



CREATIVITY, ACTIVITY AND SERVICE

CAS HANDBOOK

2023-2024



1. WHAT IS CAS?

Creativity, Activity and Service (CAS) is at the heart of the Diploma Programme (DP). It is one of the three essential elements in every student's DP experience. It involves students in a range of activities alongside their academic studies throughout the DP.



The three strands of CAS/CASJ, which are often interwoven with particular activities, are characterised 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.

The emphasis in CAS is on helping students to develop their own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. Possibly, more than any other component in the Diploma Programme, CAS contributes to the IB's mission to create a better and more peaceful world through intercultural understanding and respect.

A good CAS programme should be both challenging and enjoyable and a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS experiences are profound and even life-changing.

2. WHAT SHOULD STUDENTS ACHIEVE?

There are seven CAS learning outcomes:

LO 1 Identify own strengths and develop areas for growth

Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

LO 2 Demonstrate that challenges have been undertaken, developing new skills in the process

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.

LO 3 Demonstrate how to initiate and plan a CAS/CASJ experience Students can articulate the stages from conceiving an idea to executing a plan for a CAS/CASJ experience or series of CAS/CASJ 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.

LO 4 Show commitment to and perseverance in CAS/CASJ experiences Students demonstrate regular involvement and active engagement in CAS/CASJ.

LO 5 Demonstrate the skills and recognize the benefits of working collaboratively Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS/CASJ experiences.

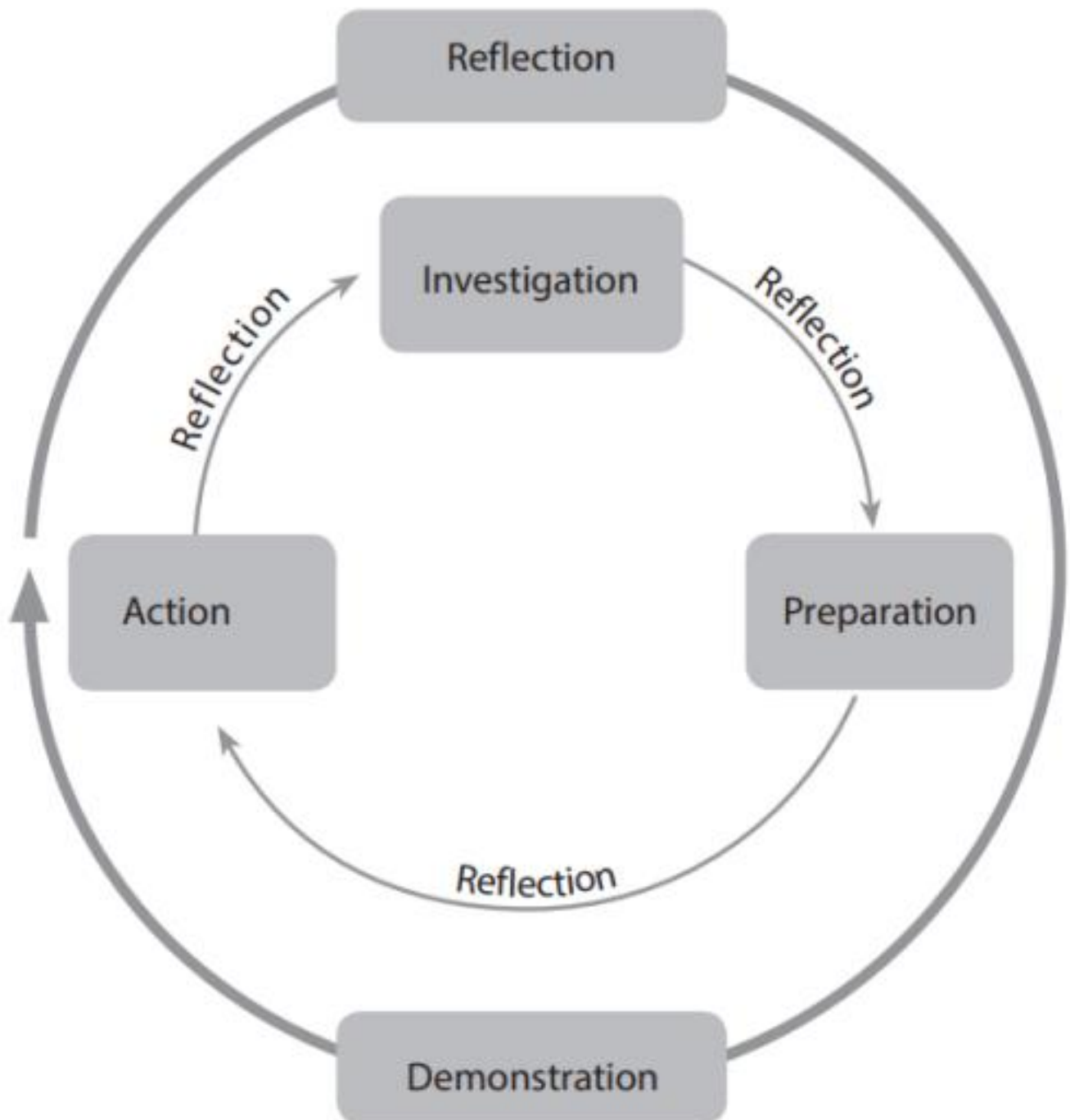
LO 6 Demonstrate engagement with issues of global significance Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.

LO 7 Recognise and consider the ethics of choices and actions

Students show awareness of the consequences of choices and actions in planning and carrying out CAS/CASJ experiences.

3. HOW DO STUDENTS GET THERE?

Students should follow the five CAS stages as detailed below. Students must use them for the CAS project and CAS experiences in the Service strand. Their use is optional for CAS experiences in the Creativity and Activity strands, but in our school we recommend using them.



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1. Investigation: You need to identify your interests, skills and talents to be used in considering opportunities for CAS/CASJ experiences, as well as areas for personal growth and development. You should investigate what you want to do and determine the purpose for your CAS/CASJ experience. In the case of service, you should identify a need you want to address.

2. Preparation: You need to clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and

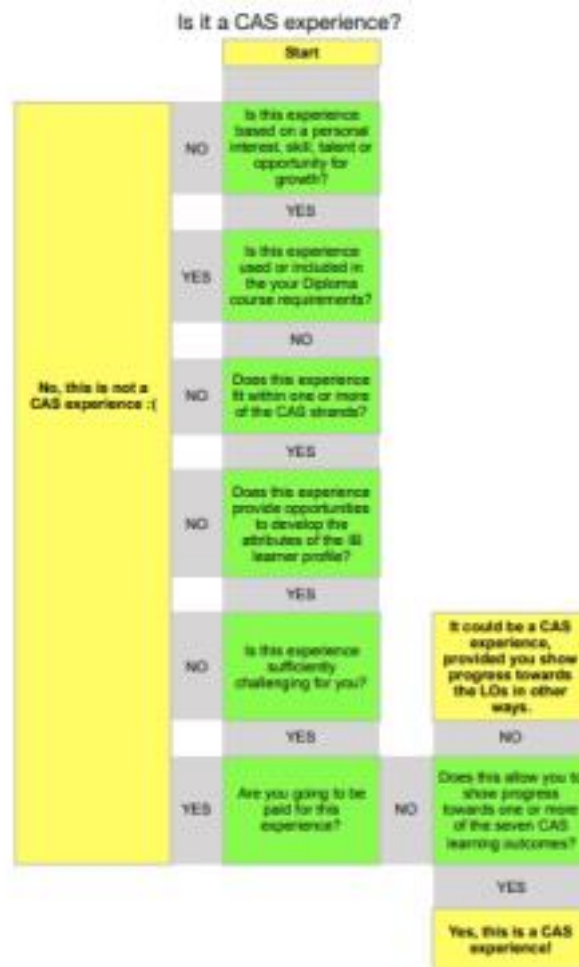
acquire any skills as needed to engage in the CAS/CASJ experience.

3. Action: You need to implement your idea or plan. This often requires decision-making and problem-solving. You may work individually, with partners, or in groups.

4. Reflection: You need to describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during the CAS/CASJ programme: this could be to further understanding, to assist with revising plans, to learn from the experience, and/or to make explicit connections between your growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.

5. Demonstration: You need to make explicit what and how you learned and what you have accomplished, for example, by sharing your CAS/CASJ experience through your CAS/CASJ portfolio or with others in an informal or formal manner. Through demonstration and communication, you have to solidify your understanding and evoke responses from others.

4. WHAT IS AN APPROPRIATE CAS EXPERIENCE?



5. WHEN ARE THE DEADLINES FOR STUDENTS AND ADVISORS?

Students should upload at least two reflections (poems, songs, paintings, etc that justify the CAS experience and learning outcome) and 1-3 pieces of evidence per experience, per term to ManageBac by the following dates:

Term 1: Friday, 10th November, 2023

Term 2: Friday, 10th February 2024

Term 3: Friday 25th May 2024

It is recommended that students have PRE, DURING, and POST reflections (minimum) to the CAS learning outcomes.

As per the school policy on providing feedback, CAS advisors have up to 10 working days after these dates to provide formative feedback on students' submissions via ManageBac and select E (Exceeding expectations), O (On-track) or C (Concern) for the drop-down menu.

6. WHAT IS EXPECTED OF THE CAS ADVISOR?

- educate students on all aspects of the CAS programme · educate students on the meaning and purpose of the CAS learning outcomes
- assist students with clarifying and developing the attributes of the IB learner profile
- support students in understanding ethical concerns and international mindedness
- develop students' purposeful reflection skills through individual interviews, group discussions and (see the CAS teacher support material (CAS TSM) for examples) (in our school this is led by the CAS coordinator)
- provide formative feedback on student reflections via ManageBac at least once per term in accordance with the deadlines on page 6 and the school's policy on formative feedback
- assist students in identifying personal and group goals · discuss goals and achievements in regularly; liaise with the class's form tutor as CAS discussion is built in to our weekly form time programme · provide ongoing guidance and support to students
- follow up contact from students face-to-face ideally or via email · if students contact you about CAS, follow up within 24 hours ideally but no later than three working days
- monitor the range and balance of experiences undertaken by individual students
- advise and monitor progress towards meeting the CAS learning outcomes
- review students' CAS portfolios periodically, but at least once per term · meet each student in three formal documented interviews in September and June of the first year and March of the second year as noted in the whole-school calendar
- maintain regular contact with the CAS coordinator and do not hesitate to contact the CAS coordinator if you have any doubts or questions.