

Diploma Programme



ISE CAS Handbook 2018 onwards

CREATIVITY ACTIVITY SERVICE

“All you need to know about CAS in one simple book!”



“Every man must decide whether he will walk in the light of creative altruism or in the darkness of destructive selfishness.”

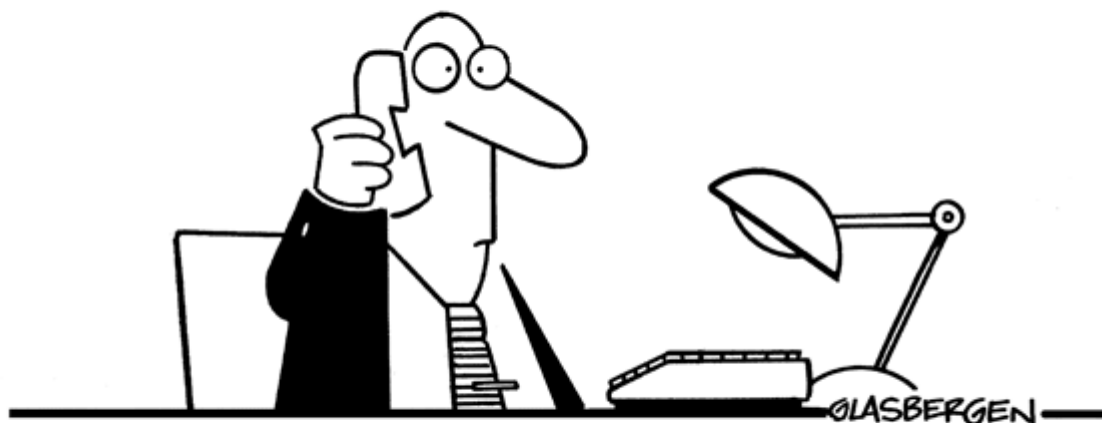
~Martin Luther King Jr.

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(all forms can be found in the appendix)

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**“Thank you for calling Creative Business Seminars.
If you’d like to become a more creative problem solver,
press 1 without touching any part of your telephone.”**

PHOTO HAS BEEN USED WITH PERMISSION FROM THE OWNER

What is CAS?

Captivating **A**we-inspiring **S**ublime

a.k.a. Creativity, Activity, Service

- CAS is one of the three elements in the IB core Diploma Programme, along with TOK and the Extended Essay.
- CAS involves students in a range of **enjoyable** and **significant** experiences, as well as a **CAS project**.
- CAS is organised around three **strands** of creativity, activity and service.
- CAS complements a challenging academic programme in a holistic way, providing opportunities for independent goal setting, collaboration, accomplishment and enjoyment.
- Successful completion of CAS is a requirement for the award of the IB Diploma.
- Students reflect on their experiences and provide evidence of achieving the **seven learning outcomes**.
 - ◆ Length: 18 months and a balance between creativity, activity and service.
 - ◆ Three formal documented interviews throughout the two years.
- **Reflection** is central to building a deep and rich experience in CAS. A CAS portfolio serves as evidence of the student's engagement with CAS.
- CAS is meant to be a journey of/to **self-discovery** that develops personality and **drives personal growth**.

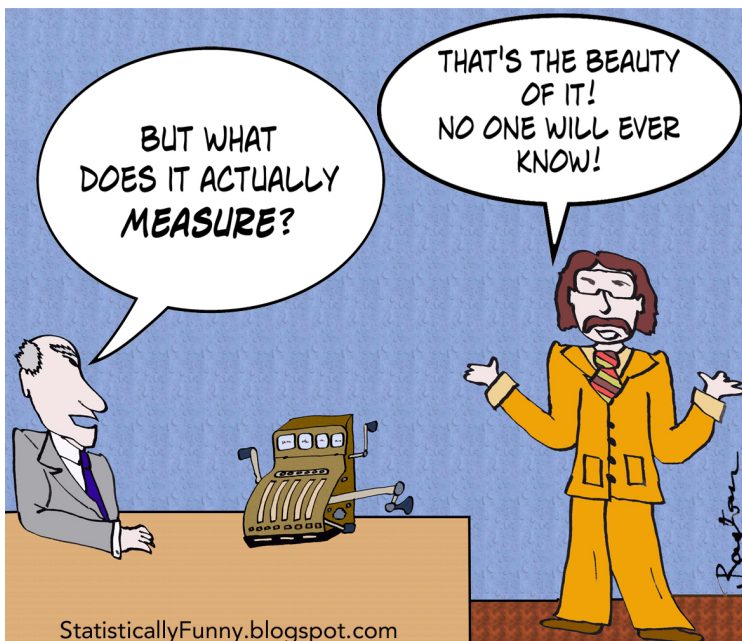
****NOTE:** *this is YOUR experience- make it enjoyable through choice!*

What are the aims? ("Jules, you missed the target again?!?!?")

The students should

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies, and determine further actions for personal growth
- explore new possibilities, embrace new challenges, and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS projects
- understand that they are members of local and global communities with responsibilities towards each other and the environment.

AN EARLY PROTOTYPE FOR GENERATING CLINICAL TRIAL OUTCOME SHORTCUTS.



What are the learning outcomes? (What they really mean [link](#))

- Identify own strengths and develop areas for growth
- Demonstrate that challenges have been undertaken, developing new skills in the process
- Demonstrate how to initiate and plan a CAS experience
- Show commitment to and perseverance in CAS experiences
- Demonstrate the skills and recognize the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognize and consider the ethics of choices and actions

What are the three strands of CAS and what do they mean?

Creativity- /kri:ei'tiviti/ noun

~the use of imagination or original ideas to create something; inventiveness.



→ exploring and extending ideas leading to an original or interpretive product or performance, involve creative thinking- endeavor to be **unconventional!**

- ◆ **Ongoing school-based creativity:** school group or club. However, students could further extend and develop their participation if appropriate.
- ◆ **Community-based creativity:** is that which builds and sustains relationships in your local community outside of school. Join a community-based theatre group, contribute towards a community art gallery, create a sculpture for the community park, take cooking classes, etc.
- ◆ **Individual creativity:** Solitary creativity experiences (composing music, developing a website, writing short fiction stories, creating arts and crafts, or painting a series of portraits) are of most benefit when they take place over an extended duration of time.

Activity- /ak'tiviti/ noun

~the condition in which things are happening or being done.

→ **Physical exertion contributing to a healthy lifestyle**



- ◆ **Ongoing School-based activity:** These can include- school sports club, sports sessions. Students may elect to initiate a school-based activity such as basketball or volleyball and engage other students.
- ◆ **Community-based activity:** Single events of activity can lack depth and meaning. Activity experiences best occur with regularity. 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, or an aerobics class.
- ◆ **Individual activity:** Solitary activity experiences (attending a gym, bicycling,

roller-skating, swimming, or strength conditioning) are of most benefit when they take place over an extended duration of time. Keeping traditional activities sustained through Cultural dancing, mountain biking, hiking, horseback riding, etc. are acceptable.

Service-

- collaborative and reciprocal (unpaid) engagement with the community in response to an authentic need
 - ◆ This may be one of the most enriching experiences of CAS

Everyone has a purpose in life and a unique talent to give to others. And when we blend this unique talent with service to others, we experience the ecstasy and exultation of own spirit, which is the ultimate goal of all goals.
~Kallam Anji Reddy



** Four TYPES of Service Action-

- **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:** Students must verify their actions will benefit the community or environment. Examples are: redesigning a non-profit organization's website or writing original picture books to donate to an orphanage.
- **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest (hunger campaign, performing a play on replacing bullying with respect, or creating a video on one of the [UN sustainable development goals](#).)
- **Research:** Students collect, analyze, and report on a topic to influence change (environmental surveys, effective means to reduce litter in public spaces, or interview people on topics such as homelessness or unemployment)

**Approaches to service

- **Ongoing service:** When a plan of action is implemented over time, students develop perseverance and commitment.
 - ◆ **School-based service:** Service needs met at a school may prepare students for further action within the larger community
 - ◆ **Community-based service:** This advances student awareness and understanding of social issues and solutions.
 - ◆ **Immediate need service:** In response to a disaster, students quickly attempt to assess the need and devise a planned response. Later, the students should investigate the issue to understand causes and commit to further service.
 - ◆ **Fundraising:** Students should develop their understanding of the organization they

choose to support and the issues being addressed. Sharing the rationale for the fundraising educates others and advocates the chosen cause.

- ◆ **International service:** Students must understand the circumstances of an authenticated need to support their involvement. Students benefit most when able to make clear links to parallel issues in their local environs. •
- ◆ **Volunteerism:** Before volunteering, student should gain prior knowledge of the context and the service need.



What should the experiences be like?

→ WHAT IS NOT A CAS EXPERIENCE?

- ◆ Any routine, required, repetitive, or passive experience

→ WHAT IS A CAS EXPERIENCE?

- ◆ **Definition:** A CAS experience is a specific event (or an extended series of events) in which the student engages with one or more of the three CAS strands (creativity, activity and service).
- ◆ **Therefore:** A CAS experience must be based on a personal interest, skill, talent or opportunity for growth not be used or included in the student's Diploma course requirements
- ◆ The following questions may be useful for you to consider.
 - 1. Will the experience be enjoyable?
 - 2. Does the experience allow for development of personal interests, skills and /or talents?
 - 3. What new possibilities or challenges could the experience provide?
 - 4. What might be the possible consequences of your CAS experience for you, others and the environment?
 - 5. Which CAS learning outcomes may be addressed?

TAKEN FROM: COJOWA PREP CAS HANDBOOK

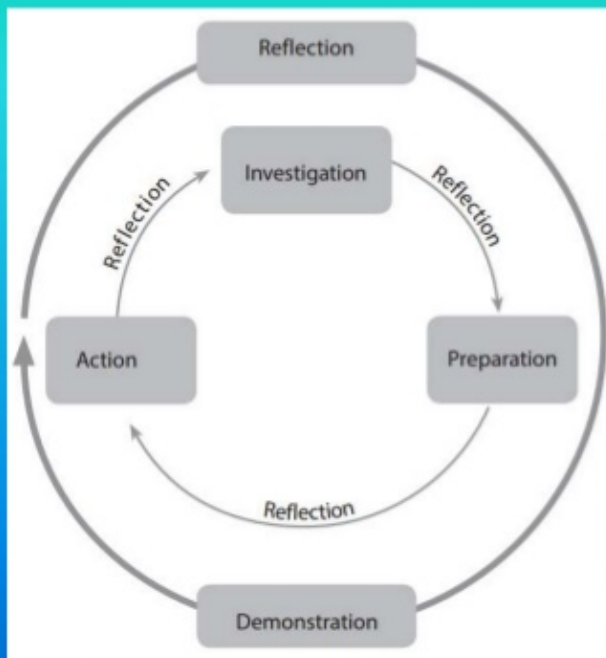
WHAT COUNTS?

1.	The experience is paid	Not eligible for CAS
	The experience is not paid	Go to 2
2.	The experience will be used as part of a Diploma subject for CAS	Not eligible for CAS
	The experience is independent of the Diploma course	Go to 3
3.	The experience will be routine, not allowing for personal development	Not eligible for CAS
	The experience will allow enjoyment and personal growth	Go to 4
4.	The experience is too routine or brief to merit reflection for CAS	Not eligible for CAS
	The experience is worthy of reflection	Go to 5
5.	The experience falls within the Creativity strand	Go to 6

6.	The experience involves the passive attendance of another's creativity	Not eligible for CAS
	The experience involves original thinking, leading to a product	Eligible for Creativity
7.	The experience falls within the Activity strand	Go to 8
8.	This Activity involves "getting sweaty"; is a truly physical activity	Eligible for Activity
	Could not be described as physical exertion	Not eligible for A, but could for C or S
9.	The experience falls within the Service strand	Go to 10
10.	This service engages with the community to address a need	Eligible for Service
11.	Raising money for a cause	Go to 12
12.	Awareness raising and communication with the beneficiaries	Eligible for Service
	No awareness of the organization, routine activities	Not eligible for CAS

The CAS stages~

CAS stages! Steps towards an effective CAS experience



From the IB CAS guide (2017)

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.

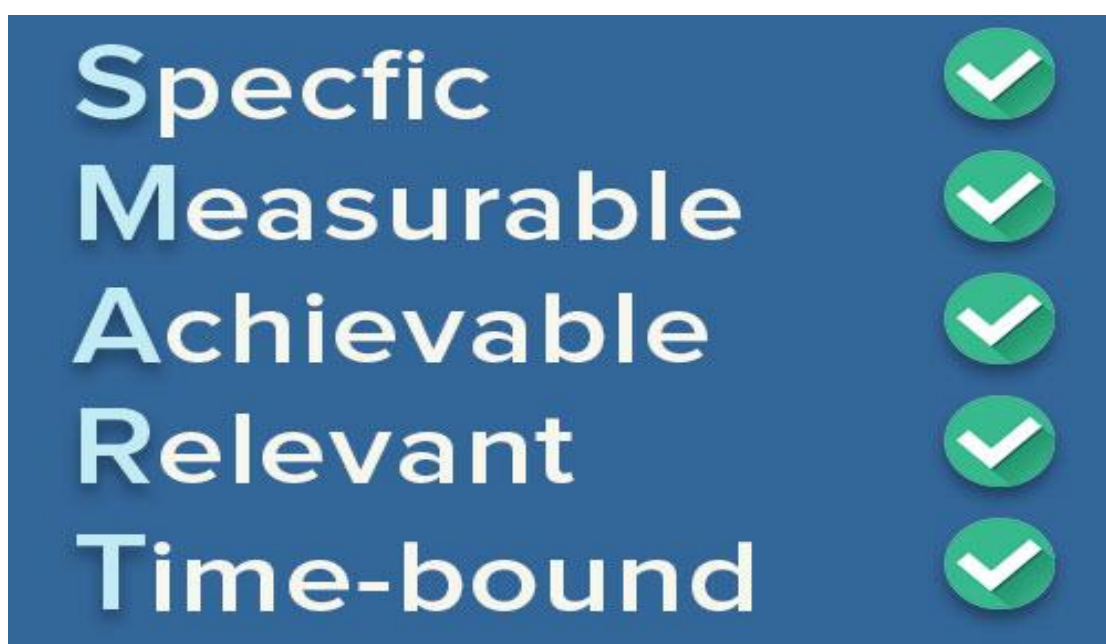
[U.N. Sustainability goals](#) website

It would be twice as great if you can find a way to incorporate these into your service component, and fabulous if you address them in your project. There are many great links on their site and offer you some ideas.

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 programme.
 - ◆ A CAS project is expected to **last at least one month**.
 - ◆ It can be done with other CAS students.
- The students determine what they will do and which strands - Creativity, Activity and/or Service - they select or combine.
 - ◆ Participation in sustained collaboration is the primary purpose of the CAS project.
 - ◆ It challenges students to show
 - initiative
 - demonstrate perseverance
 - develop skills such as :
 - cooperation,
 - problem-solving
 - decision-making
 - ◆ Students work as part of a team.
- All CAS projects **MUST** use the **CAS stages as a framework**.
- All CAS projects are designed with a defined purpose and specific **goals**.
 - ◆ Use **SMART** goals!
- Individual students identify one or more learning outcomes.
- The CAS project should be **undertaken locally**.
 - ◆ Students reflect on their CAS project experience collaboratively, if possible.

Smart Goals



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CAS Reflections

- Reflection develops and strengthens lifelong skills for learning and is an essential part of the overall CAS experience.
- CAS is meant to be an enjoyable experience, so reflection is also meant to be engaging. Reflection is not measured by length or quantity. The ultimate purpose of reflecting in CAS is not to complete ‘a reflection’; it is to become reflective by choice and as part of a lifelong process
 - ✓ consider the relevance of one’s experiences
 - ✓ explore personal and group values
 - ✓ identify strengths and areas for development
 - ✓ gain a greater understanding of oneself and others
 - ✓ place one’s experience(s) in a larger context



The reflection should also address, when appropriate, the learning outcomes that are targeted with each experience.

Elements of reflection

- **Describing what happened:** Students retell their memorable moments, what was important or influential, what went well or was difficult, obstacles and success.
- **Expressing feelings:** Students articulate emotional responses to their experiences.
- **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.

Time for reflection

- Purposeful reflection is about quality rather than quantity.
 - ◆ The appropriate occasion, amount and method is the student’s decision.
 - ◆ You are not expected to reflect on every CAS experience
 - *Reflection is most meaningful when recognized as a personal choice.*
 - IE:
 - a moment of discovery is happening -
 - a skill is mastered
 - a challenge is confronted
 - emotions are evoked
- Reflect at the **beginning, middle and end** of CAS experiences.

Forms of reflection (a few... remember learning outcomes **MUST** be addressed)

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an essay	a paragraph	a poem	photographs	digital poster	letter
dance	drama	song	cartoon/comic	painting	sculpture

*** Managebac CAS Tutorial can be found [HERE](#)

CAS Portfolio

- All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS.
- The CAS portfolio is meant to be a collection of evidence that showcases the overall experience and is a source of pride for the student.
- The CAS portfolio is **not formally assessed**.
- You are expected keep your CAS portfolio up-to-date
- The organising structure can be determined by you.
- A suggestion is the three part portfolio:
 - ◆ Profile
 - ◆ Experiences
 - ◆ Evidence



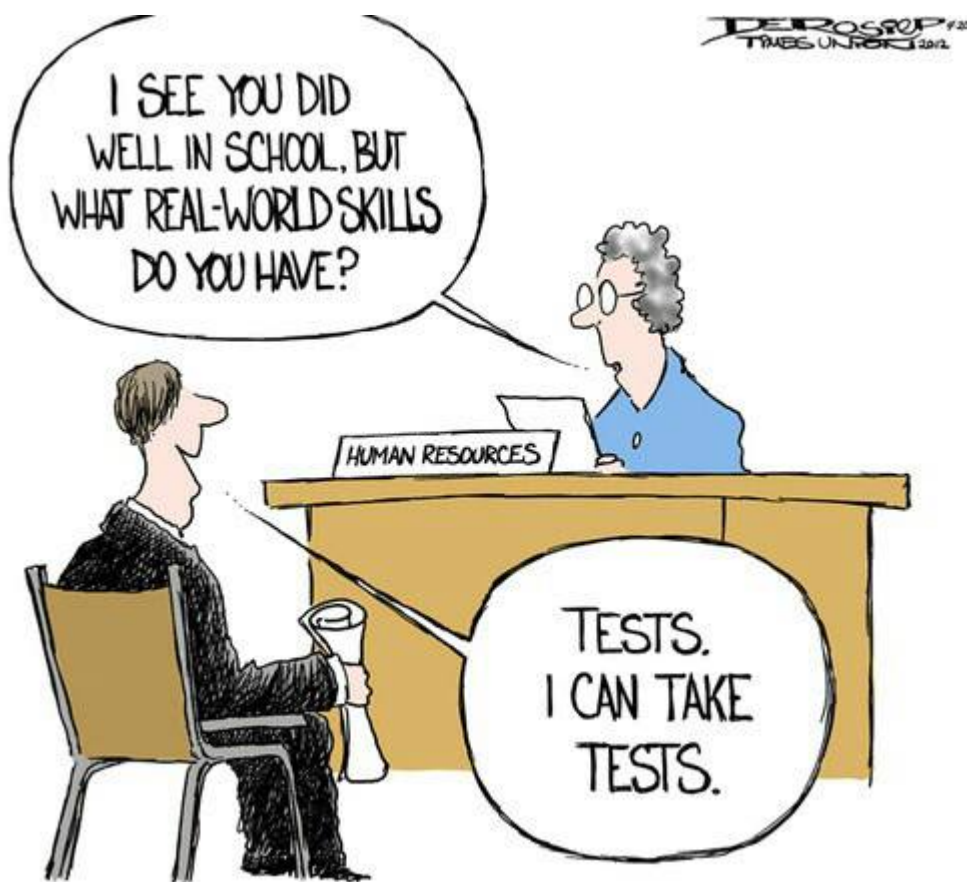
CAS Interviews

- Throughout the 18 months of the CAS programme, three scheduled interviews will be carried out with the you in which learner profile, goals, experiences, CAS project and CAS portfolio are discussed. Recommendations from these consultations will be briefly documented and included in the your portfolio.
- If worries shall arise- particularly if you will successfully complete CAS requirements- these will be noted and immediate conferencing will be held.
- The final interview is a summative discussion of the your engagement in CAS and achievement of the seven learning outcomes.
- In addition, one may reflect upon the overall CAS programme and on personal growth.



Your responsibilities - in short:

- Thoroughly familiarise yourself with the ISE CAS handbook.
- Meet with the CAS Coordinator at least three times over the duration of the CAS programme. Be sure to come prepared.
- Attend the CAS Meetings held on Friday's during 9th hour
- Choices of the program should highlight your interests, skills, talents and areas for growth and stay motivated; **challenge yourself!**
- Balance your experiences between Creativity, Activity and Service.
- Initiate and engage in at least one CAS Project that extends over at least one month and in collaboration with others.
- Use the **CAS stages** as much as possible when working with potential ideas.
- **Ask questions when you need assistance or clarity.**
- Participate in meaningful reflection.



Appendix Links:

- [CAS Profile Qs](#)
- [CAS Project form](#)
 - ◆ [Cas Project Guidelines](#)
- [CAS Long-Term Experience Form](#)
- [Short-Term Experience Form](#)
- [Planning \(project\)](#)
- [Reflection \(experiences & project\)](#)
- [Off Campus Activity Forms and Proposal](#)
- [SMART goal template](#)
- [CAS Project/Experience Ideas \(Per Subject Area\)](#)
- [Other CAS Projects from around the world](#)
- [Learning outcomes in "plain language"](#)
- [MANAGEBAC Tutorial](#)
- [Staff Interests and Potential Advisers](#)
- [Interview Forms](#)
- Volunteer Opportunities
 - ◆ <https://www.tallinn.ee/est/noorteinfo/>
 - ◆ <https://www.armastanaidata.ee/en/give-your-time/children-and-families>
 - ◆ <http://www.continuousaction.ee/?lang=2>
- [IB CAS Blog Page \(see what others are doing\)](#)

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