projects would you like to start?
- How long have you been doing this? How often?
- Why have you chosen this activity/these activities?
- Do you have any hobbies or talents that could link to a project?
- What activities have you done before?
- What are your interests?
- What are your dislikes?

Planning/goal setting...

- What activities would you like to do?
- What new skills would you like to develop?
- What new challenges would you like to engage in?
- How can you make this activity different to what you have done before in this area?
- What is the projected end?
- How will you go about this?
- What ideas do you have for CAS activities?
- Why do you think these activities are suitable for you?
- What do you want to achieve from your participation in this activity?