



**CAS Handbook
for IB
Diploma Programme
Students**



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What is CAS?

CAS is one of three parts of the “core” of the IB Diploma Programme, along with TOK and EE. Successful completion of CAS is a requirement of the IB Diploma.

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

When done in a thoughtful and meaningful way, CAS should be fun and enjoyable! This is your opportunity to try new things, explore, and grow as an individual. Rather than merely be a list of random activities, CAS encourages you to collaborate with peers, set personal goals, and truly apply the Learner Profile in an individualized way. It is meant to be a journey to self-discovery. It is YOUR programme – you decide what you would like to experience! CAS can and should be fun!

Purpose of CAS

The CAS program 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.

CAS Components

In order to successfully complete CAS, you will need to:

- Complete and document CAS **experiences** over a span of **18 months** (beginning in fall of junior year; CAS experiences are completed regularly until the spring of senior year)
- Show a **balance** of Creativity, Activity, and Service experiences
- Meet with your CAS advisor monthly. At least 3 documented **formal interviews** are required over the 18 months. Your advisor is a resource for you to ask questions, collaborate on ideas, approve your experiences, and make sure that you are on track for CAS completion.
- Purposefully create your own CAS experiences in a way that you have met **all 7 learning outcomes**.
- Complete a CAS **project**.
- Complete a **portfolio** that provides evidence of CAS experiences and growth.
- Complete **reflections** on your CAS experiences to demonstrate connection to the **learning outcomes, growth, and personal awareness**.

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 one-time event or may be an extended series of events.

- For example, playing a pick-up game of basketball in the park is a one-time “activity” experience; playing on the school basketball team is an extended experience. Participating in Paint Night is a “creativity” experience, as is taking piano lessons on Saturday mornings.

A CAS experience must:

- fit within one or more of the C-A-S strands
- be based on your personal interests, skills, talents, or be an opportunity for growth
- not be used or included in your Diploma course requirements
- not be used or applied toward any other requirements (cannot “double dip” toward coursework/assignments)

To further decide on a CAS experience, the following questions may be useful:

- Will the experience be enjoyable?
- Does the experience allow for development of my 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?

Creativity

Creativity in CAS provides you with the opportunity to explore their own sense of original thinking and expression. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. You are encouraged to move beyond your comfort zone – try something new and maybe even unconventional!

Examples of creativity experiences:

- | | |
|---|-------------------------|
| ▪ Drama | ▪ Exploring photography |
| ▪ Dance | ▪ Making a documentary |
| ▪ Painting/drawing | ▪ Creating a website |
| ▪ Design (fashion, web, computer-based, etc.) | ▪ Singing |
| ▪ Create a new recipe | ▪ Making crafty gifts |
| ▪ Reading and providing book reviews | ▪ Playing an instrument |

Creativity experiences must result in an original, or interpretative, product of your own.

Activity

Activity promotes lifelong healthy habits related to physical well-being. These experiences 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.

Examples of activity experiences:

- Surfing
- Swimming
- Hiking
- Yoga/Pilates
- Participation in a school athletic club
- Tennis
- Personal gym program
- Zumba
- Soccer

Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit. As with all CAS experiences, you should look for and reflect on moments of personal significance or inspiration.

Service

Service is often seen as one of the most transforming elements of CAS by promoting students' self-awareness. The aim 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. All service must evolve beyond doing for others to engaging with others in a shared commitment towards the common good. Meaningful service requires:

- understanding the complexities of issues such as poverty, illiteracy, aging, isolation, health or environmental sustainability that underlie an identified need
- verifying the need for the service
- interacting with individuals or groups in the community during all stages of the service experience in a way that aligns with their rights and dignity

Examples of service experiences:

- Providing peer tutoring to other students
- Taking an active role in a community or school club
- Getting involved in an organized beach clean-up
- Organizing a petition to a local government group
- Volunteering in a hospital or nursing home regularly
- Starting a recycling program
- Designing and hosting a community film viewing, followed by discussion
- Teaching computer skills to those in need
- Raising funds for a community garden
- Working in an animal shelter
- Writing picture books to teach a language
- Nurturing tree seedlings for planting
- Create a video on sustainable water solutions
- Compile information and educate your community about how to reduce litter

Learning Outcomes

Rather than merely logging hours, student 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. Not all CAS experiences have to lead to a CAS learning outcome. **Students must provide evidence, through reflections in their CAS portfolio, of having achieved each learning outcome at least once.**

Learning Outcomes:

- LO 1: Identify own strengths and develop areas for growth
- LO 2: Demonstrate that challenges have been undertaken, developing new skills in the process
- LO 3: Demonstrate how to initiate and plan a CAS experience
- LO 4: Show commitment to and perseverance in CAS experiences
- LO 5: Demonstrate the skills and recognize the benefits of working collaboratively
- LO 6: Demonstrate engagement with issues of global significance
- LO 7: Recognize and consider the ethics of choices and actions

Learning outcome 1: Identify own strengths and develop areas for growth

The student:

- 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

The student:

- participates in an experience that demands an appropriate personal challenge; this could be with 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

The student:

- 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
- 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

The student:

- demonstrates regular involvement and active engagement with CAS experiences and CAS project
- 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 project.

Learning outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively

The student:

- 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

The student:

- 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

The student:

- 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 Portfolio

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS and to document completion of all 7 Learning Outcomes. The portfolio is housed in ManageBac and should include:

- **Experience Journal:** lists of CAS experiences that document your ongoing balanced approach to CAS. Each new experience created in ManageBac opens a new journal to summarize the description, duration, and goals for the experience. This is also where you will document hours (service experiences ONLY), reflections, and evidence.
 - ⑩ **Reflections:** documentation that explains how a learning outcome was attained, as well as thoughts about your personal growth. (see Reflection section in this document for more details)
 - ⑩ **Evidence:** photos, letters, signatures, etc. that provide proof that experiences were completed

Meetings with CAS Advisor

There are three formal documented “interviews” you must have with your CAS team:

- The first interview is at the beginning of the CAS program (September)
- The second interview is at the end of the first year (May)
- The third interview is at the end of the CAS program (March/April of senior year)

During these interviews, your advisor will make sure that you understand the expectations about CAS, answer any questions you might have, provide feedback on ideas you may have, provide approval for projects or other experiences as needed, and check in to make sure you are on track with all CAS requirements. These meetings are meant to support you in your journey through CAS.

Your advisor will also hold additional monthly meetings to share ideas, look over your CAS progress, and clarify questions. Your advisor may hold these meetings in small groups or individually, but you are responsible for scheduling those meetings and attending them.

Feel free to reach out to your advisor at any time if you have a question or need individual approval of an experience or project.

CAS Project

All CAS students must be involved in at least one CAS project. The project requirements are:

- The project must be a minimum of one month's active duration. (Six weeks from planning to completion)
- The project must involve collaboration between a group of students or with members of the wider community, with all members being contributors.
- The project must accomplish at least one learning outcome.
- It should show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making.
- The CAS project must address the service strand of CAS. You are encouraged to combine two or all three strands, but at least one CAS project must be a service project.
- Students must get their project idea approved by their advisor and CAAS coordinator before proceeding with project implementation.

CAS stages

Throughout CAS experiences, and especially during the CAS project, students should strive to implement the 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 actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience. Consider the safety and well-being of all who are involved.
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 may assist with revising plans, learning from the experience, and making connections between growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
5. Demonstration: Students make clear 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.

Examples of CAS Projects:

- Creativity: A group of students plans, designs and creates a mural.
- Activity and Service: Students organize and participate in a charity dodgeball tournament.
- Service: Students set up and conduct tutoring for other students in preparation for a state exam.
- Creativity and activity: Students choreograph a routine for the school musical.
- Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.
- Creativity, activity, and service: Students rehearse and perform a dance production for a community retirement home.

Reflection

Reflection is central to building a deep and rich experience in CAS. Reflection allows students to:

- connect a CAS experience to a Learning Outcome
- 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 an 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.

Students are not expected to reflect on every CAS experience; they should identify moments worthy of reflection. One-time experiences may not inspire meaningful reflection, and that is okay.

A reflection must be completed and included in your CAS portfolio to give clear evidence that you have achieved each of the seven CAS learning outcomes. *It is recommended that you complete a reflection when you have achieved a learning outcome for the first time.* You do not have to complete a reflection each time you achieve that same learning outcome again, but you are encouraged to reflect if you had a meaningful experience.

A typical format for a written reflection would include:

- a brief summary of the experience
- how you felt during the experience
- how you have developed as a result of the experience
- evaluating your actions or choices
- which learning outcome(s) you achieved ,
- explanation to support the claim of learning outcome completion, and any insights or extensions you wish to add.

While many students prefer to complete a written reflection, you may wish to consider other formats: videos, recorded conversations, online blog, journal, comic strip, painting, etc.

Glossary of CAS Terms

Advisor - the teachers or staff member who provides ongoing support and advice to individual or groups of CAS students in relation to their CAS programme.

CAS Coordinator - the person(s) who is given overall responsibility for establishing and overseeing the school's CAS program

Experience - a specific event in which the student is involved 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.

Evidence: an artifact that demonstrates participation in a Cas experience and/or progress toward a goal. Image, video, document, website, etc

Global - having a significance or reference that extends beyond a local context or relates to the whole world. CAS students are encouraged to see the connections between their local experiences and a global context.

Learning outcomes - Learning outcomes specify what a CAS student is able to do at some point during his or her CAS programme. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

Portfolio – A collection of evidence of involvement in CAS experiences and reflections upon them that show the learning outcomes have been achieved.

Project - All CAS students undertake a CAS project involving teamwork that integrates one or more of the strands of creativity, activity and service. Duration is a minimum of one month. The project provides opportunities to develop and advance skills particularly related to collaboration and sustained relationships, and enables students to develop and refine plans in response to any problems that arise, and to reflect on their progress and outcomes.

Reflection - a process of exploration of personal thoughts and feelings that 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.

Strands - In CAS, there are three strands for experiences: creativity, activity and service.

SPHS CAS AGREEMENT
**(Prior to completing your 1st CAS experience, this form must
 be signed and turned in.)**

NAME: _____

Statement:	Initial:	Date:
I have carefully read the CAS handbook and I fully understand the CAS requirements.		
I know who the CAS Coordinator is and who the TOK teachers are and how to contact these individuals.		
I know who my CAS advisor is and how to contact him/her. I must meet with my advisor to discuss CAS at least once per month.		
I acknowledge that CAS experiences may not be divisive, family obligations, paid or otherwise rewarded, part of religious proselytization or devotion, or dangerous/harmful.		
I am aware of the 18-month requirement of consistent participation in CAS and will follow it.		
I am responsible for my own CAS plan; I will select experiences that interest and challenge me.		
I know I must try to maintain a balance between Creativity, Activity, and Service in my experiences and that AT LEAST one CAS project must be a service project.		
My parents/guardians are aware of the CAS component and its' requirements.		
I know that I must have a responsible adult supervisor (who is not a family member) for the project I undertake and service I participate in.		
I understand that the 100 hour service requirement for Bright Futures will be met through CAS Service experiences, and that I will need to track service hours to facilitate this.		
I will maintain a portfolio my experiences in ManageBac and keep it updated at least every 2 weeks. Experiences that have been created but have no evidence/reflection may be deleted.		
I know that the CTSS/Diploma Support time built into the IB schedule is there to allow time to develop Core elements such as CAS. I will use the time appropriately to maintain CAS.		
I know I must meet each of the seven learning outcomes as part of my CAS program.		
I am aware that I must submit my CAS experiences for approval (at the beginning) and for review (when completed).		
I understand that CAS cannot be "made up" if I get significantly behind. To remain in the IB program, I will take my participation seriously.		
I clearly understand that without satisfactory and timely completion of CAS, I will not be awarded the IB Diploma.		

I fully understand the requirements of CAS:

Student Name Printed: _____ Signature: _____ Date: _____

Parent Name Printed: _____ Signature: _____ Date: _____

CAS Advisor Name Printed: _____ Signature: _____ Date: _____

SPHS STUDENT PROPOSED CAS PROJECT
(Complete Prior to Beginning Project)
*******Electronic Form Available in ManageBac*******

Student's Name: _____

Proposed CAS Project Information

Proposed Project Description _____

**Supervisor Name: _____

Supervisor phone # _____ Supervisor email: _____

**The supervisor attesting to the completion of this activity: (The supervisor cannot be your parent and should be someone other than your CAS Advisor.)

Approximate # of hours proposed for activity: _____ Approximate beginning date: ____ Approximate ending date: _____
(minimum 1 month required of active participation)

Describe the community need being met and the plan:

Select one or more categories for this project: ____ Creativity ____ Activity ____ Service

Learning Outcomes

Place checkmark(s) next to the learning outcome(s) that you plan to achieve during this CAS project.

- _____ **1) Identify own strengths and develops areas for growth.**
- _____ **2) Demonstrate that challenges have been undertaken, developing new skills in the process.**
- _____ **3) Demonstrate how to initiate and plan a CAS experience.**
- _____ **4) Show commitment to and perseverance in CAS experiences.**
- _____ **5) Demonstrate the skills and recognize the benefits of working collaboratively.**
- _____ **6) Demonstrate engagement with issues of global significance.**
- _____ **7) Recognize and consider the ethics of choices and actions.**

Collaborating with Others

Describe how you will be collaborating with others on the project.

Signatures

I have reviewed this CAS proposal and have determined that it is consistent with the CAS guidelines, and therefore approve this CAS proposal.

Student Name Printed: _____ Signature: _____ Date: _____

Parent Name Printed: _____ Signature: _____ Date: _____

CAS Advisor Name Printed: _____ Signature: _____ Date _____

It is the student's responsibility to have a parent's permission and adult supervisor at all CAS endeavors that are not school-sponsored activities. Sussex Academy does not officially sponsor any outside CAS activities and students will assume their own risks for these events.

What forms must be in my CAS portfolio?

- CAS Handbook
- Signed CAS Agreement
- Hours Log
- CAS Project Proposal Form
- Typed Reflections (at least one reflection for each of the 7 Learning Outcomes)

When is everything due?**CAS 2-Year Calendar**

Month	Year 1	BOTH	Year 2
September	-Individual Meeting with Advisor -Complete CAS Agreement	Log CAS Experiences Every 2 Weeks and Complete CAS Project	-Group Meeting with Advisor -Hour Log Due
October	- Group or individual meeting with advisor		CAS Showcase due (TOK) Meeting with Advisor
November	Meeting with advisor		Meeting with advisor
December	Meeting with Advisor - Three completed experiences (one from each strand)		-Meeting with Advisor -Hour Log Due
January	meeting with advisor - Project proposals due		Meeting with advisor
February	Group or individual meeting with advisor		Meeting with advisor
March	-Meeting with Advisor		-Individual Meeting with Advisor -CAS Portfolio Due No Later than March 30
April	Meeting with advisor		Close out CAS meeting!
May	-Individual Meeting with Advisor- 2 nd formal interview, plan summer Cas experiences -Hour Log with Signatures Due - Learning Outcome, strand, and hours audit		
Summer	Continue to log CAS experiences		