



C.A.S. Handbook

Creativity, Activity, Service



The International Baccalaureate
Diploma Program

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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 programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

The aim of all IB programs 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. IB learners strive to be:

Inquirers 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.

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.

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

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.

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.

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.

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.

Risk-takers (Courageous) 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.

Balanced We understand the importance of balancing different aspects of our lives— intellectual, physical, (spiritual) 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.

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.

The Nature of Creativity, Activity and Service (CAS)

“...if you believe in something, you must not just think or talk or write, but must act.”

Peterson (2003)

Creativity, activity, service (CAS) is at the heart of the Diploma Program. It is one of the three essential elements in every student's Diploma Program experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Program. Each candidate must meet the CAS requirement in addition to the other mandatory components for the award of the diploma. A student's CAS records and self-evaluations must clearly demonstrate quality, balanced content, and commitment for a student to meet the CAS requirement. Failure to meet the requirements will result in no IB diploma being awarded.

The three strands of CAS, which are often interwoven with particular activities, are characterized 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 rights, dignity and autonomy of all those involved are respected. CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Program. A good CAS program should be both challenging and enjoyable, 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 activities include experiences that are profound and life-changing. For student development to occur, CAS should involve:

- ✓ Real, purposeful activities, with significant outcomes

- ✓ Personal challenge – tasks must extend the student and be achievable in scope
- ✓ Thoughtful consideration, such as planning, reviewing progress, reporting
- ✓ Reflection on outcomes and personal learning All proposed CAS activities need to meet these four criteria. It is also essential that they do not replicate other parts of the student's Diploma Program work.

Concurrency of learning is important at the Diploma Program. Therefore, CAS activities should continue on a regular basis for as long as possible throughout the program, and certainly for at least 18 months.

Why CAS?

The International Baccalaureate aims to develop internationally minded people who become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. CAS is at the heart of the Diploma Program. You will be involved in a range of activities beyond the academic classroom. CAS enables you to enhance your personal and interpersonal development through experiential learning. It provides a counterbalance to the academic pressures of the rest of the Diploma Program. It provides a personal journey of self-discovery while being challenging and enjoyable.

Responsibilities of the Student

Key to a student's CAS programme is personal engagement, choice and enjoyment of CAS experiences. Throughout the Diploma Programme students undertake a variety of CAS experiences, **ideally on a weekly basis, for a minimum of 18 months**. They must also undertake at least one CAS project with a minimum duration of one month. **Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio**. Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator's satisfaction.

CAS students 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 and the IB mission statement
- . Determine personal goals
- . Discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser
- . 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 throughout the CAS programme
- . 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 within their CAS programme
- . Communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings
- . Ensure a suitable balance between creativity, activity and service in their CAS programme
- . Behave appropriately and ethically in their choices and behaviors.

CAS Stages

While different Diploma Program subjects offer varying amounts of opportunity for experiential learning, it is at the very heart of CAS. As figure 1 indicates, experiential learning involves much more than just the activity itself: planning, acting, observing and reflecting are all crucial in making the experience as valuable as possible.

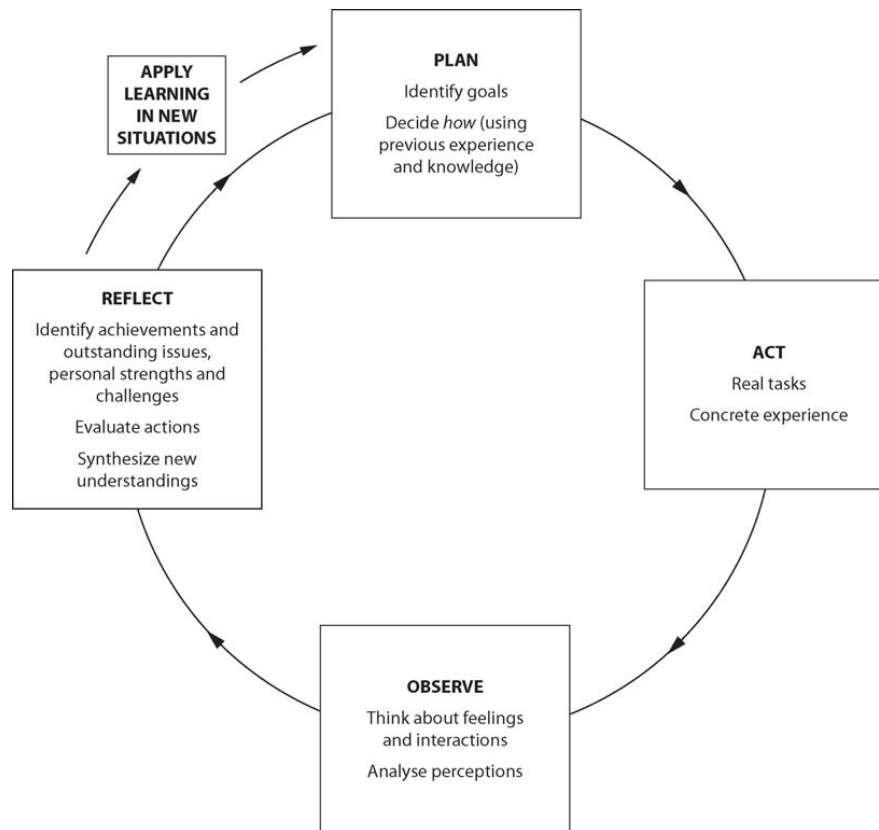


Figure 1. The cycle of experiential learning

There is an extensive literature on experiential learning. Figure 1 may be compared with those developed by David A Kolb and others who have followed him (Kolb 1984; Chapman 2005). Kolb's "working definition" is useful, in that it emphasizes that experience on its own does not guarantee learning.

[Experiential] learning is the process whereby knowledge is created through the transformation of experience.

Kolb (1984)

Among the benefits of experiential learning are the following. Students are enabled to:

- See the application of academic learning, social and personal skills to real-life situations.
- Bring real benefits to self and/or others.
- Understand their own capacity to make a difference.
- Make decisions that have real, not hypothetical, results.
- Develop skills to solve problems.
- Develop a sense of responsibility and accountability for their actions.

CAS Learning outcomes

Learning outcomes are differentiated from assessment objectives because they are not rated on a scale. The completion decision for the school in relation to each student is, simply, "Have these outcomes been achieved?"

As a result of their CAS experiences as a whole, including their reflections, there should be evidence that students have:

- Outcome 1: **Identify own strengths and develop areas for growth**
They are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
- Outcome 2: **Demonstrate that challenges have been undertaken, developing new skills in the process**
A new challenge may be an unfamiliar activity, or an extension to an existing one.
- Outcome 3: **Demonstrate how to initiate and plan a CAS experience**
They can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences.
- Outcome 4: **Show commitment to and perseverance in CAS experiences**
They demonstrate regular involvement and active engagement in CAS.
- Outcome 5: **Demonstrate the skills and recognize the benefits of working collaboratively**
They are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
- Outcome 6: **Demonstrate engaged with issues of global importance**
They 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.
- Outcome 7: **Recognize and considered the ethics choices and actions**
They show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

All seven outcomes must be present for you to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires that you have **SOME** evidence for each outcome.

This focus on learning outcomes emphasizes that it is the quality of a CAS activity (its contribution to your development) that is most important. The guideline for the minimum amount of CAS activity is approximately the equivalent of half a day per school week (three to four hours per week), with a reasonable balance between creativity, action and service. It is the EXPERIENCE and REFLECTION upon the experience that counts. CAS is NOT a logging of hours exercise.

Guidelines for some specific CAS experiences

In some parts of the world religious observance is illegal in the school curriculum; in others it is compulsory. It is recognized that this is a sensitive and difficult area. Nevertheless, the general rule is that religious devotion, and any activity that can be interpreted as proselytizing, does not count as CAS.

Some relevant guiding principles are that CAS activities should enlarge students' experience, encourage them towards greater understanding of people from different social or cultural backgrounds and include specific goals. By these criteria, work done by a religious group in the wider community, provided that the objectives are clearly secular, may qualify as CAS.

If a religious activity addresses learning outcomes (such as some summer mission trips), those outcomes are the focus. The parts of a mission trip that involve serving a community are CAS. The parts of a mission trip that involve proselytizing are not CAS. If the activity is singing religious songs, either during the service or to religious groups, this is not CAS even if a new skill is being learned.

Political activity

A CAS activity cannot be something that inherently causes division between people. Activities that support a specific political party or candidate do not count for CAS. An example of a political party or candidate specific activity would be volunteering in the Republican or Democratic campaign office.

Activities that are nonpartisan and non-candidate specific do count for CAS. An example of a nonpartisan/non-candidate specific activity would be volunteering at your local Elections Office to promote a voter registration drive.

Course requirements

Any class, activity or project, which is already part of the student's academic requirement, is not CAS (you can't do both: get grades and get CAS). For example, if your Drama course requires that you have a role in a class play and your participation will impact your grade it does not count for CAS.

School day events

CAS activities cannot take place during the school day. An example would be a band student playing at a pep rally. Although there may not be a grade impacted by their participation it takes place during the school day therefore it does not count for CAS.

What is not CAS?

What is, or what is not, CAS is a question which coordinators are frequently asked. The asking of the questions may show an inappropriate approach. If CAS becomes a points-scoring exercise, rather than an interesting variety of activities that the students finds intrinsically worthwhile and rewarding, and

which is mutually beneficial to the student and to his or her community, then its purpose is lost. It is important that the spirit of CAS be considered at all times.

Generally, CAS is not taking place when the student is in a passive rather than an active role. There should be interaction. If the student is passive, nothing of real value, either for the student or for other people, results from what the student is doing, and no real reflection is possible. In such circumstances the student will be able to meet the learning outcomes of CAS only to a very limited extent. Examples of activities, which would not be appropriate for CAS, are listed below:

- a) Any class, activity or project that is already part of the student's Diploma Program.
- b) An activity for which a student is personally rewarded either financially or with some other benefit (unless this benefit is passed on in full to a worthy cause).
- c) Doing simple, tedious and repetitive work, like returning school library books to the shelves.
- d) Working in senior or children's home when the student:
 - Has no idea of how the home operates
 - Is just making sandwiches
 - Has no contact at all with the senior citizens or children
 - Actually does no service for other people.
- e) A passive pursuit, such as a visit to a museum, the theatre, art exhibition, concert or sports event, unless it clearly inspires work in a related activity in which a student is already engaged.
- f) All forms of duty within the family.
- g) Religious devotion and any activity, which can be interpreted as proselytizing.
- h) Work experience, which only benefits the student.
- i) Fund-raising with no clearly defined end in sight.
- j) An activity where there is no leader, supervisor or responsible adult on site to evaluate and confirm student performance. (The parent of the student can not evaluate the students performance)
- k) Activities, which cause division amongst different groups in the community.

CAS Projects

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.**

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 achievements realized through an exchange of ideas and abilities.

All CAS project can address any single strand of CAS, or combine two or all three strands. The following examples are provided:

- Creativity: A student group plans, designs and creates a mural
- Activity: Students organize and participate in a sports team including training sessions and matches against other teams.
- Service: Students set up and conduct tutoring for people in need
- Creativity and activity: Students choreograph a routine for their marching band
- Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community
- Service and creativity: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials
- Creativity, activity, and service: Students rehearse and perform a dance production for community retirement home.

CAS Requirement

- Regular weekly commitment over at least 18 months
- Commitment to all three areas of CAS
- Reasonable balance between Creativity, Activity and Service
- Variety of activities
- Activities should vary in terms of length and commitment-non trivial
- Each activity must have adult supervisor
- At least one project in teamwork, integrating teamwork or more of the categories and lasting a significant length of time (2-3 months minimum)
- At least one community service outside of Jakarta Multicultural School
- Documentation of activities and evidence that the seven outcome have been achieved must be provided
- Activities that are part of earning the IB Diploma do not count towards CAS
- Meaningful reflection on activities that have been carried out

Reflection

Being reflective is one attribute of the IB learner profile: “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.”

The thinking skills category of the approaches to learning in the Diploma Programme highlights the need to explicitly teach students to reflect in different situations.

Elements of reflection

Reflection is a dynamic means for self-knowing, learning and decision-making. Four elements assist in the CAS reflective process. The first two elements form the foundation of reflection.

- Describing what happened: Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- Expressing feelings: Students articulate emotional responses to their experiences. The following two elements add greater depth and expand perspectives.
- 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. Students are not expected to reflect on every CAS experience; they should identify moments worthy of reflection. Reflection is most meaningful when recognized as a personal choice.

Forms of reflection

Reflection can appear in countless forms. CAS students should be able to identify forms of expression that have personal meaning and best enable them to explore their experiences. For example:

- A student might take photographs while hiking and use these to reflect in writing.
- Two students could compose a song describing how they helped children.
- A student might dramatize a poem to capture a feeling of creative endeavor.
- A student could produce a short video summarizing a CAS experience.
- A group of students create a poster highlighting aspects of a shared experience.

By encouraging students to choose forms of reflection that are personal and enjoyable, reflection becomes a means for self-discovery. Students make connections, develop awareness of choices and consequences, and acquire sensitivity to the experiences of self and others.

CAS Portfolio

The CAS portfolio is used by students to plan their CAS programme, reflect on their CAS experiences and gather evidence of involvement in CAS; it is not formally assessed.

During the three scheduled CAS interviews the CAS portfolio is discussed and appropriate encouragement and advice is given. Notes and recommendations from these consultations should be briefly documented and included in the student's CAS portfolio. If any concerns arise, especially on whether a student will successfully complete CAS, these should be noted in the CAS portfolio and

appropriate action taken at the earliest opportunity. The CAS coordinator/adviser checks the CAS portfolio regularly.

CAS portfolio consists of three parts, those are the following sections: “Profile”, “Experiences”, and “Evidence”.

- a) **Profile:** In this section, students include their interests, skills and talents, plans and goals for their CAS programme. At the start of CAS, students map their interests against the three strands of CAS to identify possible CAS experiences. A consideration of how a student’s personal value system aligns with the values expressed by the IB, with a particular focus on the IB learner profile, could also be included when developing a student profile. In addition, developing an awareness of themselves in relation to the CAS learning outcomes is a significant part of the profile. Through an understanding of the CAS aims and learning outcomes, students will be able to identify both short-term and long-term goals in their CAS programme.
- b) **Experiences:** This section chronicles the student’s journey in CAS, incorporating a variety of reflections, learning moments, personal achievements, and how they have utilized the CAS stages. This section would demonstrate that the student has actively engaged in his or her individual CAS programme. All throughout CAS, students can add their reflections regarding their ongoing personal development and self-awareness.
- c) **Evidence:** In this section, students collect the evidence of their involvement and achievements in CAS. Evidence could include, but is not limited to, planning documents, letters, emails, certificates, acknowledgments of participation and achievements, photographs, videos, and so on. Students could correlate their involvement with the CAS learning outcomes and may extend their thoughts to future ambitions within and outside the CAS programme.

Types of CAS portfolios

There is no singular preferred method for the CAS portfolio. While the CAS coordinator can make this determination, involving the students in having a choice would improve the level of engagement. Students may have preferences that allow for differentiation, for example, a scrapbook, video log, blog, files, or school-organized website.

Schools can mandate a particular platform—a website, blog, or commercially available database—or may opt to allow students to make an individual decision on how they will present their CAS portfolio.

CAS Resources

Schools have people and places that can be helpful resources. It must be remembered at all times that CAS is central to the Diploma Programme and its organization, and resourcing is the responsibility of the school. Students may contribute to aspects of the organization and resourcing CAS; however, students must not, for example, raise funds to provide a school CAS budget.

Internal resources

School staff: Teachers and ancillary staff could contribute to the CAS programme in a variety of ways in addition to the roles of CAS advisers and supervisors. Subject teachers also can use their academic subjects as a catalyst for CAS experiences.

Students: Many students have already achieved skills such as music, arts, sports. Students with such skills and expertise can lead or make a valuable contribution to CAS experiences with other students in the school or in the local community.

Parents: With their wide range of occupations and interests, parents can be a useful resource for CAS students.

In-school resources: Schools usually have a variety of places ideal for CAS, such as playing fields, swimming pool, assembly areas, art rooms, music studios, classrooms, laboratories, computer rooms, kitchens, cafeterias, gardens.

External resources

In order to facilitate CAS experiences, students or the school could initiate and maintain contact with outside agencies such as:

- Non-government organizations
- Local commerce and industry
- Community groups
- Youth groups, sport clubs, drama, music and art groups
- Social services, health services, government offices
- Embassies and consulates.

APPENDIX

CAS Supervisor's Comments

Student Name: _____ **Activity:** _____

The student that you have been supervising needs to satisfy 7 criteria over the course of the CAS programme. Please tick the appropriate criteria that they have satisfied in your activity below. It may well be that you are unable to assess all criteria in the given activity, in this case leave the criteria blank. Your comments are requested below (if appropriate). You are encouraged to comment on the student's performance in your activity:

Criteria	Achieved	Not Achieved
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 engaged with issues of global importance		
Recognize and considered the ethics choices and actions		

Comments:

I can confirm that this student has accomplished been involved in this activity regularly from (date) _____ to (date) _____
regularly/sometimes/rarely

Signature of Supervisor _____ Date _____

CAS Planner

Name _____ Class: _____ Date: _____

	Creativity	Activity	Service
Description: (what are you planning to do? E.g. start playing violin)			
Supervisor and contact details: (who is going to supervise you? e.g. violin coach)			
Location:			
Resources you have:			
Resources you need:			
Duration and amount: (how many hours/week?)			
Goals: (CAS learning outcomes)			
Values: (how will it contribute to your personal development? How this relates to IB learner profiles)			

CAS Advisor: _____ approved: yes/no Signature of CAS Advisor: _____ Parent's signature: _____ Suggestions:
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CAS Progress Form

(To be filled in together with the CAS advisor)

Date:

Name of student:

Name of CAS advisor:

Event	Date	Signature	Comments
Student has declared an acceptable plan for CAS activities			
First consultation between CAS adviser and student			
Second consultation between CAS adviser and student			
Student has submitted reflective work			
Third consultation between CAS adviser and student			
Student has submitted final reflections			

Name of CAS advisor:

Signature of CAS advisor:

CAS Completion form

[To be filled in together with the CAS adviser]

Date:

Name of student: _____

There is evidence that the students has fulfilled each of the following learning outcomes.

Learning outcome	Achieved (x)	Nature and location of evidence (weblog/date, journal/page, etc)
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 engaged with issues of global importance		
Recognize and considered the ethics choices and actions		

Name of CAS adviser:

Signature of CAS adviser:

Signed by the CAS Coordinator: