

# ***IB CAS***



# ***HANDBOOK***

## Kaiser High School Mission

We aim to provide a holistic education that enables students to strive for excellence, communicate effectively, and be caring and open-minded members of our local and global communities.

## IB Mission Statement

“The International Baccalaureate 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.”

## What is CAS?

CAS is at the heart of the Diploma Programme. It 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

Through CAS, you will 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 programme in a holistic way, providing opportunities for **self-determination, collaboration, accomplishment** and **enjoyment**. CAS will enable you to enhance your personal and interpersonal development.

Successful completion of CAS is a requirement for the award of the IB Diploma. You will reflect on your CAS experiences and provide evidence in your CAS portfolio of achieving the seven learning outcomes. The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity, and service.

All DP students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases your CAS experiences and reflections. Completion of CAS is based on your achievement of the **seven CAS learning outcomes**. You must 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.

You are also required to undertake a **CAS project** of at least one month’s duration that challenges you 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 CAS experiences and the CAS project.

CAS also emphasizes **reflection** which is central to building a deep and rich experience in CAS. Reflection informs your learning and growth by allowing you to explore ideas, skills, strengths, limitations and areas for further development and consider how you may use prior learning in new contexts.

## Aims of CAS

IB CAS aims to develop students who:

- 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 they are members of local and global communities with responsibilities towards each other and the environment

## Learning Outcomes

Your completion of CAS is based on the achievement of the seven CAS learning outcomes. Some learning outcomes may be achieved many times, while others may be achieved less frequently. You will provide evidence in your CAS portfolio of having achieved each learning outcome at least once through your participation in CAS. The evidence of achieving the seven CAS learning outcomes will primarily be found in your reflections. Below are the learning outcomes.

### 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.*

### 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.*

### 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.*

### LO 4 Show commitment to and perseverance in CAS experiences

**Descriptor:** *Students demonstrate regular involvement and active engagement in CAS.*

### 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.*

### 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.*

### 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.*

## Responsibilities of the Student

As an IB Diploma Programme student, you 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 coordinator
- 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
- 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
- communicate with the CAS coordinator in formal and informal meetings
- ensure a suitable balance between creativity, activity and service
- behave appropriately and ethically in your choices and behaviors

## CAS Experiences

A CAS experience is a specific event in which you engage with one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events. CAS experiences may incorporate one or more of the CAS strands.

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

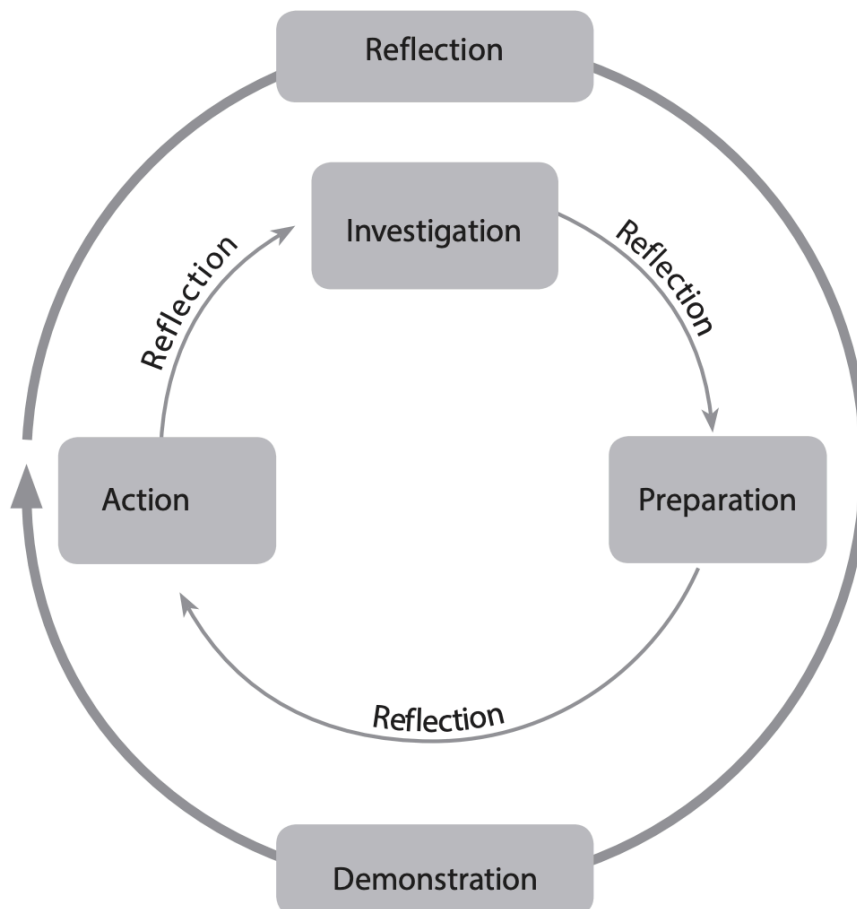
When deciding on a CAS experience, you should consider the following questions:

- 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?

## CAS Stages

The five CAS stages are:

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 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.



## 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. You must be involved in at least one CAS project during your participation in the program. 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. All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met. A CAS project can address any single strand of CAS, or combine two or all three strands. A minimum of one month is recommended for a CAS project, from planning to completion. As expected throughout CAS, you need to reflect on your CAS project experience.

## Reflections

You should show evidence of the following for each of your CAS experiences:

- planning and organization
- effort and commitment
- active reflection
- personal development and achievements

Consider these questions to help guide your reflections:

- How successful were you at achieving your goals for this activity/project?
- Were you "stretched" or challenged by this experience? How?
- Share any special, positive moments and/or difficulties you encountered.
- What did you learn about yourself and/or others? What abilities, attitudes, or values were you able to develop?
- Is there anything you would have done differently? Why?

## CAS Portfolio

Using ManageBac, you are expected to maintain and complete a CAS portfolio as evidence of your engagement with CAS and achievement of the seven CAS learning outcomes. You need to use it to plan your CAS program, reflect on your CAS experiences, and gather evidence of involvement in CAS. You should keep your portfolio up-to-date and relevant. You must complete all requirements of the CAS component, including the portfolio, in order to pass CAS and be eligible to earn the IB Diploma.

## Reference

International Baccalaureate Organization, *Creativity, activity, service guide*, March 2015