



IB Diploma Programme  
Creativity, Activity, Service

# CAS Handbook

## **CREATIVITY**

Experiences that encompass original thinking, including artistic activities and other learning and teaching experiences.

## **ACTIVITY**

Experiences that contribute to a healthy lifestyle through participation in individual/team sports, as well as any other activity which focuses on physical exertion.

## **SERVICE**

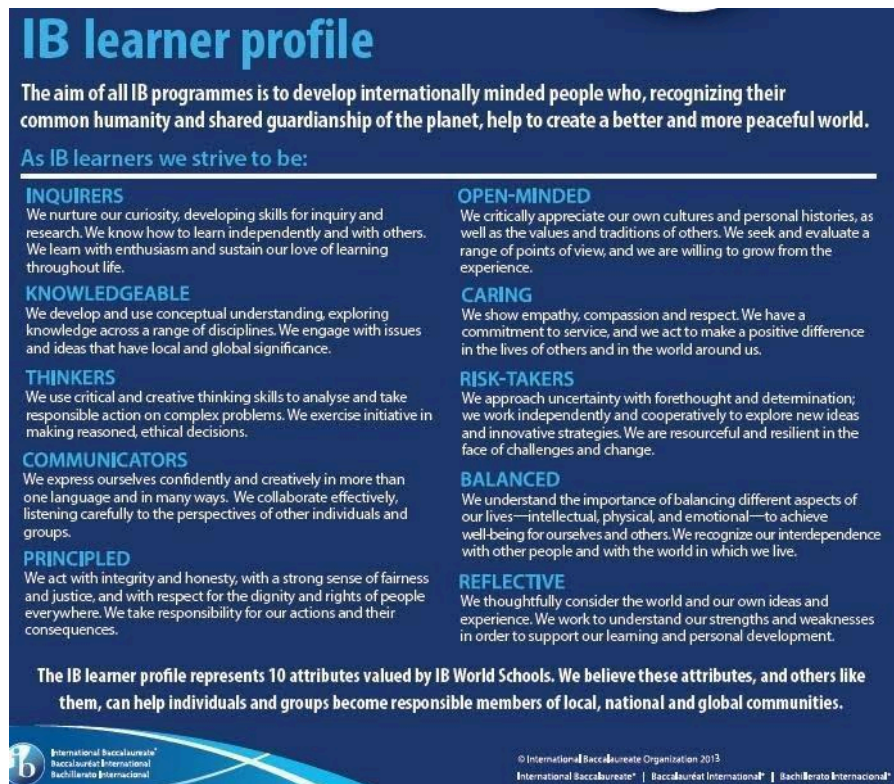
Experiences that involve interactions with individuals or groups, which provide benefits to the community. These experiences should not only involve contributions to others, but also with others, while developing a deep commitment.

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## IB Learner Profile

The aim of the IB programme is to develop internationally minded individuals who embody the various traits of the IB Learner Profile. These traits help individuals and groups become responsible members of local, national and global communities.




**IB learner profile**

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

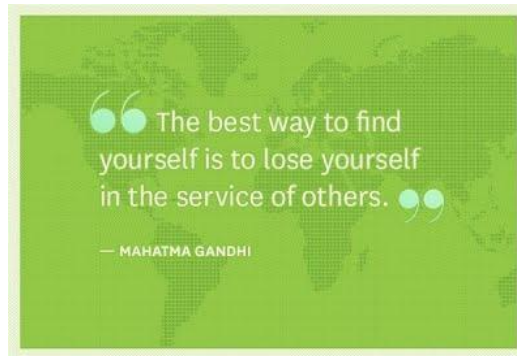
<p><b>INQUIRERS</b> We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p>	<p><b>OPEN-MINDED</b> We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>
<p><b>KNOWLEDGEABLE</b> We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>	<p><b>CARING</b> We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>
<p><b>THINKERS</b> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p><b>RISK-TAKERS</b> We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>
<p><b>COMMUNICATORS</b> We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	<p><b>BALANCED</b> We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>
<p><b>PRINCIPLED</b> We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p><b>REFLECTIVE</b> 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.</p>

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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## The Nature of CAS



Creativity, activity, service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student's Diploma Programme experience. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows.

**Creativity:** Exploring ideas in a creative way, which leads to an original or interpretive product

**Activity:** Physical exertion contributing to a healthy lifestyle

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

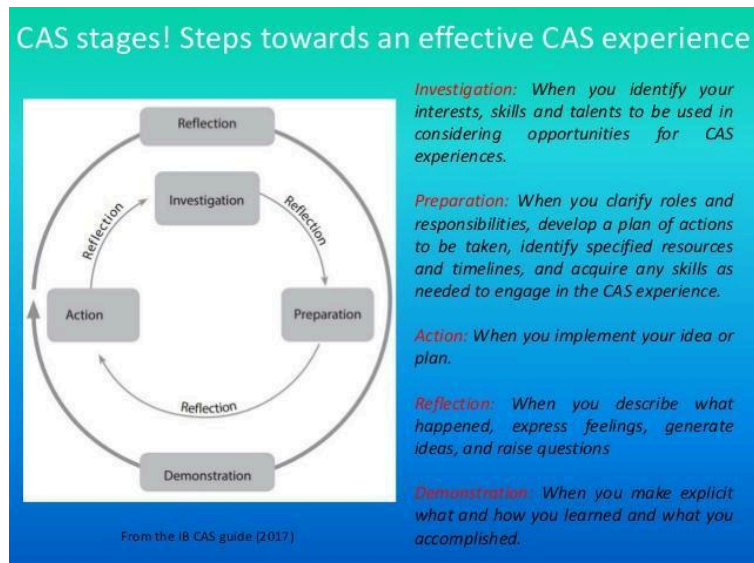
CAS enables students to demonstrate attributes of the IB learner profile in practical ways. This enables students to acknowledge their role in relation to others and to society as a whole. Through CAS, students develop skills and attitudes that provide them with opportunities to explore their interests, express their passions, and further develop their personalities and perspectives. CAS offers students an opportunity to complete the IB Diploma Programme in a holistic way, and provides opportunities for **collaboration, physical activity, and service to the community.**

### Aims

The CAS programme aims to develop students who:

- want to engage in a range of CAS experiences
- reflect upon their experiences
- identify goals, develop strategies and determine actions for personal growth
- embrace new challenges
- participate in (and lead) collaborative projects
- understand their role in society and their responsibility as a member of a local and global community

# Stages of CAS



The CAS stages provide a framework that enables students to:

- improve self-awareness
- explore new / unfamiliar challenges
- engage in a variety of different learning styles
- improve communication skills
- collaborate with others
- experience personal growth and development
- build upon the attributes of the IB learner profile.

## CAS Requirements

1. Students meet with their CAS adviser/TOK teacher during the first month of the Diploma Programme to consider their 18 month plan for CAS.
2. Students take part in a variety of creativity, activity, and service experiences over the span of 18 consecutive months
  - Activities should be balanced between creativity, activity, and service
  - Each activity must be verified by an adult supervisor
  - Emphasis is on the quality of experience and learning outcomes and goals
3. Students maintain a CAS Portfolio using the Managebac system in which they record, show evidence of, and reflect upon their CAS experiences.
4. Students must complete a CAS project in which they take on a leadership role, collaborate with others, and spend at least one month.
5. Students must show evidence of achieving all seven learning outcomes, documented in their CAS portfolio in Managebac
6. Students must complete a CAS interview at the end of the junior year, and a final review (at

the completion of CAS) with the CAS supervisor.

Additional notes:

No activity completed for credit towards the Diploma Programme may be counted as CAS.

Successful completion of CAS is a requirement for the IB diploma.

## 7 Expected Learning Outcomes

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

## Reflections

Reflections are a large part of your CAS Portfolio. 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.” You must engage in high quality Reflections for your CAS experiences and your CAS project. Students don’t simply learn by doing, they learn by reflecting on what has been done.

## CAS Project

A CAS project is a collaborative, well-considered series of sequential CAS experiences that...

- involves one or more of the strands (creativity, activity, and/or service)
- challenges students to show initiative, demonstrate perseverance, and develop skills such as leadership and decision-making
- unifies a group of students around a common goal
- lasts at least one month, from planning to completion

Students must complete at least one CAS project during their IB experience. All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met. As expected throughout CAS, students reflect on their CAS project experience

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.

## Checklist of CAS Requirements

### **1. Introduction to CAS lesson**

The CAS Coordinator and/or TOK teacher will go over the CAS Manual, including all of the CAS requirements.

Introduction to Manage Bac

Throughout the year, the CAS Coordinator will engage in CAS lessons with all IB DP students.

### **2. Initial Interview**

Your TOK teacher and/or CAS Coordinator will meet with you to ensure that you understand the program and to discuss initial interests and ideas. He/she will add notes from the interview in ManageBac.

### **3. CAS Portfolio**

Students will complete at least one CAS experience which involves each strand of CAS. The minimum number of CAS experiences is 6 (not including the CAS project). All reflections will be a minimum of 150 words except for the CAS project reflection which will be at least 250 words and will show the use of the CAS stages.

Please note that all CAS experiences require a Supervisor review. These reviews must be completed in a timely manner. Only one experience may have a parental supervisor and this experience will be documented with photo evidence. At the end of the junior year any CAS experience that does not have a supervisor review will be deleted from the CAS portfolio.

#### **CAS Experiences**

#### **a. Creativity Experiences**

#### **b. Activity Experiences**

#### **c. Service Experiences**

#### **d. CAS Project**

Upload your group's completed CAS Project Planning Form and any other evidence or artifacts into Managbac.



Create a reflection– Your reflection must be at least 250 words and reveal the CAS stages. You must include pictures or other visual evidence of your CAS project.

*\* All reflections and pieces of evidence are to be entered or uploaded into ManageBac. Your entries will be reviewed... If a reflection does not meet the acceptable standard, the Coordinator will provide you with feedback and you will need to revise your reflection accordingly.*

*\*All seven learning outcomes must be addressed in your collection of reflections.*

**4. Second Interview**

By the end of your junior year, your CAS Coordinator will meet with you to discuss your progress toward meeting all of the learning outcomes as well as your plans for a CAS project. At this point in the year, you should be at least 2/3 done your CAS requirements. He/she will add notes from the interview in ManageBac.

**5. Continue working on your CAS Portfolio**

**6. Third Interview**

This last interview with the CAS supervisor will occur in February or March of your senior year as CAS is wrapping up. It will serve as reflection on your entire CAS experience and chronicle your development and personal growth. He/she will add notes from the interview in ManageBac.

## Creativity

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



### **What Creativity in CAS is:**

- an opportunity to explore their own sense of original thinking and expression
- comes from the student's talents, interests, passions, emotional responses, and imagination
- a creative endeavor that moves students beyond the familiar, broadening their scope from conventional to unconventional thinking
- an extension of students' involvement in a particular creative form in which they are already accomplished

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.

### **What Creativity in CAS is not:**

- just appreciating the creative efforts as others, such as attending a concert or art exhibition
- included or part of a Diploma course requirement, such as a painting made or used for your IB Visual Arts class however, a student may be inspired by a course and as a result tackle a new challenge in creativity

### **Reflection:**

As with all CAS experiences, students reflect meaningfully on their engagement with creativity, and should look for moments of personal significance or inspiration as a call for reflection. Creativity may provide inspiration for the ways in which students will reflect. For example, students may reflect through art, music, a brief narrative, a blog posting, photos, a skit, or other methods.

There are many approaches to creativity, such as:

- **School-based 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.
- **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. For example, students could be encouraged to join a community-based theatre group, contribute towards a community art gallery, create a sculpture for the community park, 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.

**Activity: Physical exertion contributing to a healthy lifestyle**

**What Activity in CAS is:**

- the promotion of lifelong healthy habits related to physical well-being
- pursuits including 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
- participation on a regular basis to provide a genuine challenge and benefit
- involvement in a new activity or sport that students have not yet tried
- extension of students' involvement in an activity in which they already participate  
For examples, student athletes could expand personal goals, maintain a planned rigorous training program, or explore different training models to enhance their existing sport; an activity that takes place after school or during a physical education course



**What Activity in CAS is not:**

- watching others participate in a sport or physical activity
- focused solely on nutrition or mental health (there must be a physical exertion component)

**Reflection:**

As with all CAS experiences, students reflect purposefully on their engagement with activity and should look for moments of personal significance or inspiration as a call for reflection.

There are many approaches to activity, such as:

- **School-based 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 and further extend and develop their participation.
- **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. 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 sports 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 -- over an extended duration of time. Students are encouraged to set personal goals and work towards these in a sustained manner. Risk assessment should

be considered to make sure students are selecting activities appropriate to their levels of health.

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



**What Service in CAS is:**

- enables students to understand their capacity to make meaningful contributions to their community and society
- students developing and applying personal and social skills in real-life situations involving decision-making, problem-solving, initiative, collaboration, responsibility, and accountability for their actions
- promotes students' self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness
- addresses a particular, authentic need of a community and works to address that need and population
  - The community may be the school; however, it is recommended that service experiences extend beyond the school to local, national and/or international communities.
- can overlap with the MCPS community service requirement for graduation

**What Service in CAS is not:**

- community service hours you completed prior to your junior year
- paid experiences
- simply donating money to a charity or cause

**Reflection:**

As with all CAS experiences, students reflect purposefully on their engagement with service, and should look for moments of personal significance or inspiration as a call for reflection.

**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 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 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 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.

There are many approaches to service, such as:

- **School-based Service:** Service opportunities within the school setting must benefit an authentic need. Service needs met at a 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.
- **Immediate Need Service:** In response to a disaster, students immediately assess the need and devise a planned response. Later, the students can further investigate the issue to better understand underlying causes. With increased knowledge, students may commit to ongoing assistance, for example, such as joining with prevention or community resilience initiatives regarding an environmental issue.

## **Role of the CAS supervisor**

Each CAS experience must have a supervisor who can authenticate the experience, support the student throughout the process, and ensure that the CAS experience is meaningful. The responsibilities of the supervisor may include:

- approve CAS experiences
- discuss goals and progress
- monitor the frequency and progress of the experiences
- monitor the balance of the experiences
- encourage the student to make connections between the CAS experience and the local/global community
- ensure that the student is engaging in proper reflection of the CAS experiences
- relay concerns to the CAS Coordinator and DP Coordinator if/when necessary