

Creativity, Activity, and Service (CAS) Student Handbook



**Douglas County High School
Class of 2019
International Baccalaureate
Diploma Program**

**2842 Front Street
Castle Rock, CO 80104**



MISSION STATEMENT

The International Baccalaureate Organization aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

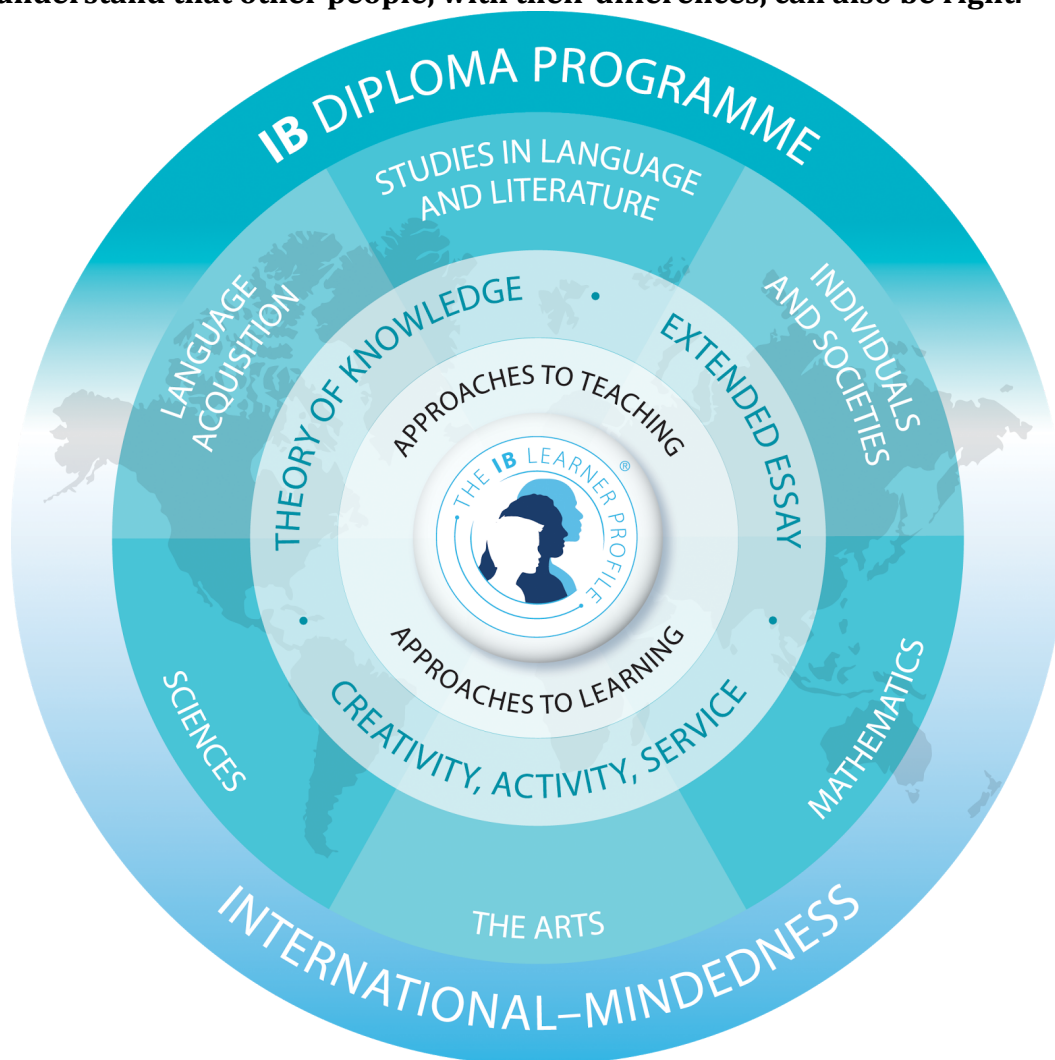


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Much of the phrasing of this document has been taken from the International Baccalaureate Guide to Creativity, Activity, and Service.

The Nature of CAS

CAS is at the heart of the Diploma Program. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the PYP and MYP.

CAS is organized around the three strands of creativity, activity and service defined as follows.

Creativity: exploring and extending ideas leading to an original or interpretive product or performance

Activity: physical exertion contributing to a healthy lifestyle

Service: collaborative and reciprocal engagement with the community in response to an authentic need

As a shining beacon of our values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic program in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS program is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS program is, therefore, individualized according to student interests, skills, values and background.

The school and students must give CAS as much importance as any other element of the Diploma Program and ensure sufficient time is allocated for engagement in the CAS program. The CAS stages offer a helpful and supportive framework and continuum of process for CAS students.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS program formally begins at the start of the Diploma Program and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service.

All of the following items must be fulfilled as students progress through the CAS requirement. Each of the following items are expanded upon in the body of this handbook:

- All CAS students are expected to maintain and complete a CAS portfolio which will be housed on ManageBac as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.**
- Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.**

- **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 collaborative 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.**
- **Students use the CAS stages (investigation, preparation, action, reflection and demonstration) as a framework for extended CAS experiences and the CAS project.**
- **There are three formal documented interviews students must have with their CAS coordinator/advisor. The first interview is at the end of the first quarter, the second is at the end of the second quarter, and the third interview is at the end of the third quarter. Students will also be expected to attend a CAS celebration and presentation at the end of the fourth quarter.**
- **CAS emphasizes reflection, which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.**

Responsibility of the CAS Student

Key to a student's CAS program is personal engagement, choice, and enjoyment of CAS experiences.

Throughout the Diploma Program students undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. They must also undertake at least one CAS project with a minimum duration of one month. Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator's satisfaction.

Students should aim to have a balance of these CAS strands across their "weekly commitment" to CAS experiences. These experiences are intended to move students towards self-awareness and development.

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 and the IB mission statement**
- **determine personal goals**
- **discuss plans for CAS experiences with the CAS coordinator and/or 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 program**
- **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 program**
- **communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings**
- **ensure a suitable balance between creativity, activity and service in their CAS program**
- **behave appropriately and ethically in their choices and behaviors.**

Responsibility of the CAS Advisor

CAS advisors are involved in:

- **Helping students to identify personal goals based on interest.**
- **Monitoring the range and balance of activities undertaken by individual students.**
- **Developing student's power of reflection through group discussion and individual consultation.**
- **Supporting students in their consideration of ethical concerns.**
- **Reading/responding to reflections.**
- **Helping students to make connections and to look for generalizable understandings.**

Generally, a CAS experience will move through the following stages:

- 1. The student enters a description of the proposed experience and selects appropriate learning outcomes.**
- 2. The CAS Advisor reviews the description, and either approves the proposed experience or sends a note back to the student suggesting changes or improvements.**
- 3. Once approved, the student engages in the experience. If you choose to wait until you have completed an experience without the approval of your CAS adviser, you may find that your experience is not appropriate for CAS.**
- 4. At the end of the experience, students should enter at least one written reflection on the experience (in some cases it may be appropriate to add multiple reflections if the experience is extended). The student should also upload evidence to ManageBac.**
- 5. After the reflection(s) have been completed, the student asks the Experience Supervisor (this is the person who supervised your experience, not your advisor) to submit a brief review of their performance.**

At the end of a quarter, students are responsible for communicating with their advisor to set up a formal meeting time. During this meeting, you will be discussing your CAS Project planning and execution, your personal growth as a result of your CAS experiences, and the quality of your reflections (which will be completed prior to meeting with your advisor).

CAS Strands

Students should aim to have a balance of these CAS strands as they demonstrate a weekly commitment to CAS experiences. These experiences are intended to move students towards self-awareness and development.

Creativity: Exploring and extending ideas leading to an original or interpretive product or performance

Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression. Creativity will come from the student's talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. Students are encouraged to engage in creative endeavors that move them beyond the familiar, broadening their scope from conventional to unconventional thinking.

If students are accomplished in a particular creative form, for example, music, painting or acting, they may choose to extend their involvement and deepen their skill level. Within their field, students can define new challenges and objectives to fulfill creativity in CAS. For example, a musician may compose and perform a guitar solo; an artist may create a new sculpture or photographic series; an actor may present an original dramatic piece. By striving for new possibilities, students may discover ways to meet challenges and identify strengths that carry them forward with curiosity and continued innovation. When demonstrating creative expression, students may showcase their product or performance in a variety of ways, for example, through a recording, a presentation, an exhibition, social media or shared discussion. Creativity in CAS is not met by the appreciation of the creative efforts of others, such as attending a concert or art exhibition.

Creativity can be inspired and informed by the student's Diploma courses. For example, students can meet new challenges and objectives in creativity using the skills developed in the visual arts course, or find new ways of expression utilizing elements in the design technology course. However, creativity experiences must be distinct from, and may not be included or used in, the student's Diploma course requirements.

As with all CAS experiences, students reflect meaningfully on their engagement with creativity, and may be guided to look for moments of personal significance or inspiration as a call for reflection. Creativity may provide inspiration for the ways in which students will reflect.

Approaches to creativity

There are many approaches to creativity, such as:

- *Ongoing creativity:* A student may already be engaged in creativity as part of a school group or club, or through some other form of sustained creativity. Students may continue in this as part of their creativity; however, students could also be encouraged to further extend and develop their participation if appropriate.

- ***School-based creativity:*** Students are encouraged to participate in meaningful creativity and to explore their own sense of original thinking and expression. In school, there may well be appropriate creativity opportunities in which the students can engage. These creativity experiences could be part of the school's service CAS projects, a school club, timetabled creativity sessions, or other opportunities.
- ***Community-based creativity:*** Participating in creativity within the local community advances student awareness and understanding of interpersonal relationships with others, particularly if the creativity experience involves the local community. Creativity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of students' talents, interests, passions, emotional responses, and imagination. For example, students could be encouraged to join a community-based theatre group, contribute towards a community art gallery, create a sculpture for the community park, take cooking classes, or other opportunities.
- ***Individual creativity:*** Students may decide that they wish to engage in solitary creativity experiences such as composing music, developing a website, writing a compilation of short fiction stories, designing furniture, creating arts and crafts, or painting a series of portraits. Such creativity experiences are of most benefit when they take place over an extended duration of time. Students can be encouraged to set personal goals and work towards these in a sustained manner. Risk assessment of such solitary creativity experiences should be conducted with the student beforehand if applicable.

Activity: Physical exertion contributing to a healthy lifestyle

The aim of the "Activity" strand is to promote lifelong healthy habits related to physical well-being. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit.

Schools must support students whose circumstances or culture may determine participation in physically active experiences. Similarly, students with disabilities must be given opportunities to take part in this strand. All CAS students must satisfy the basic requirement of physical exertion contributing to a healthy lifestyle as is appropriate for each student.

Students who regularly participate in suitable activity experiences are encouraged to develop and extend their participation. Students could expand personal goals, explore different training models to enhance their existing sport or become involved in a new sport. For dedicated student athletes, maintenance of a planned rigorous training program is appropriate. Some national curriculums require students to participate in a physical education course. Participation in such courses may be considered activity if it meets the CAS guidelines

As with all CAS experiences, students reflect purposefully on their engagement with activity and may be guided to look for moments of personal significance or inspiration as a call for reflection.

Approaches to activity

There are many approaches to activity, such as:

- ***Ongoing activity:*** A student may already be engaged in activity as part of a school team or club, or through some other form of sustained physical exercise. Students may continue in this as part of their activity; however, they should set personal goals in keeping with the principles of CAS. Students can also be encouraged to further extend and develop their participation if appropriate.
- ***School-based activity:*** Students are encouraged to participate in meaningful activity that benefits their physical well-being. In school there may well be appropriate activity opportunities in which the student can engage. These activity experiences could, for example, be part of the school curriculums, a school sports club, or timetabled sports sessions. Students may elect to initiate a school-based activity such as basketball or tennis and engage other CAS students or any student within the school.
- ***Community-based activity:*** Participating in activity within the local community advances student awareness and understanding of interpersonal relationships, particularly if the activity experience involves members of the local community. However, single events of activity can lack depth and meaning. When possible, activity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of physical well-being of the students. For example, rather than a single activity experience at a community-based fun run, students could be encouraged to join a community-based running club, a dance class, an aerobics class or an out-of-school sports group.
- ***Individual activity:*** Students may decide that they wish to engage in solitary activity experiences such as, for example, attending a gym, bicycling, roller-skating, swimming, or strength conditioning. Such activity experiences are of most benefit when they take place over an extended duration of time. Students can be encouraged to set personal goals and work towards these in a sustained and correctly applied manner. Risk assessment of such solitary activity experiences should be conducted with the student beforehand if applicable.

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

The aim of the “Service” strand is for students to understand their capacity to make a meaningful contribution to their community and society. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. Service is often seen as one of the most transforming elements of CAS by promoting students’ self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness. Use of the CAS stages in developing a service experience is recommended for best practice.

Service within CAS benefits all involved: students learn as they identify and address authentic community needs, and the community benefits through reciprocal collaboration. Service fosters development of abilities, attitudes and values in accordance with the IB mission statement and the IB learner profile. As such, CAS service experiences are unpaid.

When defining “community”, consideration must be made to situation and culture. The community may be the school; however, it is recommended that service experiences extend beyond the school to local,

national and/or international communities. Community involvement includes collaboration with others, as students investigate the need, plan and implement their idea for service.

CAS coordinators should always consider the advantage of students conducting service locally. Local interactions allow for developing relationships, observing and participating in sustained change, and meeting challenges through collaboration. From the local context, students can extend their thinking and knowledge to understanding global issues. Students can also extend local service to global impact through partnerships with CAS students in other cities and towns, countries and continents. Technology affords opportunities for networking, sharing of initiatives, partnerships and impact.

As with all CAS experiences, students reflect purposefully on their engagement with service, and may be guided to look for moments of personal significance or inspiration as a call for reflection.

Service learning

Service experiences in CAS can be approached using a service learning model. Service learning is the development and application of knowledge and skills towards meeting an identified community need. In this research-based approach, students undertake service initiatives often related to topics studied previously in the curriculum, utilizing skills, understandings and values developed in these studies. Service learning builds upon students' prior knowledge and background, enabling them to make links between their academic disciplines and their service experiences.

Using the CAS stages for service learning

Using the CAS stages is the recommended approach for students engaging in service experiences. All forms of service should involve investigation, preparation and action that meets an identified need. Reflection on significant experiences throughout informs problem-solving and choices; demonstration allows for sharing of what has taken place. The CAS stages specific to service learning offer students a helpful and supportive approach. As students progress through each of these stages, they can draw upon the skills and knowledge gained from their academic subjects to support their experiences. The stages are as follows:

- 1. *Investigation:* Students participate in social analysis of a selected issue, with identification and confirmation of a community need, often with the designated community partner. Having an inventory of interests, skills, talents and areas for personal growth, students are able to make choices based on their priorities and abilities and the designated need.**
- 2. *Preparation:* Students design a service plan appropriate to the identified need, with clarification of roles and responsibilities, resource requirements, and timelines to successfully implement the plan. Any community partners are likely to be consulted. Students also acquire and develop the knowledge and skills needed for the experience.**
- 3. *Action:* Students implement the plan through direct service, indirect service, advocacy, or research. Their service may be a combination of one or more of these types of service. Students may work individually, with partners, or in groups.**
- 4. *Reflection:* Students examine their thoughts, feelings and actions applied to the context of self, community and the world. With service learning, reflection often occurs with greater frequency as students identify significant moments generated by new situations and insights.**

5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their service 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.

Four types of service action

It is recommended that students engage with different types of service within their CAS program. These types of action are as follows.

- **Direct service:** Student interaction involves people, the environment or animals. For example, this can appear as one-on-one tutoring, developing a garden in partnership with refugees, or working in an animal shelter.
- **Indirect service:** Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment. For example, this can appear as re-designing a non-profit organization's website, writing original picture books to teach a language, or nurturing tree seedlings for planting.
- **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest. For example, this may appear as initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.
- **Research:** Students collect information through varied sources, analyze data, and report on a topic of importance to influence policy or practice. For example, they may conduct environmental surveys to influence their school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

Approaches to service

There are many approaches to service, such as:

- **Ongoing service:** When investigating a need that leads to a plan of action implemented over time, students develop perseverance and commitment. They observe how their ideas and actions build on the contributions of others to effect change. Their reflections may show deeper awareness and knowledge of social issues.
- **School-based service:** While students are encouraged to participate in meaningful service that benefits the community outside school, there may well be appropriate service opportunities within the school setting. In all cases an authentic need must be verified that will be met through student action. Service needs met at a school may prepare students for further action within the larger community; for example, by tutoring within the school, students may then be better prepared to tutor at a community center.
- **Community-based service:** Participating in service within the local community advances student awareness and understanding of social issues and solutions. However, single incidents of

engagement with individuals in a service context can lack depth and meaning. When possible, interactions involving people in a service context best occur with a regularity that builds and sustains relationships for the mutual benefit of all. For example, rather than a single service experience at a retirement facility, students can decide to establish regular visits when they realize their efforts are valued and have reciprocal impact.

- *Immediate need service:* In response to a disaster, students often want to move towards immediate action. Typically they quickly attempt to assess the need and devise a planned response. Later, the students can be reminded and encouraged to further investigate the issue to better understand underlying causes. This provides greater context even if the service action has already taken place. With increased knowledge, students may commit to ongoing assistance, for example, such as joining with prevention or community resilience initiatives regarding an environmental issue.
- *Fundraising:* The preferred approach is for students to initially develop their understanding of the organization they choose to support and the issues being addressed. Students can draw from their interests, skills and talents to plan the method and manner of fundraising. Ideally, students directly communicate with the organization and establish accountability for funds raised. Sharing the rationale for the fundraising educates others and advocates the chosen cause. Students can also be asked to consider other ways to augment their contribution through direct, advocacy, or research service.
- *International service:* Students are encouraged to participate locally in service before considering service opportunities outside their country. When participating in international service, students must understand the background and the circumstances of an identified and authenticated need to support their involvement. When direct communication with an overseas community is not possible, students could cooperate with an outside agency to provide an appropriate service. Students do benefit from serving in an international context when able to make clear links to parallel issues in their local environs and they understand the consequences of their service. Schools must ensure that commercial providers, if used, act in accordance with the aims of the IB mission statement and CAS requirements. Additionally, schools must undertake risk assessment to ensure the safety of students.
- *Volunteerism:* Students often volunteer in service experiences organized by other students, the school or an external group. In such cases, students benefit from prior knowledge of the context and the service need. Being informed and prepared increases the likelihood that the students' contribution will have personal meaning and value. Utilizing the CAS stages prior to volunteering is highly recommended.
- *Service arising from the curriculum:* Teachers plan units with service learning opportunities in mind, students may or may not respond and act. For example, while studying freshwater ecology in environmental systems and society, students decide to monitor and improve a local water system.

CAS Learning Outcomes

Student completion of CAS is based on the achievement of the seven CAS learning outcomes realized through the student's commitment to his or her CAS program over a period of 18 months. These learning outcomes articulate what a CAS student is able to do at some point during his or her CAS program. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve 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. Students provide the school with evidence in their CAS portfolio of having achieved each learning outcome at least once through their CAS program. The CAS coordinator must reach agreement with the student as to what evidence is necessary to demonstrate achievement of each CAS learning outcome. Commonly, the evidence of achieving the seven CAS learning outcomes is found in students' reflections.

In CAS, there are seven learning outcomes.

Learning outcome 1: Identify own strengths and develop areas for growth
<p>The student:</p> <ul style="list-style-type: none"> • 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.
Learning outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process
<p>The student:</p> <ul style="list-style-type: none"> • participates in an experience that demands an appropriate personal challenge; this could be new or familiar experiences • is willing to become involved in unfamiliar environments and situations • acquires new skills and abilities • increases expertise in an established area • shows newly acquired or developed skills or increased expertise in an established area.
Learning outcome 3: Demonstrate how to initiate and plan a CAS experience
<p>The student:</p> <ul style="list-style-type: none"> • 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

<ul style="list-style-type: none"> • is able to develop a coherent action plan taking into account the aim or purpose, activities and resources.
Learning outcome 4: Show commitment to and perseverance in CAS experiences
<p>The student:</p> <ul style="list-style-type: none"> • demonstrates regular involvement and active engagement with CAS experiences and CAS projects • 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 projects.
Learning outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively
<p>The student:</p> <ul style="list-style-type: none"> • 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.
Learning outcome 6: Demonstrate engagement with issues of global significance
<p>The student:</p> <ul style="list-style-type: none"> • 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.
Learning outcome 7: Recognize and consider the ethics of choices and actions
<p>The student:</p> <ul style="list-style-type: none"> • 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 actions in planning and carrying out CAS experiences.

CAS Experiences

Students should demonstrate a “weekly commitment” to experiences which extend across the three strands of CAS and include a collaborative project.

We will define “weekly commitment” as undertaking experiences (either one extended* or three isolated* experiences) in all three of the strands throughout each quarter. If you are at all concerned about the legitimacy or classification of your experience then it is your responsibility to check with your advisor. This is why it is imperative to enter CAS experiences in ManageBac BEFORE you complete the experience.

- an extended activity is an ongoing activity which allows for you to engage in all stages of IPARD and typically, although not always, has a longer time duration (for example: consistent involvement in a sport, club, activity, or service experience)
- an isolated activity is an activity that does not lend itself to all stages of IPARD and typically, although not always, lasts for a shorter time duration (for example: outdoor ed counselor, single service experience, 10K walk/run)

Quarter	Student A's CAS Experiences	Student B's CAS Experiences
August 2017 – December 2017	<p><i>Creativity</i> = attended a photography class (isolated); created signs for Student Council homecoming dance (isolated); performed piano piece for a dance at the senior center (isolated)</p> <p><i>Service</i> = regular volunteer at library with identified goals (extended)</p> <p><i>Activity</i> = Boys tennis season with identified goals (extended)</p>	<p><i>Creativity</i> = Speech & Debate season with identified goals (extended)</p> <p><i>Service</i> = volunteered at food bank on a Saturday (isolated); ran parking lot for DCMI (isolated); volunteered to register runners for local 5K (isolated)</p> <p><i>Activity</i> = hiked a 14er (isolated); ran/walked in a 5K charity run (isolated); took a Zumba class at the rec center a couple of times (isolated)</p>
January 2018 - April 2018	<p>CAS Project at local elementary schools designed to provide art experiences to elementary kids whose art programs had been cut. These after school classes would extend from October to the end of the school year and meet monthly</p> <p><i>Creativity</i> = Creation and delivery of lesson plans for CAS project (extended)</p> <p><i>Service</i> = Conducting monthly meetings with students at schools for CAS project (extended)</p> <p><i>Activity</i> = weight lifting class with identified goals - Spring semester (extended)</p>	<p>CAS Project is to collect turkeys for delivery to families in need. Organization of publicity begins in October. Solicitations in neighborhoods and grocery stores in November. Delivery of turkeys to local food bank in November.</p> <p><i>Creativity</i> = learning to play the guitar with identified goals (extended)</p> <p><i>Service</i> = CAS Project (extended)</p> <p><i>Activity</i> = Creating own wellness plan including weekly workouts to maximize both physical and mental wellness. For example, a commitment to</p>

		three workouts and two days of meditation ea week (extended)
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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

To further assist students in deciding on a CAS experience, the following questions may be useful for students to consider.

- Will the experience be enjoyable?
- Does 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?

In addition, there are some other considerations that can be made when choosing CAS experiences:

You are able to use religious-affiliated experiences towards your CAS completion. Prior to this year, students were not able to include religious-oriented experiences as part of their CAS program. However, you may now use religious-affiliated experiences as long as they are not divisive in nature. For example, you may teach VBS, participate in the church choir, or lead a Bible study. A good litmus test is: have these participants volunteered to be here/ listen to my message? If yes, then it is probably an OK experience. Again, if you have any questions about the appropriateness of the experience, check with your supervisor first as with all experiences.

You can use classwork for classes that are not part of your IB Diploma for your CAS experience. So, for example, you can use your PE classes, music classes, art classes, Student Council, etc. if they are NOT IB classes. But, you cannot use your ToK Presentation as it counts towards your IB Diploma.

LASTLY....

The words “fun” and “enjoyment” should be a part of your CAS experience. CAS is meant to challenge you and allow you to experience personal growth. But, those two ideas do not need to be a chore. It is possible to *grow* while doing something that you love. It is possible to be *challenged* and enjoy it.

CAS Project

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. CAS students must be involved in at least one CAS project during their CAS program. Students will complete a CAS Project Plan prior to completing the Project. The Plan will be completed on ManageBac to ensure that the Project meets the requirements and also include the CAS stages (IPARD).

The primary purpose of the CAS project is to ensure participation in sustained collaboration. Through this level of engagement students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making.

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. A CAS project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities for individual students to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects.

All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met. See handbook section on the CAS stages for explanation.

A CAS project can address any single strand of CAS, or combine two or all three strands. The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

- *Creativity:* A student group plans, designs and creates a mural.
- *Activity:* Students organize and participate in a sports team including training sessions and matches against other teams.
- *Service:* Students set up and conduct tutoring for people in need.
- *Creativity and activity:* Students choreograph a routine for their marching band.
- *Service and activity:* Students plan and participate in the planting and maintenance of a garden with members of the local community.
- *Service and creativity:* Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.
- *Creativity, activity, and service:* Students rehearse and perform a dance production for a community retirement home.

All CAS projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS project. Students will likely identify more outcomes, or modify expected outcomes during the CAS project and/or at its completion.

A minimum of one month is recommended for a CAS project, from planning to completion. CAS projects of longer duration can provide even greater scope and opportunities for all participants and should be encouraged. Students should aim to undertake their CAS project locally and, if possible, engage in more than one CAS project over the duration of their CAS program.

As expected throughout CAS, students reflect on their CAS project experience. Due to the collaborative nature of the CAS project, having occasions to reflect with others can prove most informative and assist students in gaining insights into the process of their endeavor as well as personal growth.

Service project

When a CAS project addresses the CAS strand of service (known as service project), students must take into account the opinions and expectations of others involved and focus on meaningful and authentic needs to ensure actions are respectful and reciprocal. Awareness of the possible impact and consequences of the students' actions should be part of the planning process. Where possible, service projects should involve working alongside community members with ongoing communication. When the service project involves the use of an external facilitator such as a non-government organization or a commercial provider, care should be taken to ensure that the facilitator acts in accordance with the IB mission statement and CAS requirements.

A service project that includes interaction with and appreciation of diverse social or cultural background can increase international-mindedness and engagement with issues of global significance. International service projects are acceptable if clear goals and outcomes are established, understood, and based on the expectation of compelling benefits expected for all stakeholders. If a service project is conducted outside the local context, it is recommended that there is some form of continuation. For example, students could research the community served and educate themselves further about the issues involved, develop an advocacy program for the served community, or develop greater awareness of a related need in their local community leading to some form of local action. This may inspire the next group of CAS students.

For any service project it is important to ensure that there is:

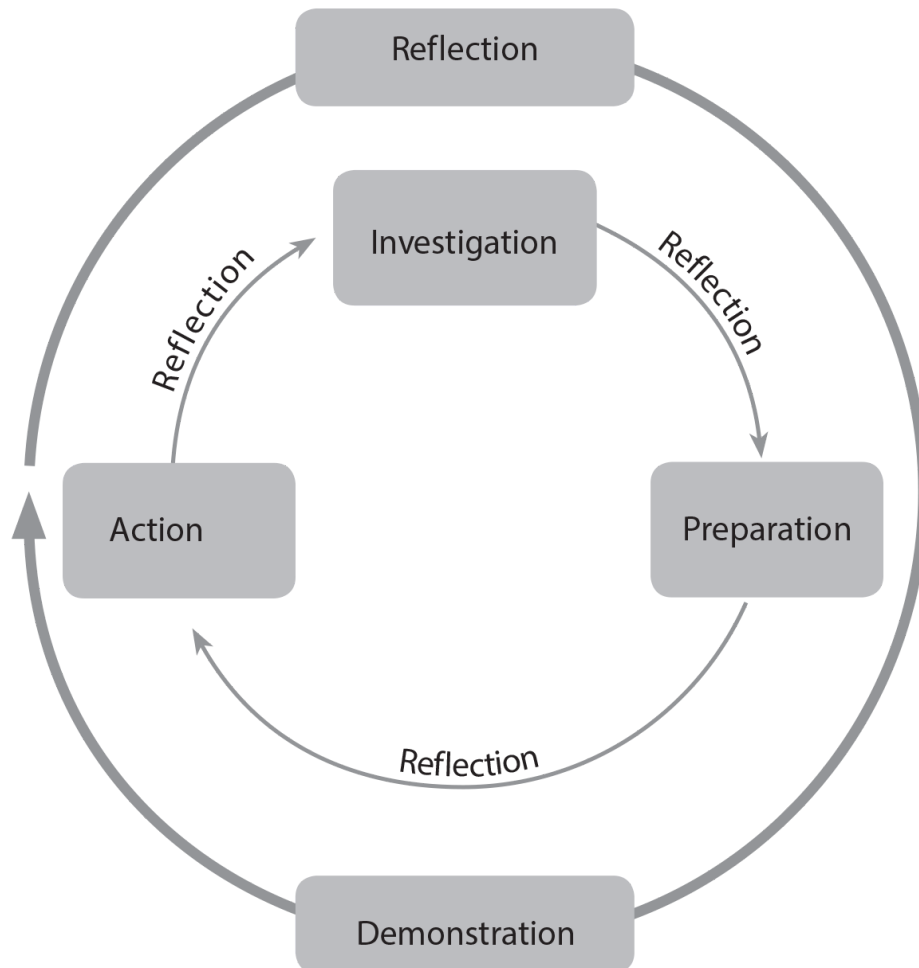
- **a genuine need for the service project, which has been stated and agreed upon by the potential partners**
- **if required, a liaison officer who has a good relationship with the community where the service project is based**
- **an understanding of the level of student participation that is feasible in the service project**
- **a clear assessment of potential risks to participating students**
- **approval from the school administration for the service project**
- **a demonstration of how the CAS stages were followed**
- **a thorough evaluation of the benefits of the service project for all involved.**

Purposeful relationships between students and community members leading to sustainable service projects are potentially the most rewarding for all concerned. As community needs change, students' responses should also evolve to meet these new circumstances. When a service project initiated by one group is adopted by other students, the new students must ensure the need is authentic or make the necessary adjustments and ensure their contribution is relevant.

CAS Stages (IPARD)

The CAS stages (adapted from Cathryn Berger Kaye's "five stages of service learning", 2010) offer a helpful and supportive framework and continuum of process for CAS students as they consider what they would like to do in CAS, make plans, and carry out their ideas. The CAS stages must be used in the planning and execution of the CAS project and any extended experience in which the student engages. Students will complete a CAS Project Plan in ManageBac before completing their CAS Project. Students will also answer questions in ManageBac which will guide the student through the CAS Stages or IPARD for each extended activity. Directions for this follow.

These CAS stages represent a process and sequence that can assist students in many aspects of their life. They follow a process whereby they investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what they have done along the way, and demonstrate their understandings and the process. By applying these stages to CAS, students have a reliable yet flexible structure they can then apply to future situations with confidence.



There are two parts as noted in the diagram. The center represents the process with four key parts: investigation, preparation, action, and reflection (occurring intermittently in response to significant

experiences). The outer circle has two parts and guides students in summarizing their experience: reflection and demonstration.

The five CAS stages are as follows.

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 specified 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 via an artifact or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

Directions for recording the CAS Stages (IPARD) in MangageBac:

1. Stages 1-3 will be addressed under the Questions tab; see picture below. The tab appears when a new experience is created.
2. Stages 4-5 will be addressed under the Reflection tab; see picture below. This tab also appears when a new experience is created.

Bass Lessons/Practice C

May 28, 2015 - July 17, 2015

CAS Questions

Directions: This does NOT require a response! If the activity you are recording is an extended activity you must answer the questions below. If the activity is an isolated activity you do not need to answer the questions. An EXTENDED activity is an ongoing activity which lasts for a month or more (for example: consistent involvement in a sport, club, activity, or service experience) An ISOLATED activity is an activity that does not extend over a long period of time or really even a day; usually your involvement begins and ends on the same day or couple of days (for example: water ambassador program, outdoor counselor, single service experience, 10K walk/run)

All Outcomes

Investigation: How does this experience address your interests, skills, and talents? How does this project allow for personal growth? What is the purpose of this project? What need does this project address or fulfill in the larger community? Does this project allow for collaboration between the individual and the larger community?

15 hours (3)

Right Sidebar:

- + Add Reflections & Evidence
- STUDENT INFO
- Reviewing 18 of 45 Students
- Select experience: Bass Lessons/Practice
- Summary
- CAS Questions**
- Reflections & Evidence

Reflections

Being reflective is one attribute of the IB learner profile: “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 overarching intention of reflection in CAS includes the opportunity for students to:

- deepen learning
- consider relevance of experience
- explore personal and group values
- recognize the application of knowledge, skills, and attributes
- identify strengths and areas for development
- gain a greater understanding of self and others
- place experience in a larger context
- generate relevant ideas and questions
- consider improvements in individual and collective choices and actions
- transfer prior learning to new situations
- generate and receive constructive feedback
- develop the ongoing habit of thoughtful, reflective practice.

One way to explain reflection is to clarify what reflection is.

Reflection is:

- | | |
|---------------------------|---|
| • honest | • what I did, <i>combined</i> with how I felt |
| • personal | • surprising |
| • sometimes difficult | • helpful for planning |
| • sometimes easy | • done alone or with others |
| • building self-awareness | • about thoughts, feelings, and ideas |
| • necessary for learning | • adding perspective |

Students will be asked to reflect on all CAS experiences whether they are an extended or isolated activity. The content of these reflections will be discussed with the student’s CAS supervisor at the following checkpoints, which are based on the completion of a “quarter” of the DP, throughout the year (see following page for dates).

In addition to a reflection for each experience, we are also asking that you include an artifact to represent your experience. In ManageBac, there is a place for you to attach a picture, a sound file, a video, a journal, etc. in the reflection space. You are expected to have an appropriate artifact for each of your experiences. Obviously, if you are doing something musical, you would want to include a sound file or video of your performance. If you are hiking a 14er, a picture of your summit would be appropriate.

First Quarter: August 2017 – January 2018 (all reflections and artifacts must be in ManageBac by 1/12/18; meetings with advisors must be complete by 2/9/18)

Second Quarter: January 2018 - April 2018 (all reflections and artifacts must be in ManageBac by 4/27/18; meetings with advisors must be complete by 5/18/18)

Third Quarter: May 2018 - November 2018 (exact dates for ManageBac reflections and artifacts TBD; meeting with advisor deadline TBD)

Fourth Quarter: November 2018 - March 2019 (exact dates for ManageBac reflections and artifacts TBD; CAS celebration date TBD)

All reflections will be recorded in ManageBac as part of the CAS Portfolio.

CAS Reflections: Some Guidelines

Reflection can be a difficult thing. Please consider the questions below as you complete your reflections in ManageBac. These are guidelines to complete the bare minimum. Feel free to add any additional insights or personal growth you experienced.

- 1. Have you explained how this experience is C, A or S?**
- 2. Have you explained and given examples on how you have met your chosen outcomes?**
- 3. Have you responded to the following:**
 - What do you perceive and notice? (Affective)**
 - How you feel being involved? (Affective)**
 - What do you think and feel about the activity itself? (Affective)**
 - What does the experience mean to you? (Cognitive)**
 - What value does the experience have? (Cognitive)**
 - What did you learn from this experience, and how might you extrapolate from this to apply any lesson to your life more generally? (Process)**

CAS Portfolio

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS and achievement of the seven CAS learning outcomes. The CAS portfolio can also reveal how students have developed the attributes of the IB learner profile.

The CAS portfolio is used by students to plan their CAS program, reflect on their CAS experiences and gather evidence of involvement in CAS; it is not formally assessed. The CAS coordinator/adviser must ensure the students keep their CAS portfolio up-to-date and relevant as it is a summation of their CAS program. It could also be a valuable addition to a student's resume for a prospective employer or educational institution.

During the three scheduled CAS interviews the CAS portfolio is discussed and appropriate encouragement and advice is given. Notes and recommendations from these consultations should be briefly documented and included in the student's CAS portfolio. If any concerns arise, especially on whether a student will successfully complete CAS, these should be noted in the CAS portfolio and appropriate action taken at the earliest opportunity. The CAS coordinator/adviser checks the CAS portfolio regularly.

The CAS portfolio is used to showcase the student's CAS program and should be a source of pride for the student. ManageBac will function as the CAS Portfolio. All photos, reflections, and other items of evidence will be stored and viewed using this service.

The URL for ManageBac is: dchs.managebac.com (no www).

Your username is your school email: ebwhite@s.dcsdk12.org (example)

Your password is:

Your staff advisor is: