

# CREATIVITY ACTIVITY SERVICE



HANDBOOK

2022-23

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# What is CAS?

Creativity, activity, service (CAS) is intended to be a collection of enjoyable and challenging experiences determined **by you** to extend your abilities.

Through your CAS experiences, you are to achieve the following learning outcomes.

- Identify your own strengths and develop areas for personal growth.
- Demonstrate that you have undertaken challenges and developed new skills in the process.
- Demonstrate how to initiate and plan a CAS experience.
- Show commitment to and perseverance in your CAS experiences.
- Demonstrate the skills and recognize the benefits of working collaboratively.
- Demonstrate engagement with issues of global significance.
- Recognize and consider the ethics of choices and actions.

## CAS strands

**Creativity** is exploring and extending ideas, leading to an original or interpretive product or performance.

Music, theatre, film, design technology, visual arts, dance, fashion and other experiences that involve creative thinking fall under creativity (for example, joining a choir or engaging with fashion design).

**Activity** is physical exertion contributing to a healthy lifestyle.

Taking on a new sport or extending your ability (for example, with football, yoga, dance, aerobics classes, biking or hiking) counts as activity.

**Service** is collaborative and reciprocal community engagement in response to an authentic need.

By investigating and identifying a community need, then determining a plan of action that respects the rights, dignity and autonomy of all involved (for example, reading to the aged or advocating for a cause), you are performing service.

CAS experiences may cover more than one strand; for example, planning sports events for disadvantaged children may involve both service and activity. Some CAS experiences may involve all three strands; for example, choreographing a performance that promotes the work of a non-profit organization involves creativity, activity and service.

- CAS is designed to strengthen and extend your personal and interpersonal learning, building on your previous experiences.
- At least once a week you will need to be part an experience that either makes you be creative, active or provide service.
- You will need to upload a reflection after each experience. Minimum of one reflection per week. Experiences must vary, for example they may not all be creative or all service and they may interject.
- Your reflections should not be false or forced, only reflect on experiences and projects, when you have something important to share or discuss.
- You will need to complete a service project by the end of your Junior year. The project must be original, in groups and last at least one month.
- You will need to meet with your CAS Coordinator for three interviews. Interview #1 is late August of your junior year. Interview #2 is conducted June of your Junior year. Interview #3 will be conducted March of your Senior year.
- Your reflections and evidence uploaded to ManageBac through out your Junior and Senior year will be your digital portfolio.
- If you do not meet ALL CAS criteria you will not receive your IB Diploma.

# Terminology

**Experience-** CAS is not measured in hours but rather in experiences. An experience must cover at least one learning outcome and fit within one or more of the CAS strands.

**ManageBac-** online learning platform used in IB classrooms, to track and reflect on CAS, and to assess students..

**Strands-**CAS has three strands: Creativity, Activity and Service

**Direct service-**Student interaction involves people, the environment or animals. (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 have verified. Their actions will benefit the community or environment. (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. (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, analyse data, and report on a topic of importance to influence policy or practice. (Conduct environmental surveys to influence their school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.)

# Examples of CAS Experiences

Creativity	Activity	Service
Photography	Aerobics	Create a community environmental group
Tournament organization	Badminton	Organize a basketball tournament for children at a community centre
Event management	Basketball	Get involved in a beach clean-up
Website development	Personal gym programme	Assist in obtaining funds for a community garden
Choir	Kickboxing	Teach computer skills to those in need
Speech and debate club	Triathlon	Design and host a community film and discussion event featuring current issues
Drama production	Rugby	Implement a recycling programme
Journalism	Soccer	Create a petition to present to local government
Making a short documentary	Tournament participation	Work in an orphanage with regularity
Music/band	Surfing	Create awareness for a non-governmental organization (NGO)
Learning an instrument	Swimming	Be a student council representative
Art lessons	Trekking	Provide peer tutoring to junior students
Fashion show	Tai chi	Plan, participate and implement an activity for an international day of recognition
Talent show	Tennis	Take an active role in a community club

## More examples of CAS experiences

- Editor of the Economics Society newsletter (creativity): The editing, typesetting and page layout all involve the need for creative problem-solving from a practical point of view as well as to achieve a pleasing aesthetic.
- Teaching Chinese to a Chinese ethnic minority group in northern Thailand (creativity and service): The development of lesson plans and teaching materials involves creativity. The students being taught are members of a community displaced from their homeland. Cultural identity and native language education have suffered and, as such, this can be classified as a service experience.
- Yoga course (activity): Flexibility and core strength development means this qualifies as an activity experience.
- Voitar (creativity): An accomplished violinist explores playing his violin like a guitar, uploading several completed pieces to YouTube. The extension of an existing skill with strong innovation aspects means this is a creativity experience.
- Dance class (creativity and activity): The cardiovascular fitness, flexibility and muscle strength development adds up to an activity experience. The interpretation and expression of emotions through movement of the body satisfies the creativity strand.
- Translation and administration work at an organization helping people with obtaining asylum (service): The small NGO assists refugees with the complicated process of obtaining asylum and other essential services. The time-consuming and challenging work of translating documents meets the requirement of the service strand.
- Home restoration for an elderly population (activity and service): This project assists with the renovation of homes for the elderly and meets the service strand. The hard physical work of renovating houses on a continual basis meets the activity strand.

# Student Responsibilities

- Thoroughly familiarize yourself with your school's CAS handbook and timelines.
- Meet with your CAS coordinator or adviser according to the timeline, at least three times over the duration of your CAS programme. Be sure to come prepared.
- Base your choices on your interests, skills, talents and areas for growth to stay motivated. Challenge yourself!
- Balance your experiences between creativity, activity and service.
- Initiate or engage in at least one CAS project in collaboration with others that extends over at least one month.
- Use the CAS stages as much as possible when considering, planning and undertaking your CAS experiences. Be sure to apply these to service and to the CAS project.
- Ask questions along the way when you need assistance or clarification.
- Participate in meaningful reflection as a way to capture your experiences and summarize your evidence linked to the learning outcomes.
- Enjoy CAS! That is most important—to participate in experiences that assist your personal growth and offer you a world of possibilities.

**Note:** Experiences completed as part of the requirements of the DP subjects, including theory of knowledge and the extended essay, cannot be counted as part of your CAS portfolio.

## Guidelines to CAS experiences

There are four guidelines that should be applied to any proposed CAS experience. A CAS experience must:

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student's Diploma course requirements 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 interests, skills and/or talents?
- What new possibilities or challenges could the experience provide?
- What might be the possible consequences of your CAS experience for you, others and the environment?
- Which CAS learning outcomes may be addressed?

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

# CAS and Ethics

*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. ...*

*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.*

*IB mission statement*

*Principled—They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity and the rights of people everywhere. They take responsibility for their own actions and the consequences that accompany them.*

*IB learner profile*

The IB mission statement seeks to develop “caring young people who help to create a better and more peaceful world through intercultural understanding and respect”. In seeking to become “active, compassionate and lifelong learners who understand that other people, with their differences, can also be right”, IB students will automatically be involved in ethical considerations and decision-making in CAS. CAS provides students with opportunities to engage with the “principled” learner profile attribute of acting “with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity and the rights of people everywhere”, taking “responsibility for their own actions and the consequences that accompany them”.

The seventh CAS learning outcome requires students to “recognize and consider the ethics of choices and actions”. This involves demonstrating an “awareness of the consequences of choices and actions in planning and carrying out CAS experiences”. It is often one of the most challenging of the CAS learning outcomes for students to identify and understand. As a consequence, they may need guidance in developing appropriate responses to situations involving ethical issues.

CAS experiences develop ethical education through decision-making processes about whether actions are morally justifiable. It is important that students have the opportunity to discuss ethical issues and their resulting decisions with CAS supervisors, advisers and the CAS coordinator. Assisting students to reflect in an informed and critical manner on the ethics of CAS experiences fosters the development of personal value systems and clarification of ethical principles underlying decisions.

## Ethical issues that may arise in CAS experiences

The development of ethical reasoning abilities is at the heart of ethical identity. The IB's mission "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect" depends greatly on the development of a student's ethical identity.

Human actions are never neutral; they always have consequences for one's self, for others, for the community. The outcomes may enhance or diminish well-being, acting towards the welfare of all the people involved or decreasing the quality of our lives or their lives. Making ethically valid decisions requires skilled ethical reasoning, based on ethical concepts and principles.

Ethical principles acquire real meaning when they actually guide people's behaviours. To put them into action requires a combination of intellectual skills and ethical insights. It is possible to teach and learn how to think critically through ethical issues. Skills to analyse and evaluate situations from different ethical perspectives can be acquired.

Going through ethical questions and issues, that is, ethical reasoning, requires the ability to identify and apply the heightened awareness of the ethical concepts and considerations relevant to the situation.

As an exercise to assist students in developing ethical reasoning, a TOK teacher or CAS coordinator/adviser can use situations that inherently involve ethical decisions and arise in a CAS programme and follow this three-part process.

1. **Recognize an ethical issue in a life situation.** Identify competing values in each situation.
2. **Understand different ethical perspectives and ethical concepts.** Apply different ethical perspectives to a specific situation.
3. **Evaluate assumptions and implications of different ethical perspectives.** Raise relevant critical questions and defend a position with good reasoning and consideration of opposing views.

# A Student's Checklist for CAS

Creativity	Activity	Service
Exploring and extending ideas leading to an original or interpretive product or performance	Physical exertion contributing to a healthy lifestyle	Collaborative and reciprocal community engagement in response to an authentic need

My CAS programme	Y/N?	Notes Date
Evidence of planning of a CAS programme		
Regular commitment over at least 18 months to CAS		
Understanding and ability to use the CAS stages when planning CAS experiences		
Balance between creativity, activity and service		
At least one planned project undertaken over at least one month		
Evidence of achieving all seven learning outcomes		
<ul style="list-style-type: none"> <li>Evidence of identification of strengths and areas for personal growth (LO1)</li> </ul>		
<ul style="list-style-type: none"> <li>Evidence of undertaking new challenges and developing new skills in the process (LO2)</li> </ul>		
<ul style="list-style-type: none"> <li>Evidence of initiating and planning a CAS experience (LO3)</li> </ul>		
<ul style="list-style-type: none"> <li>Evidence of commitment and perseverance in CAS experiences (LO4)</li> </ul>		
<ul style="list-style-type: none"> <li>Evidence of demonstrating the skills and recognizing the benefits of working collaboratively (LO5)</li> </ul>		
<ul style="list-style-type: none"> <li>Evidence of engagement with issues of global significance (LO6)</li> </ul>		
<ul style="list-style-type: none"> <li>Evidence of recognizing and considering the ethics of choices and actions (LO7)</li> </ul>		
Reflections completed on significant CAS experiences		
Supervisor reports supplied where necessary		
CAS interview 1 completed		
CAS interview 2 completed		
CAS interview 3 completed		
<b>CAS portfolio completed</b>		

# Understanding Learning Outcomes

At the end of CAS, you are responsible for showing achievement in each of the seven learning outcomes. What are these learning outcomes, and how do they apply to real-life situations?

Begin by reading and discussing the learning outcomes. Circle memorable key words in each.

Then refer to the “Example scenarios” table. In small groups, determine the possible learning outcome or outcomes for each scenario and provide reasons.

## The learning outcomes

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

## Example scenarios

Select a learning outcome for each scenario and provide a reason for your choice.

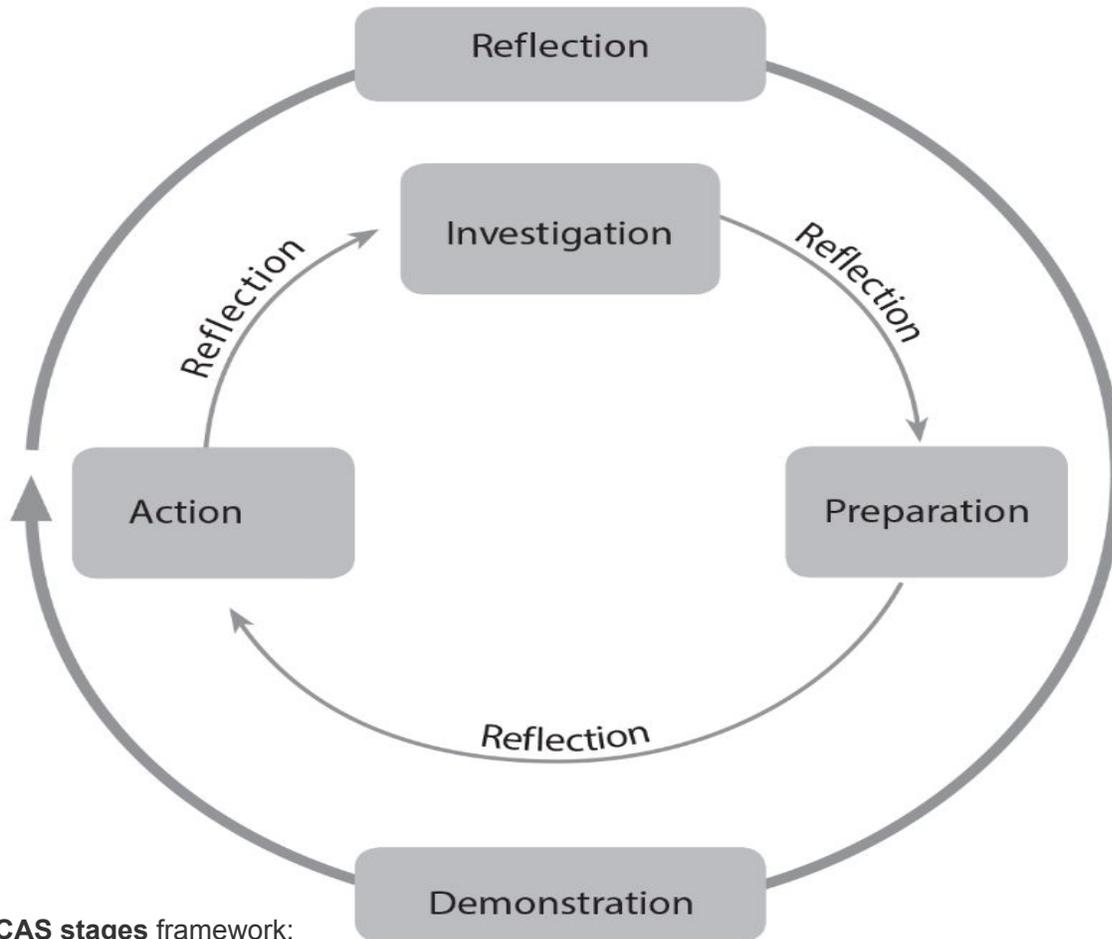
<b>A CAS student:</b>	<b>Learning outcome and reason</b>
• joins the school basketball team	
• aims to complete level three of a piano exam	
• creates a website for an organization from scratch using design software	
• designs an app from scratch for a local NGO	
• enters a national short story competition	
• trains for and completes a long-distance fun run	
• competes at a gymnastics tournament	
• organizes awareness-raising events for an NGO	
• becomes a cast member of a school theatre production	
• sets up a school sports club	
• takes weekly flute lessons for more than 18 months	
• organizes a “clean air exhibition” over a weekend in a local shopping mall, aimed at decreasing air pollution	
• joins a local football team and competes in a tournament	

# Learning Outcomes Descriptors

<b>LO 1</b>	<b>Identify own strengths and develop areas for growth</b>
<b>Descriptor</b>	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
<b>LO 2</b>	<b>Demonstrate that challenges have been undertaken, developing new skills in the process</b>
<b>Descriptor</b>	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.
<b>LO 3</b>	<b>Demonstrate how to initiate and plan a CAS experience</b>
<b>Descriptor</b>	Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
<b>LO 4</b>	<b>Show commitment to and perseverance in CAS experiences</b>
<b>Descriptor</b>	Students demonstrate regular involvement and active engagement in CAS.
<b>LO 5</b>	<b>Demonstrate the skills and recognize the benefits of working collaboratively</b>
<b>Descriptor</b>	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
<b>LO 6</b>	<b>Demonstrate engagement with issues of global significance</b>
<b>Descriptor</b>	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.
<b>LO 7</b>	<b>Recognize and consider the ethics of choices and actions</b>
<b>Descriptor</b>	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

# CAS Stages

These CAS stages represent a process and sequence that can assist students in many aspects of their life. The stages follow a process whereby you investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what you have done along the way, and demonstrate your understandings and the process. By applying these stages to CAS, students have a reliable yet flexible structure that they can then apply to future situations with confidence.



The **CAS stages** framework:

- promotes students' self-awareness
- enhances students' willingness to step outside their comfort zone
- supports different learning styles
- develops students' ability to collaborate and communicate
- enables all students to experience personal development.

There are two parts to the CAS stages framework: **process** and **summarizing**.

- Process: The centre circles and arrows have four key parts: *investigation*, *preparation*, *action* and *reflection*.
- Summarizing: The outer circle of *reflection* and *demonstration* guides students in their experience.

**Stage one: 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. Introduce this idea by having CAS students consider what the term “investigation” means to them. Students could do the following.

1. What are my interests, skills, talents and potential areas for personal growth and development? An activity for this part of investigation is provided in this TSM under “**Teaching strategy: Creating a personal profile**”. Knowing this information guides students in the second question.
2. In pairs or small groups, ask students to brainstorm the following questions: What do I want to do? What kind of CAS experiences can I do? Further questions could include: What would I enjoy? What will help me develop in ways that matter to me? How can I contribute towards my community? How do I want to spend my time?
3. Once ideas have been established, ask students to choose an idea for a CAS experience and discuss: What would I need to know in order to be able to get started? What skills will I need? Who might be a partner or mentor if needed? What goals could be set? What are potential areas for personal growth and development?

**Stage two: Preparation** Often, when a student has decided on a CAS experience, he or she will need to **prepare**. This can include students clarifying roles and responsibilities, developing a plan of steps to be taken, identifying specified resources and timelines, and acquiring any skills as needed to engage successfully in the CAS experience.

To highlight this process, students brainstorm one or two CAS experiences they might want to do for each strand of CAS. For each, they consider what preparation might be necessary. Examples could be as simple or as detailed as the type of CAS experience involved. For example, if the CAS experience is to go to the gymnasium every week, the student may need to:

- write a proposal
- choose the gymnasium
- organize a fitness test
- establish a training routine
- set goals
- create a timeline or calendar.

Other examples that may be useful to explore could be:

- Creativity—selecting a piece of music to learn.
- Activity—getting sports equipment ready for a team club.
- Service—setting up an appointment to visit a food bank.
- CAS project—writing an action plan or a proposal and clarifying each participant’s roles and responsibilities.

For any part of CAS, students might prepare by setting a timeline or calendar. Most plans require some sort of preparation.

## Stage three: Action

Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners or in groups. Students put their ideas for a CAS experience into **action**; they implement what they set out to do.

Ask students to consider two kinds of CAS experiences. Students, with a partner or in small groups, come up with ideas of CAS experiences where the action is built upon prior to investigation and preparation and where it is not built upon prior to investigation and preparation. Examples are provided:

1. CAS experiences where the action taken is built upon investigation and preparation.
  - Creativity: A student interested in theatre decides to work on a theatrical monologue. For investigation, the student asks the librarian or theatre teacher for suggestions and reads several selections. For preparation, the student gathers needed props and a hat and scarf for a costume.
  - Activity: A student decides to go on a series of six hikes with increased challenge. For investigation the student does research about hikes and determines which would be the best sequence. To prepare, the student gets supplies for each hike including water, snacks, ropes and a map.
  - Service: A student wants to promote reusable water bottles at school. For investigation, the student finds out how many single-use water bottles are sold each week in the cafeteria and does a survey of high school students to see interest in reusable bottles based on a set of environmental facts presented. For preparation, the student initiates a campaign to get pre-orders for bottles that are school colours.
  - CAS project: Students want to combine activity and service by hosting a game day for a group of children. For investigation, the students interview someone from a local school to ensure it would be of benefit to the children. For preparation, the students clarify roles and responsibilities of all involved, gather supplies and prepare an agenda for logistics and experiences.
2. CAS experiences where the action taken is not built upon investigation and preparation. Students, with a partner or in small groups, come up with ideas of CAS experiences where the action is not built upon prior investigation and preparation. Examples are provided:
  - Service: A student signs up to go to a school to tutor children at the last minute.
  - Activity: A student suddenly decides to go on a long bike ride.
  - Creativity: A student is travelling and sees a scenario perfect for a photo essay.

Ensure students understand that both types are equally valid within CAS; however, using the CAS stages usually deepens and strengthens the CAS experience for the student.

## Stage four: Reflection

During meaningful 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.

For a brief introduction of reflection invite students, with a partner or in small groups, to:

- brainstorm a situation when they would welcome the opportunity to take a moment and think about what has happened
- think about a way they would like to reflect in this situation (art, poetry, photo, journal, talking with someone)
- come up with any way that taking a moment for reflection would have personal benefit.

Discuss how reflection can take place before or during a CAS experience.

Reflection can also take place at the end of a CAS experience as a summary. This can be done in a myriad of ways, extending from the students' interests and preferred ways to reflect (art, music, writing, poetry, movement, photography).

Review the learning outcomes with the students and let them know they have the opportunity to use reflection as a way to show they have advanced in each of these areas. Ask students to discuss what this may look like and various ways that this may be articulated.

Additional ideas for deepening student understanding of reflection are presented in this TSM under "Reflection". These will be important to review, to further clarify what reflection is and how it can be integrated in meaningful ways. With CAS, the ideal is for reflection to be inspired rather than required. Do note that reflection can occur at any time during the CAS process in structured and unstructured ways.

## Stage five: 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 responses from others.

Capturing the totality of their CAS experience in their portfolio is an exciting part of CAS. Guide students by showing them examples of what other students have done, being sure to show variations in approach and style.

Ask students, in pairs or in a small group, to imagine diverse ways that they would enjoy compiling the range and breadth of what they have done to present their advancements and accomplishments. Ask students to consider the ideal setting to make presentations or showcase their CAS programme to both solidify their understanding and evoke responses from others.

# Reflections

Reflection develops and strengthens lifelong skills for learning and is an essential part of the overall CAS programme. Understanding the purpose and practice of reflection and modelling diverse ways to reflect prepares the self-directed learner to adopt reflection as a choice.

Through reflection, students examine relevance of experience, apply thoughts and ideas garnered to different situations, consider actions of others, remind themselves of what was learned and how it occurred, and consider deliberate ways to improve individual and collective actions.

Because CAS is intended to be an enjoyable experience for students, so too is reflection meant to be enjoyable. Consider that reflection is not measured by length or quantity and that the aim is for reflection to be **inspired** rather than **required**. Throughout CAS, there are many occasions when students can discover those meaningful moments of inspiration deserving reflection.

The ultimate purpose of reflecting in CAS is not to complete “a reflection”, it is to **become reflective** by choice and as a lifelong process

Reflection builds skills and abilities as students:

- are observant
- identify similarities and differences
- learn from mistakes
- distinguish between cognitive and affective
- discern what has value
- maintain integrity in thought and action
- extend ideas
- effectively solve problems
- clarify misunderstandings
- value the reflection process
- transfer ideas to new settings and situations
- incorporate **change** as a constructive process to learning and to life.

Two major components of reflection are:

1. Thoughts for deepening understanding
2. Feelings for emotional literacy.

Different words represent thoughts and represent feelings. Examples of words/phrases for thoughts include: I think, know, believe, guess, wonder, hope, suggest. Encourage students to brainstorm words that describe thoughts.

Examples of words/phrases for feelings include: I am (happy, sad, frustrated, excited) and I feel (concerned, curious, tired, content).

# Questions to ask yourself during reflections

These are the four important elements of the reflection process.

Students can use words or images for their response.

- Discuss the following questions and their understanding of what they mean.
  - **What happened?** Students retell memorable moments, identify what was important or influential, what went well or was difficult, obstacles and successes.
  - **How do I feel?** Students articulate emotional responses to their experiences.
  - **Ideas?** Notation of any generative possibilities.
  - **Questions?** What can be discovered about people, processes or issues?

# Reflections and Learner Profile

While a specified number of reflections is not stipulated or required, reflection is the vehicle to personal growth in CAS experiences. The aim is for students to engage in reflection by choice, with a sense of purpose and a frequency that allows them to better understand and recognize personal development and accomplishment.

Reflection is used to demonstrate achievement of the learner profile. Rather than the achievement of the learner profile as the impetus for reflection, guide students to aim for meaningful CAS experiences. Then, upon reflection, they can consider whether their experience has helped them to develop one or more of the learner profile attributes. For example, students may recognize how they have taken risks or demonstrated a caring attitude during a CAS experience.

In this way, achievement of the learner profile can be realized through the act of regular, creative and meaningful reflection. The following ideas can form the basis of linking the learner profile attributes to CAS experiences and can act as guiding questions for reflection specific to CAS.

- How do my choices and actions model empathy, compassion and respect for others?
- How does this CAS experience allow me to become a genuine inquirer?
- To what extent do my CAS experiences encourage creative and critical thinking?
- How do the ethical issues that arise in my CAS experiences allow me to become principled?
- How does my CAS experience allow for intellectual and physical risk-taking in a supportive environment?

# Samples of Student Reflections

Written and verbal reflections are the most common ways students reflect. These are important methods; however, keep in mind that **meaningful reflection can be expressed in various ways**. Often, written reflection cannot express the depth of an experience in the way that visual, auditory or kinesthetic means of reflection can. Examples of student written reflection are included in this document.

Visual reflection can be accomplished through:

- photography
- painting
- animation
- sculpting/ceramics/mosaic
- prints
- textile and needlework.

Kinesthetic reflection can be accomplished through:

- dance
- theatre
- mime
- role play.

Auditory reflection can be accomplished through:

- lyrics
- rap
- jingle
- melodies.

By engaging in diverse forms of reflection, students may discover their preferred ways to reflect and integrate reflection by choice into their daily lives.

# Teachers report unique ways students have presented their reflections

“Some students organized an impromptu 'flash mob' to commemorate their attendance at an annual Youth Leaders symposium. One of the art students then followed this up with a cartoon depiction of the event, which included caricatures of each student who had participated accompanied by speech bubbles with their individual comments on the flash mob experience and the symposium.”

“A student created a magic show as his choice for expressive, meaningful reflection. Challenges and surprises were represented by objects appearing out of hats, from behind ears and magically out of thin air. Similarly, items disappeared within an instant, representing challenges successfully met along his CAS journey. The magic show demonstrated the student’s passion for magic—his distinct talent—as well as a compilation of numerous skills and knowledge acquired during his time in the DP.”

“Following his involvement in a CAS project focusing on improving social justice, a student wrote two songs that acted as a culminating reflection. The student performed these songs in the school cafeteria, with an accompanying visual presentation that gave further details on his reflections and overall experience.”

“One of my students decided to take one photograph a week throughout her CAS experience that captured what she was feeling, thinking, seeing or learning. She combed through her photographs to create a gallery without a single caption to present to the community. She wanted to see if what she saw through her camera lens would reflect the story accurately.”

“A student turned in a basketball to represent his reflection in Activity. All over the basketball he wrote phrases, attached photos, and adhered articles to repurpose the ball as a road map to his experience and represent his reflections.”

“Students who, as part of a CAS group project, were tutoring children within the Hmong community learned about the story quilts that are their traditional art form. They collaborated on a tapestry using learned skills from the Hmong artisans to tell about their collective journey.”

“A student decided to make a drawing on his growth process through CAS. Just with drawings we could understand how his experiences developed his self-identity.”

# A series of reflections by one student

17 February: I wouldn't say my football ability is terrible but I would like to improve on the skills I already have. During secondary school, I would occasionally play football, however, in my opinion, there was no real passion behind it. I played football just because I had to, however, over the given two year period, I've grown to the sport and began watching a lot more on television. This has driven me forward into building upon the skills I have into a better player overall. Also, this would help me keep fit and healthy while studying the IB. The first week, I filled in the midfield role to push for a 3-1 victory over the opposing team. Good start to a promising future I thought.

24 February: I decided I wanted to play the same role as I did during the first week. My reason for this was I knew some of the mistakes I had made during my debut match. For instance, in an attempt to pass the ball to one of the strikers as they were in on goal, I accidentally passed it off the pitch. This led to the opposing team getting a throw in and led to them getting a goal. Therefore, this time round, my aim for this week was to play the role I was 100% sure of and knew the limits to my abilities.

2 March: As I started the match on both first and second week, I did not want to be greedy and continue to be first pick. The main reason I believe I was first pick was purely based upon knowing friends that attended football on Friday. I took this time to stand on the side and observe those who played in the role midfield that I would normally be playing to see if they are doing anything different in comparison to me. I know that in any team sport it is essential to be cooperative and have good communication with the team. Saying this, I wanted to explore how important it was to be a communicative player in a team and therefore, at the beginning of next week, I shall be asking if I can play manager of the team rather than playing. This will allow me to see how the team interacts and able to communicate good strategies I may have come across.

9 March: This week went successfully I think. I had the privilege to manage the team which I found interesting. My plan was to observe the game and, during the second half, have a quick team talk about the positives and negatives. I called for a change in formation as I believed it would be more beneficial to the team if we played 1 striker but 5 midfielders instead. Fortunately, the strategy worked and we came out from a 2-1 lose during the first half to a 2-3 win for the students! What an intense game.

16 March: Getting picked for a starting position felt good again. Although previously I had really enjoyed the manager role, I think a big part of playing football every Friday is to maintain a high level of fitness and try to extrapolate as much both physical and mental skills as I can from the sport. Therefore, going back to the midfield role was fun and interesting as I could use the skills I had acquired from last session whilst playing in the game.

30 March: This week was not as exhausting as other weeks are for me as we ended up playing a five-a-side match due to a shortage of players. I could not gain much from the game and therefore once everyone decided to leave, me and friends stayed to play penalty shoot out. I found out during this week that there is a huge amount of pressure on one's shoulders.

# A reflection through poetry

Let me not forget the memory of reunion.

Let me not forget the time, space, place, or the embrace.

The passing sound of suitcase wheels, interrupting announcements,

The ever growing feeling of relief, and love.

Let me not forget the moment when nothing else mattered,

Responsibilities, expectations, standards, pressure,

Slipping through my fingers as they wrap themselves in this reality.

Let me not forget the peaceful bliss as the tears glided down my cheeks;

Tears of joy, of content, of ecstatic happiness.

Let me not forget the fulfillment of those anticipating months.

Let me not forget that despite the previous distance, everything was renewed.

A friendship not worn by separation, but rather solidified in faith.

The faith that this moment would come, and would come many times again.

Let me not forget that some things can never be broken.

Let me not forget.

# Evidence

Evidence is essential to demonstrate what you have achieved in your experiences and projects.

The evidence can help you:

- demonstrate your learning outcomes,
- reflect
- show others your involvement in the project

Evidence can take many formats from:

- Keeping a journal
- Photos of your involvement
- Video clips
- Certificates
- Sign-up sheets
- Letters of recognition
- Brochures / posters

ALL evidence needs to be in managebac, and should show your involvement in the experience or project So remember to use that smartphone!

# CAS Interviews

CAS interviews are important in the CAS process and serve as a means of:

- checking and reinforcing student understanding of CAS
- assisting students to consider whether they are enjoying CAS and maximizing the opportunities and possibilities of CAS
- ensuring students know about available resources to support them in CAS
- giving students an opportunity to reflect upon their CAS experiences to date
- inviting students to show evidence of achieving CAS learning outcomes
- allowing students to discuss CAS successes and ways of meeting challenges
- reviewing and monitoring student progress.

A CAS interview allows the student and interviewer to pursue topics in more depth than possible with a recorded or written reflection. The interviews also allow for meaningful feedback to occur, which is critical for the learner.

Aside from the three scheduled interviews (one at the beginning of DP year 1, one in the later stages of DP year 1, and one in the final stages of DP year 2), informal discussions can be held with students throughout the programme. Such informal discussions can provide CAS coordinators and CAS advisers with an opportunity to support students in their CAS efforts and be aware of any common challenges among students or identify skills that may be lacking.

## First Interview

**There is a minimum of three scheduled CAS interviews** during a student's DP. The first interview is scheduled during the very early stages of the DP. Prior to this interview, after the students have attended a CAS orientation and have access to relevant information. Students may also have attended one or more group sessions that review key elements of CAS, so they have an established understanding and look forward to their CAS programme.

The purpose of the first interview is to:

- gauge the student's understanding of CAS
- find out the interests of the student
- discuss the student's plans for CAS experiences
- review the learning outcomes of CAS, ensuring his or her understanding and seeing how the student might achieve these outcomes
- ensure the student is aware of ways to gather evidence of CAS.

# Second Interview

The second CAS interview offers an opportunity to find out whether students perceive CAS as enjoyable and as an opportunity to grow, expand and participate in a variety of worthwhile experiences. Further, it may be used to verify that the students understand CAS requirements, such as having a balanced commitment to the three strands of creativity, activity and service, and have carefully considered how they will achieve the CAS learning outcomes. The students can confirm progress with the CAS project, whether it is under way or will soon be started, and describe their personal involvement, roles and responsibilities in this project.

This interview is also a good time to review evidence of the students' CAS programme as recorded in their portfolios. The CAS coordinator/adviser also provides general feedback on selected reflections and how the students' experiences relate to the learning outcomes, which can lead to revisiting diverse ways to approach meaningful reflection that, in turn, leads to depth of understanding.

The purpose of the second interview is to:

- discuss advancements in the student's engagement with CAS
- provide oversight regarding the student's progress towards fulfilling CAS requirements
- discuss collection of CAS evidence
- provide the opportunity for the student to reflect verbally on his or her CAS involvement.

# Third Interview

The summative interview for CAS is best scheduled near the end of the DP. The emphasis for this interview is for students to outline how they have achieved the CAS learning outcomes in addition to discussing their overall CAS programme. Moreover, the students can be guided to reflect on personal growth from multiple perspectives including enjoyment, personal awareness and development, achievements and challenges, larger understandings about the world around them, and how this experience might impact future choices and actions. This can lead to self-evaluation regarding what has been beneficial that may truly lead to lifelong integration of creativity, activity and service.

# 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 their CAS programme.**

The primary purpose of the CAS project is to ensure participation in sustained collaboration. Through this level of engagement students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making.

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, or combine two or all three strands. The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

- 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 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 programme.

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 endeavour as well as personal growth.

## Service project

When a CAS project addresses the CAS strand of service (known as service project), students must take into account the opinions and expectations of others involved and focus on meaningful and authentic needs to ensure actions are respectful and reciprocal. Awareness of the possible impact and consequences of the students' actions should be part of the planning process. Where possible, service projects should involve working alongside community members with ongoing communication. When the service project involves the use of an external facilitator such as a non-government organization or a commercial provider, care should be taken to ensure that the facilitator acts in accordance with the IB mission statement and CAS requirements.

A service project that includes interaction with and appreciation of diverse social or cultural backgrounds can increase international-mindedness and engagement with issues of global significance. International service projects are acceptable if clear goals and outcomes are established, understood, and based on the expectation of compelling benefits expected for all stakeholders. If a service project is conducted outside the local context, it is recommended that there is some form of continuation. For example, students could research the community served and educate themselves further about the issues involved, develop an advocacy programme for the served community, or develop greater awareness of a related need in their local community leading to some form of local action. This may inspire the next group of CAS students.

For any service project it is important to ensure that there is:

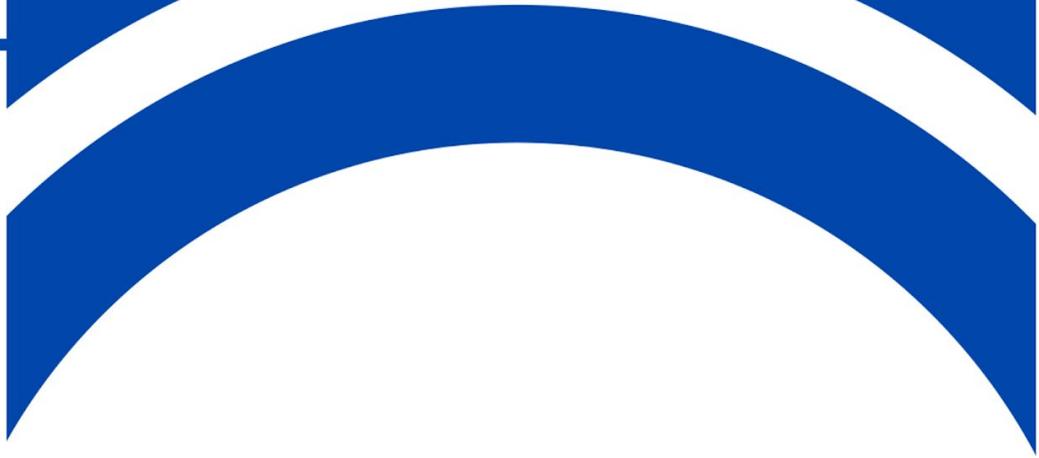
- a genuine need for the service project, which has been stated and agreed upon by the potential partners
- if required, a liaison officer who has a good relationship with the community where the service project is based
- an understanding of the level of student participation that is feasible in the service project
- a clear assessment of potential risks to participating students
- approval from the school administration for the service project
- a demonstration of how the CAS stages were followed
- a thorough evaluation of the benefits of the service project for all involved.

Purposeful relationships between students and community members leading to sustainable service projects are potentially the most rewarding for all concerned. As community needs change, students' responses should also evolve to meet these new circumstances. When a service project initiated by one group is adopted by other students, the new students must ensure the need is authentic or make the necessary adjustments and ensure their contribution is relevant.

**F**

**DONS**

**R**



**DONS**

**CAS**

**DONS**

**CREATIVITY, ACTIVITY, SERVICE**

**HANDBOOK**



**H**

**DONS**

**S**