Creativity, Activity and Service Guide

(For students graduating in 2017 and after)

International Baccalaureate Diploma Program

Skyline High School

Last Revised September 2016

Adapted from Millennium High School, Goodyear, Arizona

Robert D. Schlosser

IB Diploma Program Coordinator and CAS Coordinator
# Table of Contents

Welcome............................................................................................................................................................................. Page 3

IB Mission Statement.......................................................................................................................................................... Page 4

IB Learner Profile............................................................................................................................................................... Page 5

The nature of CAS............................................................................................................................................................... Page 6

Aims of CAS........................................................................................................................................................................ Page 7

CAS Learning Outcomes.................................................................................................................................................... Page 8

Responsibilities of the student............................................................................................................................................... Page 12

Guidelines to CAS experiences........................................................................................................................................ Page 13

CAS stages........................................................................................................................................................................... Page 13

CAS strands......................................................................................................................................................................... Page 14

CAS project......................................................................................................................................................................... Page 18

Reflection........................................................................................................................................................................... Page 20

CAS portfolio....................................................................................................................................................................... Page 22

What is not CAS?.............................................................................................................................................................. Page 22

Does my activity qualify as CAS?...................................................................................................................................... Page 23

Benchmarks for CAS.......................................................................................................................................................... Page 24

CAS Resources.................................................................................................................................................................... Page 25

CAS Project Form............................................................................................................................................................... Page 28

CAS Initial Self-Review and proposed CAS plan.................................................................................................................. Page 29

How to write a good CAS reflection.................................................................................................................................. Page 31

A Quick Guide to CAS......................................................................................................................................................... Page 32
Dear International Baccalaureate Diploma Program Candidate,

This guide has been put together to help you through the process of completing your CAS portfolio. Inside you will find explanations, requirements, guidelines and forms that will be important to you as you begin your CAS journey.

Please keep in mind that the CAS requirements is a fundamental part of the IB Diploma Program. It is designed to allow students to enhance their personal development through experiential learning as well as to provide an important counter-balance 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 program includes experiences that are profound and life-changing.

The best way to find yourself is to lose yourself in service to others.
• Mahatma Gandhi

Creativity is intelligence having fun.
• Albert Einstein

Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.
• President John F. Kennedy

As your CAS coordinator, I am here, in addition to your other teachers, to help you through this process. Please do not hesitate to let me know if you are struggling, have questions, or just need to talk through an idea. We will meet several times throughout the process, and I am available for any additional meetings that you might want or need.

I look forward to working with you.

Sincerely,

Chris Krueger and Linda Sossenheimer
IB Diploma Program Coordinator and CAS Coordinator
ckrueger@graniteschools.org
lsossenheimer@graniteschools.org
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 life-long learners who understand that other people, with their differences, can also be right.
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**
They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and show independence in learning. They actively enjoy their 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 an 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 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.
The nature of CAS

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

(Peterson 2003)

CAS is at the heart of the Diploma Program. 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.

CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students 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 program in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS program is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS program is, therefore, individualized according to student interests, skills, values and backgrounds.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS program formally begins at the start of the Diploma Program and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity and service.

All CAS 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 CAS experiences and for student reflections; it is not formally assessed.

Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Students engage in CAS experiences involving one or more of the three CAS strands at a time. A CAS experience can be a single event or may be an extended series of events.

Further, students undertake a CAS project of at least one month’s duration that challenges students 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 a combination of 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.

There are three formal documented **interviews** students must have with their CAS coordinator. The first interview is at the beginning of the CAS program, the second at the end of the first year and the third interview is at the end of the CAS program.

CAS emphasizes **student reflection**, which is central to building a deep and rich experience in CAS. Reflection 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.

**Aims 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 experiences and at least one CAS project;
- Understand they are members of local and global communities with responsibilities towards each other and the environment.
CAS Learning Outcomes

Student completion of CAS is based on the achievement of the seven CAS learning outcomes realized through the student’s commitment to his or her CAS program over a period of 18 months. These learning outcomes articulate what a CAS student is able to do at some point during his or her CAS program. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

Some learning outcomes may be achieved several time, while others may be achieved less frequently. Students provide the school with evidence of their CAS portfolio of having achieved each learning outcome at least once through their CAS program. Commonly, evidence of achieving the seven CAS learning outcomes is found in the students’ reflections.

In CAS, there are seven learning outcomes (please note that the descriptors that follow each learning outcome are not an exhaustive list; they are merely examples):

<table>
<thead>
<tr>
<th>Learning Outcome 1: Identify own strengths and develop areas for growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor: Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.</td>
</tr>
</tbody>
</table>

The student:

- is aware of his/her own strengths and weaknesses
- is open to improvement and growth opportunities
- is able to propose activities/experiences according to his/her own interests and talents
- is willing to participate in a variety of activities/experiences
- 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.

<table>
<thead>
<tr>
<th>Learning Outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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 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

Descriptor: Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or a 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.

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 a 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 and 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

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

The student:
- demonstrates regular involvement and active engagement with CAS experiences and at least one 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 at least one CAS project
Learning Outcome 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

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 a 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

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.

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 experiences 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

Descriptor: Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences

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
Responsibilities of the student

Key to a student’s CAS program is personal engagement, choice and enjoyment of the CAS experiences. Throughout the Diploma Program, 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
- 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 a CAS program
- 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 program
- communicate with the CAS coordinator in formal and informal meetings
- ensure a suitable balance between creativity, activity and service in their CAS program
- behave appropriately and ethically in their choices and behaviors
Guidelines to CAS experiences

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

Typically, a student’s CAS program combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS program must be more than unplanned/singular experiences. A series of planned CAS experiences are recommended for a more engaging CAS program.

A CAS experience must:

- fit within one or more of the CAS strands
- be based on a personal interest, 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 program course requirements

To further assist students in deciding on a CAS experience, the following questions may be useful for students to consider:

- Will the experience be enjoyable?
- Does the experience allow for development of personal interest, 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?

While it is not necessary that each CAS experience to address a CAS learning outcome, upon completion of the CAS program, CAS students are required to present evidence demonstrating achievement of all CAS learning outcomes.

CAS stages

The CAS stages (adapted from Cathryn Berger Kaye’s “five stages of service learning”, 2010) offer a helpful and supportive framework and continuum of process for CAS students as they consider what they would like to do in CAS, make plans and carry out their ideas. The CAS stages are applicable to the three strands of creativity, activity and service, and the CAS project. These CAS stages represent a process and sequence whereby they investigate an interest that often raises questions and curiosity along the way, and demonstrate their understandings and the process. By applying these stages to CAS, students have a reliable yet flexible structure they can apply to future situations with confidence.

The five CAS stages are as follows:

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 action 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.

For singular CAS experiences, students may begin with investigation, preparation or action. For ongoing CAS experiences, beginning with investigation is advised. In these ongoing experiences, the action stage may lead students back to investigation or preparation as they further develop, expand and implement new or related ideas.

**CAS Strands**

**Creativity: Exploring and extending ideas leading to an original or interpretive product or performance**

Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression. Creativity will come from the student’s talents, interests, passions, emotional responses and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary endeavors that move them beyond the familiar, broadening their scope from conventional to unconventional thinking.

If students are accomplished in a particular creative form, for example, music, painting or acting, they may choose to extend their involvement and deepen their skill level. Within their field, students can define new challenges and objectives to fulfill creativity in CAS. For example, a musician may compose and perform a guitar solo; an artist may create a new sculpture or photographic series; an actor may present an original dramatic piece. By striving for new possibilities, students may discover ways to meet challenges and identify strengths that carry them forward with curiosity and continued innovation. When demonstrating creative expression, students may showcase their product or performance in a variety of ways, for example, through a recording, a presentation, an exhibition, social media or shared discussion. Creativity in CAS is not met by the appreciation of the creative effort of others, such as attending a concert or art exhibition.

Creativity can be inspired and informed by the student’s Diploma courses. For example, students can meet new challenges and objectives in creativity using the skills developed in the Film course. However, creativity experiences must be distinct from, and may not be included or used in, the student’s Diploma course requirements.
Approaches to creativity:

There are many approaches to creativity, such as:

- **Ongoing creativity:** A student may already be engaged in creativity as part of a school group or club, or through some other form of sustained creativity. Students may continue in this as part of their creativity; however, students could also be encouraged to further extend and develop their participation if appropriate.

- **School-based creativity:** Students are encouraged to participate in meaningful creativity and to explore their own sense of original thinking and expression. In school, there may well be appropriate creativity opportunities in which the students can engage. These creativity experiences could be part of the school’s service CAS projects, a school club, time-tabled creativity sessions, or other opportunities.

- **Community-based creativity:** Participating in creativity within the local community advances student awareness and understanding of interpersonal relationships with others, particularly if the creativity experience involves the local community. Creativity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of students’ talents, interests, passions, emotional responses and imagination. For example, students could be encouraged to join a community-based theater group, contribute towards a community art gallery, create a sculpture for a community park, and take cooking classes or other opportunities.

- **Individual creativity:** Students may decide that they wish to engage in solitary creativity experiences such as composing music, developing a website, writing a compilation of short fiction stories, designing furniture, creating arts and crafts or painting a series of portraits. Such creativity experiences are of most benefit when they take place over an extended duration of time.

Activity: Physical exertion contributing to a healthy lifestyle

The aim of the “Activity” strand is to promote lifelong healthy habits related to physical well-being. Pursuits 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. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit.

Students who regularly participate in suitable activity experiences are encouraged to develop and extend their participation. Students could expand personal goals, explore different training models to enhance their existing sport or become involved in a new sport. For dedicated student athletes, maintenance of a planned, rigorous training program is appropriate.

Approaches to activity:

There are many approaches to activity, such as:

- **Ongoing activity:** A student may already be engaged in activity as part of a school team or club, or through some other form of sustained physical exercise. Students may continue in this as part of their activity; however, they should set personal goals in keeping with the principles of
CAS. Students can also be encouraged to further extend and develop their participation if appropriate.

- **School-based activity**: Students are encouraged to participate in meaningful activity that benefits the physical well-being. In school, there may well be appropriate activity opportunities in which the student can engage. These activity experiences could, for example, be part of the school curriculums, a school sports club, or time-tables sports sessions. Students may elect to initiate a school-based activity such as basketball or tennis and engage other CAS students or any student within the school.

- **Community-based activity**: Participating in activity within the local community advances student awareness and understanding of interpersonal relationships, particularly if the activity experience involves members of the local community. However, single events of activity can lack depth and meaning. When possible, activity experiences best occur with regularity that builds and sustains relationships while allowing the growth of physical well-being of the students. For example, rather than a single activity experience at a community-based fun run, students could be encouraged to join a community-based running club, a dance class, an aerobics class or an out-of-school group.

- **Individual activity**: Students may decide that they wish to engage in solitary activity experiences such as, for example, attending a gym, bicycling, roller-skating, swimming or strength conditioning. Such activity experiences are of most benefit when they take place over and extended duration of time.

**Service: Collaborative and reciprocal engagement with the community in response to an authentic need**

The aim of the “Service” strand 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. Service is often seen as one of the most transforming elements of CAS by promoting students’ self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness. Use of the CAS stages in developing a service experience is recommended for best practice.

Service within CAS benefits all involved: students learn as they identify and address authentic community needs, and the community benefits through reciprocal collaboration. Service fosters development of abilities, attitudes and values in accordance with the IB mission statement and the IB learner profile. As such, CAS service experiences are unpaid.

**Four types of service action:**

It is recommended that students engage with different types of service within their CAS program. These types of action are as follows:

- **Direct service**: Student interaction involves people, the environment or animals. For example, this can appear as one-on-one tutoring, developing a garden in partnership with refugees or working in an animal shelter.
• **Indirect service:** Though students do not see the recipients of indirect service, they can have verified their actions will benefit the community or environment. For example, this can appear as re-designing a non-profit organization’s website, writing original picture books to teach a language or nurturing tree seedlings for planting.

• **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest. For example, this may appear as initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.

• **Research:** Students collect information through varied sources, analyze data and report on a topic of importance to influence policy or practice. For example, they may conduct environment surveys to influence their school, contribute to a study of animal migration, and compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

### Approaches to service

There are many approaches to service, such as:

• **Ongoing service:** When investigating a need that leads to a plan of action implemented over time, students develop perseverance and commitment. They observe how their ideas and actions build on the contributions of others to effect change. Their reflections show deeper awareness and knowledge of social issues.

• **School-based service:** While students are encouraged to participate in meaningful service that benefits the community outside school, there may well be appropriate service opportunities within the school setting. In all cases an authentic need must be verified that will be met through student action. Service needs met at school may prepare students for further action within the larger community; for example, by tutoring within the school, students may then be better prepared to tutor at a community center.

• **Community-based service:** Participating in service within the local community advances student awareness and understanding of social issues and solutions. However, single incidents of engagement with individuals in a service context can lack depth and meaning. When possible, interactions involving people in a service context best occur with a regularity that builds and sustains relationships for the mutual benefit of all. For example, rather than a single service experience at a retirement facility, students can decide to establish regular visits when they realize their efforts are valued and have reciprocal impact.

• **Immediate need service:** In response to a disaster, students often want to move towards immediate action. Typically they quickly attempt to assess the need and devise a planned response. Later, the students can be reminded and encouraged to further investigate the issue to better understand underlying causes. This provides greater context even if the service action has already taken place. With increased knowledge, students may commit to ongoing assistance, for example, such as joining with prevention or community resilience initiatives regarding an environmental issue.

• **Fundraising:** They preferred approach is for students to initially develop their understanding of the organization they choose to support and the issues being addressed. Students can draw from their interests, skills and talents to plan the method and manner of fundraising. Ideally,
students directly communicate with the organization and establish accountability for funds raised. Sharing the rationale for the fundraising educates others and advocates the chosen cause. Students can also be asked to consider other ways to augment their contribution through direct, advocacy or research service.

- **International service:** Students are encouraged to participate locally in service before considering service opportunities outside their country. When participating in international service, students must understand the background and the circumstances of an identified and authenticated need to support their involvement. When direct communication with an overseas community is not possible, students could cooperate with an outside agency to provide an appropriate service. Students do benefit from serving in an international context when able to make clear links to parallel issues in their local environs and they understand the consequences of their service.

- **Volunteerism:** Students often volunteer in service experiences organized by other students, the school or an external group. In such cases, students benefit from prior knowledge of the context and the service need. Being informed and prepared increases the likelihood that the students’ contribution will have personal meaning and value. Utilizing the CAS stages prior to volunteering is highly recommended.

- **Service arising from the curriculum:** Teachers plan units with service learning opportunities in mind, students may or may not respond and act. For example, while studying freshwater ecology in Environmental Systems and Societies, students may decide to monitor and improve a local water system.

**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. **CAS students must be involved in at least one CAS project during the CAS program.** 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 team work 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.

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. A CAS project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities for individual students to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects.

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 of 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.
• **Creativity:** A student group plans, designs and creates a mural;
• **Activity:** Students organize and participate in team sports, 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 children at a local school need backpacks and subsequently design and make backpacks out of recycled materials;
• **Creativity, activity and service:** Students rehearse and perform a dance production for a community retirement home.

All CAS projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS project. Students will likely identify more outcomes, or modify expected outcomes during the CAS project and/or at its completion.

A minimum of one month is recommended for a CAS project, from planning to completion. CAS projects of longer duration can provide even greater scope and opportunities for all participants and should be encouraged. Students should aim to undertake their CAS project locally and, if possible, engage in more than one CAS project over the duration of their CAS program.

As expected throughout CAS, students reflect on their CAS project experience. Due to the collaborative nature of the CAS project, having occasions to reflect with others can prove most informative and assist students in gaining insights into the process of their endeavor as well as personal growth.
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.”

Reflection is central to building a deep and rich experience in CAS. Student learning is enhanced by reflection on choices and actions. This enables students to grow in their ability to explore skills, strengths, limitations and areas for further development. Through reflection, students examine ideas and consider how they might use prior learning in new contexts. Reflection leads to improved problem-solving, higher cognitive processes and greater depth of understanding in addition to exploring how CAS experiences may influence future possibilities.

The overarching intention of reflection in CAS includes the opportunity for students to:

- 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 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

Elements of reflection

Reflection is a dynamic means of 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 re-tell 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: Re-thinking 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.
Extending reflection

Having established an effective understanding of the four elements of reflection, students develop higher order thinking skills by critically examining thoughts, feelings and actions, thereby synthesizing their learning.

For example:

What did I do? could become Why did I make this particular choice? How did this experience reflect my personal ideas and values? or In what ways am I being challenged to think differently about myself and others?

How did I feel? could become How did I feel about the challenges? What happened that prompted particular feelings? or What choices might have resulted in different feelings and outcomes?

Time for reflection

Purposeful reflection is about quality rather than quantity. The appropriate occasion, amount and method is the student’s decision. Reflection offers students opportunities to understanding the concept, process and value of the CAS experiences. With experiences that add meaning and self-knowledge, students can adapt, adopt and integrate reflection into a lifelong process.

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 on 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 could create a poster highlighting aspects of a shared experience.

Students should include reflections in their CAS portfolio that give evidence to achieving each of the seven CAS learning outcomes.

Understanding reflection

One way to explain reflection is to clarify what reflection is and what it is not. This chart shows examples of what reflection is, and is not.

<table>
<thead>
<tr>
<th>Reflection is:</th>
<th>Reflection is not:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• honest</td>
<td>• forced</td>
</tr>
<tr>
<td>• personal</td>
<td>• right or wrong</td>
</tr>
<tr>
<td>• done in many different ways</td>
<td>• good or bad</td>
</tr>
<tr>
<td>• sometimes difficult</td>
<td>• marked or graded</td>
</tr>
<tr>
<td>• sometimes easy</td>
<td>• difficult</td>
</tr>
<tr>
<td>• sometimes creative</td>
<td>• copying what someone else said</td>
</tr>
<tr>
<td>• building self-awareness</td>
<td>• predictable</td>
</tr>
<tr>
<td>• necessary for learning</td>
<td>• to be judged by others</td>
</tr>
</tbody>
</table>
Reflection and the CAS learning outcomes

Reflection is the primary evidence used by CAS coordinators to determine whether students have successfully attained the seven CAS learning outcomes. However, it is important to note that not all reflections should or must discuss learning outcomes. During CAS, students benefit from both structured and informal reflection when gathering evidence of learning outcomes.

CAS portfolio

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS and achievement of the seven CAS learning outcomes. The CAS portfolio can also reveal how students have developed the attributes of the IB learner profile.

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

At MHS, we believe that students should have the freedom to compile their CAS portfolios in any way they wish. Therefore, there is not a one-size fits all approach to what a CAS portfolio will look like. Examples of portfolios are: PowerPoints with pictures, videos and reflections; Blogs, Vlogs, Portfolios in the form of scrapbooks, etc. Students are encouraged to discuss the format of their CAS portfolio with the CAS coordinator.

What is not CAS?

CAS is not a point-scoring or hour-counting exercise. It should be an interesting variety of activities that you find intrinsically worthwhile and rewarding, and which is mutually beneficial to you and your community. Generally, CAS is not taking place when you are in a passive, rather than active role. There should be interaction. If you are passive, nothing of real value, either for you or for other people, is likely to result from what you are doing. Hence, no real reflection is possible.

Example of activities, which at first sight might seem appropriate, are not.

- any class activity or project that is already part of the Diploma Program, or that you are receiving class credit for;
- an activity for personal reward, financial or benefit-in-kind;
- simple, tedious or repetitive work;
- a passive pursuit, such as museum, theater, art exhibition or concerts;
- part of family or religious duty;
- activities that cause division among different groups in the community;
- an activity where there is no responsible adult on site to evaluate your performance;
- only a summary of what happened;
- done to please someone else;
- a waste of time;
- only written;
- only discussion;
- only led by teachers.
Does my activity qualify for CAS?

Am I positively helping my community? OR
Do I have a specific, achievable and measurable goal?

Yes

Does this experience interest me or touch my heart?

Yes

Am I hour or experience counting?

Yes

Am I proselytizing? (Preaching religion, attempting to convert/persuade another)

No

Is the experience divisive in nature?

No

Does the experience challenge you creatively, challenge you with physical exertion or unpaid service to others?

Yes

CAS!

These experiences will most likely count as CAS, but check with the CAS Coordinator to be sure.

No

Not CAS

No

Not CAS

No

Not CAS

No

Not CAS

No

Not CAS

No

Not CAS

Yes

No

Not CAS
Benchmarks for CAS

To help you keep on track, we offer these benchmarks. As each student’s CAS experiences are unique, the benchmarks may need to be modified for individual students. If you feel that any of these benchmarks are not appropriate for your specific situation, please discuss it with the CAS coordinator.

Year 1

Quarter 1
• CAS Initial Self-Review and proposed plan turned in
• First interview with CAS coordinator
• One or more experience logged (could be initiated, underway or entirely completed)

Quarter 2
• One or more experience logged
• Minimum of 2 reflections written

Quarter 3
• Two or more experience logged
• Minimum of 4 reflections written
• Supervisor’s review form given to supervisor for completed experiences

Quarter 4
• Three or more experiences logged
• Minimum of 6 reflections written
• Supervisor’s review form given to supervisor for completed experiences
• Learning outcomes reviewed and plan made for those not yet met (Second interview with CAS coordinator)
• CAS project either completed, in progress or a concrete plan made to complete project

Year 2

Quarter 1
• Three or more experiences logged
• Minimum of 8 reflections
• Supervisor’s review form given to supervisor for completed activities

Quarter 2
• Four or more experiences logged
• Minimum of 10 reflections
• Supervisor’s review form given to supervisor for completed activities
• CAS project completed or in progress

Quarter 3/4
• Completed CAS (blend of creativity, activity and service; met all learning outcomes; CAS project completed; reflections and evidence completed for all activities; supervisor’s review completed for each experience where appropriate)
• Completion of CAS could occur on or before April 30
• Final interview with CAS Coordinator
CAS Resources

Listed are possible experiences that you may wish to pursue. The list is by no means exhaustive and just because an experience does not appear on this list does not mean that it will not or cannot count for CAS. Please consult with the CAS coordinator prior to beginning any CAS experience so that you can be sure it will count towards your CAS program.

Potential CAS creativity experiences:

- Classes at Michael’s (http://www.michaels.com/classes-and-events/classesandevents)
- Cooking
- Drama/theater groups
- Script writing
- Drawing
- Fashion show for charity
- Graphic Design
- Band/orchestra
- Music/choir
- Dance
- Choreography
- Art classes
- Murals
- Painting
- Photography
- Create a film (NOT for IB Film)
- Sewing
- Product design
- Set design
- Poster or t-shirt design
- Writing for a newspaper, contest, etc.
- Chess club
- Model UN
- Science Olympiad

Potential CAS activity experiences:

- Adventure trips
- Sports (individual or team; in or out of school)
- Martial arts
- Yoga or Pilates
- Dance classes
- Hiking or rock climbing
• Horseback riding
• Running
• Personal training at a gym
• Charity races

Potential CAS service experiences:

• Tutoring
• Key Club
• Humanitarian Club
• Interact Club
• National Honors Society (some of their service projects count – others do not)
• March of Dimes [www.marchofdimes.org](http://www.marchofdimes.org) (birth defect prevention)
• Give Kids the World: [www.gktw.org](http://www.gktw.org) (vacation village for terminally ill kids)
• Best Buddies International: [www.bestbuddies.org](http://www.bestbuddies.org) (buddy with kids with developmental disabilities)
• Special Olympics Project UNIFY: [www.specialolympics.org/project_unify.aspx](http://www.specialolympics.org/project_unify.aspx) (working with people with intellectual disabilities)
• Habitat for Humanity: [www.habitatcaz.org](http://www.habitatcaz.org) (building homes)
• Fugees Family: [www.fugeesfamily.org](http://www.fugeesfamily.org) (refugee support)
• Right to Play: [www.righttoplayusa.org](http://www.righttoplayusa.org) (helping disadvantaged kids worldwide play sports)
• National Youth Leadership Council: [www.nylc.org](http://www.nylc.org) (service learning)
• Bead for Life: [www.beadforlife.org](http://www.beadforlife.org) (eradicate poverty in Uganda)
• Random Kid: [www.randomkid.org](http://www.randomkid.org) (service projects you can join)
• Me to We: [www.metowe.com](http://www.metowe.com) (organizes service trips)
• One Laptop per Child: [one.laptop.org](http://one.laptop.org) (provides laptops to kids)
• Operation Wallacea: [www.opwall.com](http://www.opwall.com) (organizes service trips – conservation)
• Build On: [www.buildon.org](http://www.buildon.org) (build schools in other countries)
• Spread the Net: [plancanada.ca/spread-the-net](http://plancanada.ca/spread-the-net) (Malaria prevention)
• War Child: [www.warchild.org](http://www.warchild.org) (prevention of child soldiers)
• Dignitas International: [www.dignitasinternational.org](http://www.dignitasinternational.org) (disease prevention)
• Free the Children: [www.freethechildren.com](http://www.freethechildren.com) (children helping children through education)
• Invisible Children: [www.invisiblechildren.com](http://www.invisiblechildren.com) (helping children in Africa)
• Pennies for Peace: [www.penniesforpeace.org](http://www.penniesforpeace.org) (service learning program to help communities in Afghanistan and Pakistan)
• The Nobility Project: [www.nobility.org](http://www.nobility.org) (make movies to bring awareness)
• OxFam International [www.oxfam.org](http://www.oxfam.org) (finding solutions to poverty)
• Project Linus: [www.projectlinus.org](http://www.projectlinus.org) (making blankets for kids)
• American Cancer Society: [www.cancer.org](http://www.cancer.org)
• American Diabetes Association: [www.diabetes.org](http://www.diabetes.org)
• American Heart Association: [www.heart.org](http://www.heart.org)
• American Lung Association: www.lung.org
• Make-A-Wish Foundation: www.wish.org (grants wishes for kids with life threatening illnesses)
• Big Brothers and Sisters of Central Arizona: www.bbbsaz.org
• American Red Cross: www.redcross.org
• Salvation Army: www.salvationarmy.org
• Volunteer Match: www.volunteermatch.org
• Charity races (also falls under “action”)
• Other non-profit agencies
## Skyline High School  CAS Project Form

<table>
<thead>
<tr>
<th>Project leader(s) name(s):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional member names:</td>
<td></td>
</tr>
<tr>
<td>Title of Project:</td>
<td></td>
</tr>
<tr>
<td>Focus of Project/Project goal(s):</td>
<td></td>
</tr>
<tr>
<td>How you/we are following the CAS stages:</td>
<td>For each CAS stage, describe either what has been done or what you plan to do</td>
</tr>
<tr>
<td>• Investigation</td>
<td></td>
</tr>
<tr>
<td>• Preparation</td>
<td></td>
</tr>
<tr>
<td>• Action</td>
<td></td>
</tr>
<tr>
<td>• Reflection</td>
<td></td>
</tr>
<tr>
<td>• Demonstration</td>
<td></td>
</tr>
<tr>
<td>Name of the organization the project is organized with or for, if applicable</td>
<td></td>
</tr>
<tr>
<td>Name and contact information for your project supervisor</td>
<td></td>
</tr>
<tr>
<td>Anticipated date(s) of CAS project</td>
<td></td>
</tr>
<tr>
<td>Risk assessment required? (if there is a potential risk to you or anyone else as a result of your involvement in your project that we need to explore further)</td>
<td>Yes or No (circle one)</td>
</tr>
<tr>
<td>Student signature(s):</td>
<td></td>
</tr>
<tr>
<td>CAS Coordinator signature:</td>
<td></td>
</tr>
</tbody>
</table>
CAS Initial Self-Review and Proposed CAS Plan

Student Name: ___________________________________________  ID: _______________________

Before you begin any CAS experience, you must take some time to consider what kind of experiences are going to be most meaningful to you and create a plan for meeting all of the CAS requirements. Please complete both pages of this form prior to your first scheduled meeting with your CAS coordinator.

1. What do you consider your greatest accomplishment so far? What did you learn from this accomplishment?
   ________________________________________________________________________________
   ________________________________________________________________________________

2. What activities are you currently involved in? Which ones would you like to continue? Is there a new goal that you can set for yourself in these activities?
   ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

3. Name some things that you are really good at doing.
   ________________________________________________________________________________
   ________________________________________________________________________________

4. Name one skill that you have always wanted to develop further within yourself.
   ________________________________________________________________________________
   ________________________________________________________________________________

5. Name one activity that you have always wanted to try. Why do you want to try this activity?
   ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

6. Who is someone you admire? What is it about this person that you admire?
   ________________________________________________________________________________
   ________________________________________________________________________________

7. How do you think you will describe yourself after you have completed the IB program?
   ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________
Proposed CAS Plan

Student Name: ____________________________________________________

Describe each of your proposed CAS experiences below. Then, circle the most appropriate strand(s), learning outcome(s) met for each experience (learning outcomes are found on pages 8-10 in this guide) and indicate whether or not each experience meets the requirement for at least one CAS project.

<table>
<thead>
<tr>
<th>Experience</th>
<th>C, A, S</th>
<th>Learning Outcome(s) met</th>
<th>CAS Project?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C A S</td>
<td>1 2 3 4 5 6 7</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>C A S</td>
<td>1 2 3 4 5 6 7</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>C A S</td>
<td>1 2 3 4 5 6 7</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>C A S</td>
<td>1 2 3 4 5 6 7</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>C A S</td>
<td>1 2 3 4 5 6 7</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>C A S</td>
<td>1 2 3 4 5 6 7</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Student signature: ____________________________________________________

Parent signature: ____________________________________________________

CAS Advisor signature: ________________________________________________
How to write a good CAS reflection

- Socially Responsible Action
- Service as action
- CAS

- an opportunity for experiential learning
- a counterbalance to academics
- should be both challenging and enjoyable
- real, purposeful activities with significant outcomes
- reporting details and reflection

<table>
<thead>
<tr>
<th>Description of the activity</th>
<th>Reflection about the activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who?</strong></td>
<td><strong>How?</strong></td>
</tr>
<tr>
<td>– List who participated</td>
<td>– List the impact this activity had on you</td>
</tr>
<tr>
<td><strong>What?</strong></td>
<td>– Explain any new challenges you undertook</td>
</tr>
<tr>
<td>– Write what you did</td>
<td>– Describe the planning that went into this activity</td>
</tr>
<tr>
<td><strong>When?</strong></td>
<td>– Write about how this activity made you feel</td>
</tr>
<tr>
<td>– Put information about the date and time</td>
<td><strong>Why?</strong></td>
</tr>
<tr>
<td><strong>Where?</strong></td>
<td>– Explain why you chose this activity</td>
</tr>
<tr>
<td>– Explain where you went for this activity</td>
<td>– Describe the value of this activity</td>
</tr>
<tr>
<td></td>
<td>– Write a reason why you would or would not do this activity again</td>
</tr>
</tbody>
</table>
A Quick Guide to CAS

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

The seven 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 engagements with issues of global importance
- **LO 7** – Recognize and consider the ethics of choices and actions

Reflections AND Evidence:

- Evidence must be provided for each CAS experience. Examples of evidence include:
  - Supervisor review
  - Photos
  - Certificates
  - Video/audio files
- Reflection on your CAS experiences is an essential and required component of CAS. The following elements of reflection should help you get started:
  - Describe what happened: memorable moments, obstacles, successes
  - Express feelings: emotional responses to experiences
  - Generate ideas: re-think choices and actions to increase awareness about self and situations
  - Ask questions: what can be discovered about people, processes or issues?

CAS requirements:

- Engage in CAS experiences for 18 months
- Engage in various experiences that provide a balance of creativity, activity and service
- Meet all seven learning outcomes at least once/each
- Engage in at least one CAS project: a collaborative (involves teamwork), well-considered series of sequential CAS experiences (minimum of one month in duration)
- Reflect on CAS experiences and provide evidence of those experiences within a CAS portfolio