



CAS Guidelines Booklet

International Baccalaureate Program

Student's Name: _____

The International Baccalaureate Organization 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 IBO 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.

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. IB learners strive to be:

INQUIRERS: Develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

KNOWLEDGEABLE: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

THINKERS: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.

COMMUNICATORS: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

PRINCIPLED: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

OPEN-MINDED: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

CARING: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

RISK-TAKERS: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

BALANCED: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

REFLECTIVE: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Why CAS?

The main purpose of the International Baccalaureate is 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 Programme. You will be involved in a range of experiences 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 Programme. It provides a personal journey of self-discovery while being challenging and enjoyable.

Aims

CAS allows you to:

- Be a **reflective** thinker: you develop an understanding of your own strengths and limitations; you identify goals and devise strategies for personal growth.
- Be willing to accept new challenges and new roles.
- Be aware of yourself as a member of communities with responsibilities towards others and the environment.
- Be an active participant in sustained, collaborative projects.
- Be balanced – you will enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.

The nature of creativity, activity, service

...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 Programme. The three components of CAS, which are often interwoven with particular experiences, are characterized as follows:

Creativity: Developing a broader view of the world and of oneself through the arts, and other experiences that involve **creative thinking**.

-Working in areas that stretch oneself beyond his/her comfort zone and embraces ‘thinking outside of the box’

Activity: Physical involvement contributing to a **healthy lifestyle**, complementing academic work elsewhere in the Diploma Programme.

Service: Unpaid **and** voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

- The Goal is to work with someone and not work for a person and/or organization.

CAS experience/project must involve:

1. Real, purposeful experiences, with significant outcomes
2. A personal challenge – tasks must extend you and be achievable in scope
3. Thoughtful considerations, such as planning, reviewing progress, reporting
4. Reflection on outcomes and personal learning.

***All seven Learner Outcomes (LOs) must be present for you to successfully complete the CAS requirements. Some may be demonstrated many times, in a variety of experiences, but completion requires that you have some evidence for each outcome.

This focus on learning outcomes emphasizes that it is quality of a CAS experience (its contribution to your development) that is most important. The guideline for the minimum amount of CAS involvement is equivalent to **3-4 hours per week**; HOWEVER, **consistency in involvement over an extended period** is the focus, with a reasonable balance between creativity, activity and service. It is the experience and reflection upon one’s involvement that counts.

CAS is **NOT** a logging of hours exercise

Learning Outcomes

1. **Identify own strengths and develop 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**

RESPONSIBILITIES OF THE STUDENT

The CAS programme is **your** responsibility. The faculty will help guide you; however, the CAS experience is **personal** and only you can build a program that meets your needs. There are requirements that must be met.

You are **required** to:

- Self-review at the beginning of your CAS experience and set personal goals for what you hope to achieve.
- Plan, do and reflect: plan ventures, carry them out and reflect on what you have learned.
- Communicate with your CAS advisor and the CAS coordinator throughout the process over 18 months. You should discuss your plans and progress quarterly.
- Take part in a range of experiences
 - This includes at least one PROJECT, which includes:
 - Collaboration
 - Some significant part of the Project which YOU personally **plan and initiate**.
 - It must include **Service** and at least one of the other two CAS components.
 - Must continue for at least one month.
- Always keep records of your experiences/achievements and upload on ManageBac.
- Show evidence of achievement of the eight CAS Learning Outcomes.

Choosing a CAS venture

You must choose carefully considering the CAS guidelines presented in this Handbook.

- Every experience/project must include clearly stated **new, measurable goals**
- You **MUST** learn **NEW** skills and meet **NEW** challenges.
- A **project** must go on at least one month.
- Each experience/project **MUST** be documented and verifiable
- CAS is **MORE** than just **VOLUNTEERING**; **you** must get something from your involvement.
- You must have a **plan**.
- A **MAJOR** portion of your CAS experience **MUST** involve a CAS project.
- Clubs outside of school hours are often part of CAS activities.

Is it CAS?

It is CAS if it is a **new experience** for you and permits YOUR **growth** in one or more of the LOs.

A CAS venture/project must be approved by your advisor or CAS coordinator before you begin. If you choose to begin a commitment before it is approved you do run the risk of not receiving “credit” for CAS.

Planning

Answer these questions:

- What do I plan to do? Describe your experience.
- Where will it occur?
- When will I participate?
- How will I be involved?
- Why am I going to be involved in this experience?
- What are my **measurable** goals?
- What LOs are involved/included?

Documentation requirements:

A student’s CAS program should be individual and personal. Students are granted flexibility to document their CAS involvement in a way that works best for them on ManageBac, <https://carrollwood.managebac.com/login>.

Students can upload photos, videos, or link to other sites.

The following outlines the minimum required of students for their documentation.

Proposing an experience:

When proposing an experience, students must include a description of the following:

- **What** they plan to do and **how** they plan to do it (described above in “Planning”).
- A measureable goal: the goal needs to include both quantifiable (easy to measure) aspects **and** personal, reflective (qualitative/intrinsic) aspects.

Recording progress:

At least once a month for each current venture, students must:

- Reflect every month on **each** commitment that is currently active - add these thoughts and include them on your Final Reflection (one reflection per activity).
- Add one piece of supporting evidence for at least one of the commitments that is currently active..
- For a CAS Project (in addition to the evidence above):
- Add a brief narrative reflection, or discussion, of progress on ManageBAC.
 - Include details of what you **planned** to do and what you **actually** did
 - Examples of **collaboration** that took place
 - What progress towards goals was made, and, if you achieved part/all – why or why not
- Whenever possible, include specific reference to the Global Importance and Ethical Awareness.

To conclude a commitment:

Within 2 weeks of ending a venture, you must:

- Write a “Final Reflection” including:
 - Remarks on success/failure regarding progress of the goals and why.
 - What you learned with the experience
 - The high and low points of the experience
 - Obstacles that were faced and how you overcame them – or not.
 - What could you have done differently?
 - Thoughts on the **Global Importance** and **Ethical Considerations**
- Answer the **CAS questions**, providing **examples** for how each ‘proposed’ LO was addressed.

Developing reflection

Experiential learners should consider, where appropriate, for you and others, and for each stage (before, during and after):

- Bring back the experience
 - brief summary of what activities are carried out.
- Analyze it
 - consider the goals set up prior to the commitment
 - consider CAS elements involved
 - consider the connections between CAS and TOK. What kind of links can be established?
 - how were relationships established with peers, adults, members of the community...?
- Evaluate it
 - consider successes, challenges, aspects to improve
 - achievement of goals and if there are new goals to be made
 - any other relevant issues
- Draw conclusions
 - What were the changes in perspectives?
 - Meaningful learning. What did I learn?
 - Did I realize any change in myself, my abilities, my attitudes and my values?
 - Do I recognize ways that I may continue to grow?
- Applications in other life-situations
 - How can I apply what I have learned in other life-situations?
 - Can I plan further actions with what I have learned?
 - Will what I have learned affect my future?

Final Reflection: The Final Reflection sums up your experience. Follow the same format of the monthly reflection. **Specifically name the Learning Outcomes that you experienced and how you learned through the activity.**

Evaluation

- The most important aspect of evaluation is your self-evaluation, your reflections.
- You will be provided feedback on your progress by your CAS advisor and offered advice on your experiences.
- The school makes the final decision on your completion of CAS and reports the completion to the IB regional office.
- You **MUST** meet the minimum requirements in order to be eligible to receive the IB diploma.

Consequences for failing to document or engage in CAS:

CAS completion is required to be eligible for the IB diploma.

You won't be eligible for your IB **Diploma** due to non- completion of the CAS program.

CAS is all about you developing and being involved in our local and global community. It is a time for you to enjoy and learn about yourself. You set your own path and design your own experiences.