

Everyone can be great because anyone can serve.

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You must be the change you want to see in the world.

Service is not simply an emotional impulse, it is a demonstration of values.

CAS Defined

- **Creativity**

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

- **Activity**

Physical exertion contributing to a healthy lifestyle

- **Service**

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

IB Learner Profile

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Risk-takers
- Balanced
- Reflective
- Caring
- Principled
- Open-minded



CAS activities should:

- Be **planned** and **initiated** by the student
- Be **real, purposeful** activities with **significant outcomes**
- Involve **personal challenges**
- **Allow for reflection**
- Commitment over Grades 10 (second semester) , 11 & 12
- Full IB student – used to be 150 hours
- Partial IB student – used to be 75 hours.
- **IB no longer counts hours. However, when looking at your CAS program, a demonstrated commitment is necessary. This commitment will be shown through a balanced combination of CAS experiences and the CAS project.**

CAS activities should NOT:

- Include paid work (money or other benefits)
- Include work done for another IB component or for credit in a class
- Be trivial
- Be completed in one year
- Include activities before IB began
- Include religious activities, or political events that promote exclusion
- Guidelines to CAS experiences

It is not enough to be compassionate, one must act.

- **CAS Experiences vs. The Project**

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
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student's Diploma course requirements

A CAS experience can be a single event or may be an extended series of events. Be sure to reflect on all of your experiences in a meaningful way. Consider how the experiences meet the Seven outcomes.

CAS PROJECT: A collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service.

At least one longer-term project, involving collaboration and the integration of at least one of Creativity, Activity and Service, is required. Consider the needs of your community or your school. Students undertake a CAS project 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 program. 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.

CAS Plan

You should start planning your CAS activities as soon as possible. However, don't expect to have the entire two years of CAS planned out. Please feel free to come talk to me about your plans.



CAS Plan

As you are at the beginning of your IB programme, provide a brief plan as you how you intend to address the seven learning outcomes of CAS.

The Seven Learning Outcomes:

1. increased their awareness of their own strengths and areas for growth
2. undertaken new challenges
3. planned and initiated activities
4. shown perseverance and commitment in their activities
5. worked collaboratively with others
6. engaged with issues of global importance
7. considered the ethical implications of their actions

Of course, your plans will change as you move through your IB programme, but planning is a necessary part of accomplishing goals nonetheless. We would like to see what plans you have in place to gain experience in these CAS activities. In your plan, please

1. identify the category of the activity (CAS)
2. indicate which outcomes you hope to accomplish with this activity, and how this will be achieved
3. explain how this activity will help to make the world a better place

Please discuss this planning document with Mr. Taylor (Room 212) as soon as possible.

Sample Project Plan for CAS

Project: I plan to take over the Science bulletin board across from room 241 and use it to better communicate event, competitions and opportunities for students of Science in our school. The project will last two years, and will be supervised by Mr. Ackerman. I will have to plan, create and organize the layout and contents, which will require me to communicate with Mr. Ackerman, and explore important science content in the media. I plan to update the bulletin board each month. This project involves creativity in the designs, and service in making the information available to students for their benefit. Likely, about 2 hours a month will be required. I believe that all seven of the Learner Outcomes will be addressed during this project because ...

CAS Learner Outcomes

In CAS, there are seven learning outcomes. These outcomes should be reflected upon during your IB program and considered when reflecting.

- **LO 1**
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.
 - **See themselves as contributors to society with their abilities**
 - **Make choices about how to gain more or further develop existing skills**

- **LO 2**
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.
 - Either an unfamiliar activity or an extension to an existing one
 - Try to learn an aspect art, music, sports, write a poem or short story for children, learn to cook or bake, learn to sew, learn to swap out tires on cars, learn to drive
 - Learned and grew in areas previously under-developed
 - Leave activities with new physical and personal skills as you complete CAS
 - Be honest and reflective about evaluating your own existing skills

- **LO 3**
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.
 - Often in collaboration with others and can be part of a larger project

- Must be valid and needed activities that serve a need in the local or global community
- **LO 4**
Show commitment to and perseverance in CAS experiences
 - **Descriptor** - Students demonstrate regular involvement and active engagement in CAS.
 - Not quitting projects
 - Attending regularly as required
 - Understanding and accepting the full expectations of others who supervise you
 - Asking for guidance and help when required

- **LO 5**
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.
 - Team sports, playing music in a band, singing in a choir, assisting a teacher in an elementary school
 - **Should accomplish a needed goal of the local or global community**
 - This should not involve creating a club at school that overlaps existing clubs
 - Simple club membership doesn't count...you have to accomplish something worthwhile

- **LO 6**
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.
 - Involved in international projects, or
 - Acting on global issues in the local community

(care of the elderly, supporting the education of the less privileged, acting on environmental concerns, caring for youth, caring for the homeless, caring for abandoned animals...)

Think globally, Act locally!!!

- **LO 7**

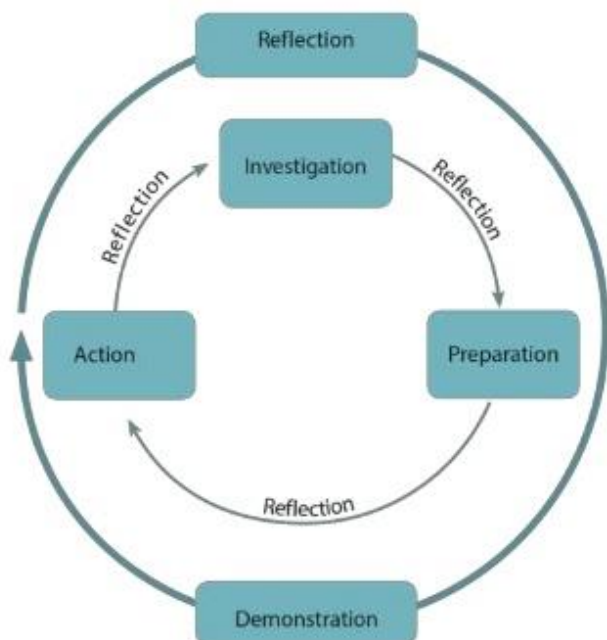
- **Recognize and consider the ethics of choices and actions**

- **Descriptor** - Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.
 - Making decisions about yourself and others based on compassion and responsibility
 - Ensuring the perspectives of others are taken into consideration
 - Being vigilant that damage to no one occurs from your actions, and standing up for those without a voice

Evidence of all 7 CAS outcomes must be clearly identified in a student's CAS file, along with the clear reflection that all 7 were accomplished by the student. These outcomes should be considered when creating a CAS plan.

Stages of CAS

CAS stages! Steps towards an effective CAS experience



Investigation: When you identify your interests, skills and talents to be used in considering opportunities for CAS experiences.

Preparation: When you 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.

Action: When you implement your idea or plan.

Reflection: When you describe what happened, express feelings, generate ideas, and raise questions

Demonstration: When you make explicit what and how you learned and what you accomplished.

From the IB CAS guide (for students graduating in 2017 and thereafter)

The forms to guide your reflection upon the completion of your CAS activities is available on the SWC website. Use the form as a coversheet for each activity and project you complete.

- Students should reflect on the CAS stages (investigation, preparation, action, reflection and demonstration) and keep them in their portfolio.
- Sample Project Plan for CAS

Project: I plan to take over the Science bulletin board across from room 241 and use it to better communicate event, competitions and opportunities for students of Science in our school. The project will last two years, and will be supervised by Mr. Ackerman. I will have to plan, create and organize the layout and contents, which will require me to communicate with Mr. Ackerman, and explore important science content in the media. I plan to update the bulletin board each month. This project involves creativity in the designs, and service in making the information available to students for their benefit. Likely, about 2 hours a month will be required.

CAS Reflection for Project

- I worked on the Science bulletin board, to better inform students about science events in and out of school. In doing so, I found I have to overcome my natural tendency to procrastinate, a weakness I hope to improve. Many people told me the board was useful to them, and participation in some valuable events increased. I tried to bring issues of global importance in science to the general population, and found that difficult to plan for. I found I have to work harder to communicate clearly. I ended up spending about 40 hours on this project, and deem it successful.
- Reflections – various methods
- Written journal
- Poetry
- Video journal
- Paintings
- Blog
- Etc.
- Just be sure that it can be turned in with your portfolio

CAS Reflection Cover Sheet

Student name _____

Through CAS, IB students must achieve seven key learning outcomes.

As a result of their CAS experience as a whole, including their reflections, there should be evidence that the students have (all seven outcomes must be present for a student to gain in IB diploma course certificate or IB diploma):

1. increased their awareness of their own strengths and areas for growth
2. undertaken new challenges
3. planned and initiated activities
4. shown perseverance and commitment in their activities
5. worked collaboratively with others
6. engaged with issues of global importance
7. considered the ethical implications of their actions

As you grow through your IB programme, provide a reflection for each activity or project you complete, indicating at least:

- the specific nature (what did you do) and duration of the activity (when did you do it)
- specifically who benefitted from the activity
- your feelings, perceptions and observations of yourself and your community as you completed the activity
- the specific achievements you gained in this activity
- your growth areas during this activity
- any outstanding issues left at the completion of this activity
- a description of the degree of accomplishment of your goal(s) for this activity
- how this activity addressed at least one of the seven learning outcomes of CAS

Please reflect on experiences as you go through the process. These reflections will be submitted to Mr. Taylor when you submit your portfolio.

Responsibility of the CAS student

CAS students are expected to:

- approach CAS with a proactive attitude
- develop a clear understanding of CAS expectations and the purpose of CAS
- explore personal values, attitudes and attributes with reference to the IB learner profile
- determine personal goals
- **discuss plans for CAS experiences with the CAS adviser**
- understand and apply the CAS stages 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 of 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.**

Meetings with Mr. Taylor

- All IB students **meet with Mr. Taylor to discuss CAS plans and progress.**
- **If you cannot attend one of the general CAS meetings, you need to come see me. This meeting needs to occur and, typically, sooner is better than later. Don't procrastinate.**
- **ROOM 212 – Please check the posted times OR ask for a specific appointment.**

The CAS Presentation for DP Students

In late May, graduating IB students will gather for a presentation and recognition of the completion of their program. Each student is asked to make a short (1 – 3 min) presentation of their CAS program to their peers and teachers. Refreshments will be served.