

# International Baccalaureate Diploma Programme

CAS Handbook  
2019 and beyond

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# **CAS HANDBOOK**

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*Source:*

*Creativity, Activity, service guide*

*For students graduating in 2017 and thereafter*

## **IB LEARNER PROFILE**

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

### **INQUIRES**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### **OPEN-MINDED**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### **KNOWLEDGEABLE**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### **CARING**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### **THINKERS**

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### **RISK-TAKERS**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### **COMMUNICATORS**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### **BALANCED**

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### **PRINCIPLED**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### **REFLECTIVE**

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.



**CAS is the heart of the IB and is a requirement for successful completion of the IB Diploma programme.**

**A student who fails to satisfy the CAS requirements will not be awarded the IB diploma even if all other diploma conditions have been satisfactorily fulfilled**

## **WHY DO CAS?**

Because you are more than just a grade average. CAS is intended to move you out of the academic arena and help you learn through life experiences. Yes, as an IB student, we know you are involved in many interesting activities. What we are asking you to do now is consider how these activities enhance your personal development.

## **AIMS**

The CAS programme 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

## GOALS

There is a reasonable balance between the three strands of CAS:

- **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
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- ✓ The CAS programme begins at the start of the Diploma Programme and continues regularly on a weekly basis for **at least 18 months**.
  - ✓ Students maintain and complete a **CAS portfolio** as evidence of their engagement with CAS.
  - ✓ All **seven CAS learning outcomes** have to be achieved.
  - ✓ Students engage in **CAS experiences** involving one or more of the three CAS strands.
  - ✓ At Schiller school, students undertake a **CAS project of six month's duration** that combines two or three strands.
  - ✓ Students use the **CAS stages**: investigation, preparation, action, reflection, demonstration.
  - ✓ Students must have at least **three formal documented interviews** with their CAS coordinator.
  - ✓ CAS emphasizes **reflection** because it informs student learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development

## FIVE CAS STAGES:

### 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 experiences 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.

## **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.

### **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

## WHAT IS NOT CAS?

The spirit of CAS demands that you engage in meaningful activity that has purpose to you. The purpose is lost if this overall experience becomes a point-scoring exercise rather than a rewarding experience.

Here are some examples of what would **not** count as CAS:

- Any class, activity or project that is already part of your Diploma Programme
- An activity for which you are personally rewarded (financially or some other benefit) unless the benefit is passed on to a worthy cause
- Doing simple, tedious and/or repetitive work
- If it is no service for other people
- A passive pursuit such as a visit to a museum, art exhibit, concert or sports event, unless it clearly inspires work in a related activity in which a student is already engaged
- All forms of duty within a family
- Religious devotion and any activity that can be interpreted as proselytizing
- Work experience that only benefits the student
- Fundraising with no clearly defined end in sight
- An activity where there is no leader or responsible adult on site to evaluate and confirm student performance
- Activities that cause division amongst different groups in the community (e.g. work on a political campaign or attending a demonstration such as “Fridays for Future”)

Throughout the two years, you will be writing reflections on each activity and how they relate to the CAS Learning Outcomes.

We hope at least one of your CAS projects will be one of the most rewarding elements of your IB Diploma. It should reflect your nature, your goals and your initiative. Many, many activities are appropriate to include in your CAS – the more creative you are in designing your CAS plan, the more you will get out of it.

Take some time to think about the following questions: ● What activities do I currently participate in that I would like to include in my CAS? Do these activities provide opportunities for me to try something new? ● What new activities will I undertake? ● What will be my goal or objective in each activity? ● Will my activities keep me actively involved with others? ● Will there be a 'theme' connecting my activities? ● How much time will I have to devote to each activity? When will they take place? ● How will I maintain a balance among the three CAS areas? ● How can I help others by what I do?

## **EXAMPLES OF CAS EXPERIENCES AND PROJECTS**

(All supervised by an advisor who is not a family member)

A CAS project is meant to be a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. At Schiller School each student must be involved in one CAS project of six months duration at the beginning of their CAS programme.

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.

All CAS projects should use the 5 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. The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

The letters C, A and S correspond to "Creativity," "Activity" and "Service." Depending on the details of the project, not all categories will apply.



<b>CREATIVITY</b>	<b>ACTIVITY</b>	<b>SERVICE</b>
Planning and performing a theatre play in cooperation with the school subject "Darstellendes Spiel" or as a school club for 6 <sup>th</sup> grade students (C/S)	Coaching a sport's team, e.g. rowing, tennis, gymnastics (A/S)	Tutoring year 5 and 6 pupils (S/C)
Participating in a concert in a school or local community either in cooperation with the school subject "Musik" or a local music club (C/S)	Planning and organizing a school club, e.g. rowing, basketball (A/S)	Service at Homes for Elderly, e.g. taking elderly people out, reading and doing memory activities with them (S/C)
Participating in an art project either in cooperation with the subject "Kunst" or a local art institution (C)	Participating in a dance project in cooperation with the local dancing school (A)	Participation in a non-profit educational organization, e.g. Youth for Understanding (YFU) (S/C)
Planning and organising science workshops for primary pupils (C/S)	Taking an Aerobics/Pilates/Yoga or work out class supervised at a health club (A)	Participation in an internationally operating organization, e.g. UNICEF youth group (S/C)
Participating in internal organization, e.g. "amnesty" (C/S)	Participation as a group leader in a summer camp (A/S)	Working as Youth club leaders (S/C/A)
Participating in ERASMUS project "Drops of Awareness" (C/S)	Sports disciplines in general (A)	Planning and organizing projects for socially deprived children at "Butze22" (S/A/C)
Planning and organizing computer projects, e.g., "Stop motion" or "Programming with Scratch" (C/S)	Participating in seminars that contribute to a healthy lifestyle (A/C)	Planning and organizing a reading mentoring project for elementary school students (S/C)

## **LEARNING OUTCOMES**

Candidates need to demonstrate (stage 5 of 5) all seven Learning Outcomes to complete the CAS requirement for the IB Diploma. Some may be demonstrated many times, in a variety of experiences, but completion requires only that there is some evidence for every outcome.

### ➤ **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 experience**

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**

Students demonstrate regular involvement and active engagement in CAS.

### ➤ **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 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 experience in response to the issue either locally, nationally or internationally.

➤ **LO 7. Recognize and consider the ethics of choices and actions**

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

## **CAS PORTFOLIO**

### **Recording, reporting, reflecting**

You must document your CAS experiences, noting in particular your reflections. This documentation may take various forms. Its extent should match the significance and depth of your involvement of the particular experience/ project (there's no point in writing lengthy accounts about routine experiences)

For each experience/project, you must show evidence of one or more of the 7 learning outcomes

Evidence may include, but is not limited to, the following:

→digital media evidence: photographs, film/video, audio recordings, blogs, web pages, etc.

→printed evidence: correspondence (e.g., letters, cards, emails), published articles/interviews, awards, certificates of completion, creative writing (e.g., poetry, short stories), mentor/teacher evaluations/assessments, publicity materials (e.g., announcements, fliers, posters), etc.

→other documentation/physical proof of your involvement. When evidence is in the form of a physical object, it should be photographed, labeled and dated appropriately