

# CREATIVITY ACTIVITY SERVICE

## PRACTICAL STUDENT HANDBOOK

CAS coordinator

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This handbook has been written to help you successfully navigate through the CAS programme component of IB DP. It is required that you have read it at the beginning of DP year 1.

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## IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.<sup>1</sup>

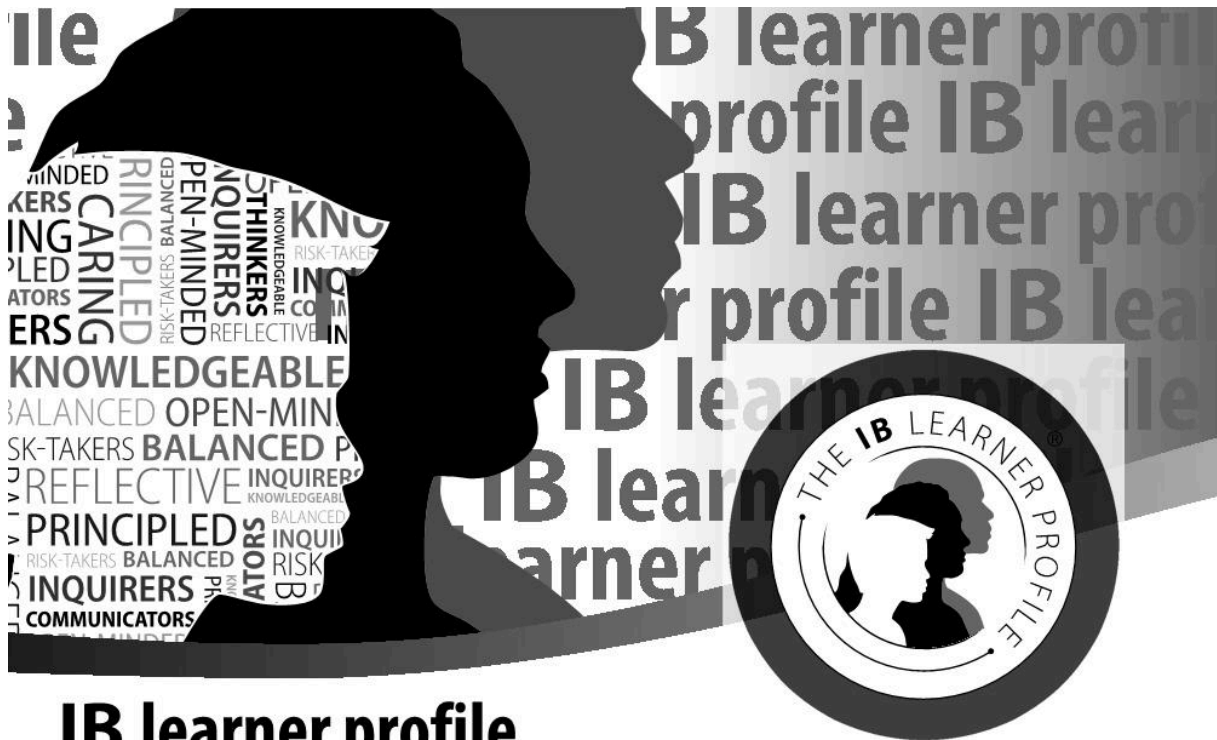
## G+SOS ROKYCANY MISSION STATEMENT

Gymnázium a SOŠ Rokycany is committed to supporting students as independent individuals and life-long learners who value honesty, diligence and fidelity. We encourage students to reach their potential whilst promoting international-mindedness and respect for all cultures and people across the globe. We provide our students with a felicitous educational environment that endorses learning, recreation, cognitive and physical as well as social and creative skills.

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<sup>1</sup> *Creativity, Activity, Service Guide*. (2015). IBO. Geneva, Switzerland.

# IB LEARNER PROFILE



## 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:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

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

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The 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.



## CAS IN A NUTSHELL

**Creativity, activity, service (CAS)** is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning. CAS is organised 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 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 projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

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

A **CAS project** is a collaborative series of sequential CAS experiences lasting at least one month.

Typically, a student's CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than just a series of unplanned/singular experiences. Students must be involved in at least one CAS project during the programme.

## WHY IS CAS PART OF YOUR STUDY?

- It is a counterweight to the academic demands of the IB DP course
- It leads you towards accepting new roles and facing new challenges
- It makes you a more reflective thinker
- It helps you learn more about yourself and to grow personally
- It encourages you to collaborate with others and to accept responsibility as a member of the local community
- It helps you recognise the consequences of your actions, and choices on other people and the environment
- It brings you memorable and meaningful experiences

## CAS STRANDS

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

Creativity may cover a wide range of arts and other activities that the student engages in to design and carry out service projects (**creativity of the mind**). Experiences may include **arts and crafts, choir, band, acting, debate, singing, dance, photography**, or any other creative activity. Appropriate ‘creative’ CAS activities should not involve just “more of the same” (ex. more practice, more concerts, etc.) and is not met by the appreciation of the creativity of others (ex. attending a concert or art exhibition)

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

Activity may include many types of physical activities such as participation in **expeditions, individual and team sports and physical training**. It can also include carrying out creative and service projects as well as training for service. These activities include **school or community sports, mountain climbing, skiing, gardening, martial arts classes or competitions, coaching, club participation**, or a **charity run**. It should not involve just “more of what you have been doing.” “Extending” your previous activity, such as trying a team sport instead of an individual sport, coaching kids or organising a little league team counts as activity.

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

Service involves **community or social service**. It can include **environmental and international projects**. Service work would include **volunteering at a local hospital or nursing home**, working with **animal shelter, tutoring, participation in student government** or **service on community organisations or committees**, working in a **recycling program or organising your own recycling project**. Service can also include participation in a local or international **fundraising event**, travel to another country for **humanitarian purposes**, or **advocacy** for a cause you feel strongly about. It is essential that the service activity has learning benefits, which rules out mundane, repetitive activities, as well as “service” without real responsibility.

## ELEMENTS OF A SUCCESSFUL CAS PROGRAMME

- Real purposeful activities that meet one or more of the **7 learning outcomes**
- Personal **challenge** – the experiences both pose a challenge and are achievable
- Demonstration that **CAS stages** (investigation, preparation, action, reflection, and demonstration) have been used throughout experiences and projects
- Thoughtful **reporting and reflection** process shows learning outcomes and personal growth
- **18 months** of ongoing activity

## 7 LEARNING OUTCOMES

During the whole CAS experience you will provide evidence and document reaching the 7 learning outcomes. All your CAS experiences and projects will involve one or more of the following:

**1. Identify own strengths and develop areas for growth** • Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

**2. Demonstrate that challenges have been undertaken, developing new skills in the process** • 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.

**3. Demonstrate how to initiate and plan a CAS experience** • 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.

**4. Show commitment to and perseverance in CAS experiences** • Students demonstrate regular involvement and active engagement in CAS.

**5. Demonstrate the skills and recognize the benefits of working collaboratively** • Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

**6. Demonstrate engagement with issues of global significance** • Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate experience in response to the issue either locally, nationally or internationally.

**7. Recognize and consider the ethics of choices and actions** • Students show awareness of the consequences of choices and experiences in planning and carrying out CAS experiences.

**All seven outcomes must be met** to complete the CAS programme successfully. You might demonstrate some of them more times, during various experiences, but completion requires that you have evidence of meeting each outcome at least once.

## CAS EXPERIENCE and CAS PROJECT

### What counts as CAS experience?

A CAS experience can be a single event or may be an extended series of events. In general, any experience may be acceptable if:

- The experience falls under one or more of the CAS strands (creativity, activity, service)
- You can demonstrate how one or more of the learning outcomes will be met.
- You can demonstrate how you will personally grow from the experience.
- The activity has real consequences or benefits for you and/or other people.

### What does not count?

- Anything for which money is paid

- Any course that is part of your IB Diploma Programme, or anything that is a task within such course
- Time spent on simple, tedious, repetitive tasks (ex. filing, replacing books on library shelves, etc.)
- Family duties
- Passive pursuits such as going to a museum or concert will not count as CAS. However, if you start a blog with book or theatre reviews it will count as creativity.
- Activities that cause division among different groups in the community

## Political and Religious Activities

When trying to determine if an activity within one or both of these areas should be submitted for CAS approval think about the following:

- Does the activity meet the requirements above for something that counts as CAS?
- Could the activity be interpreted as proselytising by others?
- Does religious activity take place during regularly scheduled worship? Could it cause, or worsen, social divisions?
- Is the activity safe and secure, given the local circumstances? What are the learning opportunities for the student?

**When in doubt, please discuss the experience description and goals with your CAS Advisor or CAS Coordinators prior to beginning the activity to see if it will count for CAS.**

## CAS Project

All students must be involved in at least one CAS project. Although only one is required, it is recommended that students engage in more than one CAS project over the duration of their CAS programme. In addition to the criteria stated above for CAS experiences, the following must be in place in order for the experience to count as a CAS project:

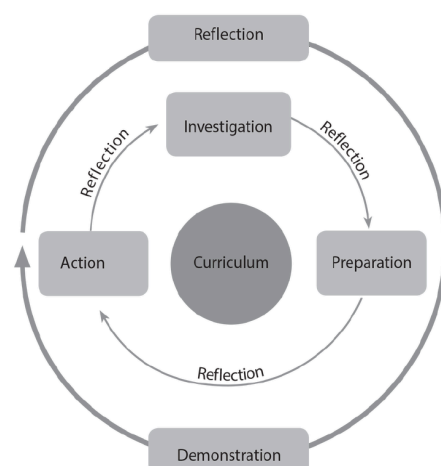
- Is a minimum of 1 month in length from planning to completion
- Is collaborative (between students or members of the wider community)

## CAS STAGES

The **CAS stages** help you consider what you would like to do in CAS, make plans, and carry out your ideas.<sup>2</sup>

### Investigation:

You identify your interests, skills and talents when considering possibilities for CAS experiences, as well as areas for personal growth and development. You decide what you want to do and determine the goal of your CAS



<sup>2</sup> You can use Kaye, C. B., M.A. (2014). *A Student Guide to the CAS Stages*. CBK Associates. For documenting the CAS stages.



experience. In the case of service, you identify a need you want to address.

### Preparation:

You decide on roles and responsibilities, develop a plan of actions, identify resources and timelines, and learn or practice skills needed for the CAS experience.

### Action:

You carry out your idea or plan. This often requires decision-making and problem-solving. You may work individually, with partners, or in groups.

### Reflection:

You describe what happened, express your feelings, generate ideas, and raise questions. Reflection can be done at any time during CAS to understand better, to revise plans, to learn from the experience, and to make links between personal growth, accomplishments, and the learning outcomes. Reflection may lead to new action.

### Demonstration:

You show what and how you learned and what you have accomplished, for example, by sharing your CAS experience through your CAS portfolio or with others in an informal or formal manner. You not only present, but also get responses from others. During DP2 you will be asked to demonstrate some of your experiences or projects during a workshop for DPI students.

The CAS stages enable you to

- understand better who you are
- Explore the learning process
- try new and challenging things
- employ different learning styles
- grow personally
- develop attributes of the IB learner profile.

For singular CAS experiences, you may begin either with investigation, preparation, or action. For ongoing CAS experiences, beginning with investigation is strongly advised.

## REFLECTIONS

Reflection is crucial for your CAS experience. Developing reflective skills helps you decide how and when to do things. If you reflect on your choices and decisions you realise not only what your strengths are, but you also see your limitations and areas for further development. That is why reflective skills are one of the areas of thinking skills central to IB DP.

Reflection is the primary evidence used by CAS coordinators to determine whether you have reached the seven CAS learning outcomes.

For each CAS experience/project, you must have some sort of reflective evidence. It may be documented in the following ways:

- Pictures (with captions)

- Journals
- Blogs
- Creating and posting the link to videos, short films
- Creating and posting the link to websites, Facebook or Instagram posts, Tweets...
- Another creative form of reflection (comic strip, letter to editor, a poem, a drama performance)
- Interviews with CAS Advisor, Coordinator, or your Supervisor (these are documented, so they are also part of your reflection)

There needs to be at least one form of reflection for each experience/project, but for longer range activities, students are encouraged to submit more reflective evidence in various formats.

#### Examples of good reflections:

In this CAS experience, we organized and realized Christmas sweets baking for our local firefighters.

The preparation itself was almost identical to the Halloween cancer-prevention bake sale. Again, we arranged a day when we would bake at the studio with its owner and then got there and did the work. I am convinced that it went according to plan and no accidents happened. This time it was a bit more coordinated and overall easier than last time, so I believe the next time we do this kind of event, we will be even better. We even managed to finish all the baking under our estimated time.

This experience was so rewarding for me personally because one of those local firefighters is my dad. Knowing what he, and all of the firefighters, had to go through when České Švýcarsko was on fire, made me feel really grateful that we chose the firefighters to be the "recipients" of our efforts (baked Christmas sweets and handwritten letters). I think it was an amazing idea to write letters of appreciation to the firefighters. I talked to one of them from my dad's shift and he told me that he read all of the letters and they almost brought him to tears, which was really heartwarming to hear. Also when we were at the station with our teacher to give them the boxes with the sweets and letters, we were given a long tour of the station and their system. For me, it was nothing new but I still enjoyed it.

I am so thankful and glad that we actualized this CAS experience and that people from other classes were interested enough to join us (so we also made new friends).

## CAS RECORDS

You will be supported during the CAS programme through Managebac. Access to Managebac will be provided in September of DP year 1. It is your responsibility as a student to make sure you keep up to date with logging your CAS experiences/projects (or linking their records) in Managebac. Besides uploading material directly to Managebac, it is possible to keep digital portfolios, scan personal journals and upload or link them in Managebac.

### Initiating an Experience/Project in Managebac

- Create the **Experience/Project Proposal** in Managebac (eventually choose an existing school-based project), **wait for its approval** before beginning the experience, if in doubt if your proposal fulfils the criteria set for CAS, see your CAS Advisor or Coordinator to seek guidance. Under no circumstances start an unapproved experience.
- **Upload** (alternatively hand in a hard copy) a scan of **CAS supervisor form** (for out-of-school supervisors only). For in-school supervisors fill in the contact information.
- Upload any other documents relevant (**volunteer contract** signed by a parent if under 18, **risk assessment form** if required by the Advisor/Coordinator, etc.)

## Recording an Experience/Project in your CAS Portfolio

- **Collect evidence** of all kind (captioned **photographs, mind maps, collaborative planning evidence, emails, messages, videos, recordings, leaflets and posters, newspaper articles, internet articles, blog entries,...**)
- **Regularly reflect** on your experiences and projects, try to identify suitable moment for reflection (a single experience is expected to have at least one reflection, CAS project will have at least 3 reflections)
- Organise your material and **demonstrate the learning outcomes**
- Write your **final reflection**
- Enclose any other relevant material, such as **reactions of the community (articles, pieces of news), interviews, course certificates**, etc.

## Completing an Experience/Project in Managebac

- Once your experience is finished and all evidence uploaded and documented, ask for a Supervisor Review through Managebac. Your supervisor will get an email that will lead them through the process of reviewing your experience
- Mark the experience/Project as finished in Managebac

## Material that must be documented in Managebac

- **Personal profile (Prior to Interview 1)**: All students are required to complete the Personal Inventory before Interview 1 in October. Students will begin making connections between things they are currently doing or would like to pursue in the future and how they may relate to their potential CAS experiences/projects.
- **CAS plan for IB DP (Prior to Interview 1)**
- **CAS Experience proposals** for ALL CAS Experiences (must be submitted and approved in Managebac before beginning the experience)
- **CAS Project proposal/s** (must be submitted and approved in Managebac before commencing the project)
- **Holiday CAS proposal (Prior to Interview 2)** - will be discussed at the interview
- **Final CAS Checklist (Prior to Interview 3)**

You must take part in and document CAS experiences and projects on a regular basis for a minimum of 18 months. The earliest that you may begin documenting CAS is day one of DP year 1 and all documentation must be completed by **March 10th of DP year 2**.

All Experience and Project Proposals must identify the following to be approved:

- Detailed **description of the experience/project**
- **Goal** for the activity (SMART)
- Which **CAS strand(s)** will be addressed (**Creativity, Activity, Service**)
- Which of the 7 **learning outcomes** will be addressed (list max. 3 learning outcomes that you will concentrate on in your reflection)
- Identify an **activity supervisor (non-family member)** and list **their contact information (name, telephone number and email address)**.

# CAS ROLES

## CAS Coordinator

- Provides information to students, parents, and faculty (including CAS Advisors) about the CAS requirements
- Assists CAS Advisors with understanding how to manage students
- Meets students to discuss the personal profile and CAS plan (beginning of DP1)
- Completes CAS exit interview (DP2)
- Oversees Managebac CAS records and CAS Portfolios
- Makes students aware of potential CAS opportunities
- Makes sure that the school stays updated with the latest CAS information published by the IBO.

## CAS Advisor – your mentor for CAS

- Approves CAS experiences/projects on in Managebac
- Provides feedback to students about CAS experiences/projects
- Meets with students to provide guidance and advice (see the CAS office hours on the noticeboard outside 220)
- Communicates any CAS concerns to the CAS Coordinator

## CAS Supervisor

- Oversees and confirms the student taking part in the experiences
- Typically a club leader, sports coach, tutor, art school teacher, etc.
- Must be an adult and non-family member
- Completes the supervisor review at the end of the experience

### Important Note

If you are completing a CAS experience for which there is no adult non-family member or it is more of an individual pursuit, contact your CAS Advisor or CAS Coordinator to discuss in person.

Under no circumstances start a CAS experience unless it has been approved by your advisor

## Student

- Approaches CAS with a proactive attitude
- Completes a personal inventory and plan before the first CAS interview
- Uses the CAS stages (investigation, preparation, action, reflection, and demonstration) to execute CAS experiences and projects

- Has regular meetings with CAS Advisor during official interviews, Core block, or CAS office hours
- Takes part in at least one CAS project (minimum one month duration, including the preparation and demonstration phase)
- Maintains balance between the CAS strands (creativity, activity, service)
- Keeps records of CAS experiences/projects
- Records mandatory information in Managebac (or provides links)
- Ensures that there is an adult supervisor to verify CAS experiences/projects and that they complete a supervisor review at the end of each activity (must be a non-relative)
- Demonstrates that all 7 learning outcomes have been achieved (Managebac)
- Ensures a CAS checklist is completed in Managebac before the final interview
- Behaves appropriately, ethically, and with integrity<sup>3</sup>

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<sup>3</sup> Content of this handbook is based on *Creativity, Activity, Service Guide*. (2015). IBO. Geneva, Switzerland.

# CAS CALENDAR

## DP year 1

September	<b>CAS introduced</b> Personal Inventory, learning outcomes of CAS CAS programme planned by students, CAS stages and reflection introduced
October	<b>Interview 1</b> -Students demonstrate understanding of the requirements of the CAS programme, discuss their Personal Inventory and CAS proposal, they identify their interests, skills, strengths and areas for development, they show some level of investigation towards possible experiences and the CAS Project.
November–December	take part in Experiences, plan CAS Project, reflect
January	<b>CAS Portfolio progress check</b>
February–March	take part in Experiences, work on CAS project, reflect
April	<b>CAS Portfolio progress check</b>
May	take part in Experiences, work on CAS project, reflect, CAS plan for the summer break
June	<b>Interview 2</b> - demonstrate reaching some of the learning outcomes, reflect on the experiences undertaken and discuss the proposal for the summer months between DP year 1 and DP year 2. Reflect on the CAS project or demonstrate the investigation and preparation for your CAS project being undertaken. Discuss your CAS plan for the summer break

## DP year 2

September	Reflect on summer break programme and CAS project
October–November	Continue Experiences, reflect and record
December–January	take part in Experiences, reflect
February	<b>Workshop for DP year 1</b> students, CAS Portfolio progress check, <b>Interview 3</b> - review your portfolio with the CAS coordinator/advisor, demonstrate the learning outcomes and reflect on your CAS experience as a whole.
March	Finalise CAS Portfolio (by March 10th)

## IB DIPLOMA AND GRADUATION REQUIREMENTS

CAS is one of the **core elements** of IB DP (alongside **Theory of Knowledge** and **Extended Essay**). A student who fails to satisfy the CAS requirement will not be awarded the IB diploma even if all other diploma conditions have been satisfactorily fulfilled. Non-completion of CAS requirements will result in the diploma being withheld until the candidate has completed the requirements. Candidates have up to one year to complete the CAS requirement after the issue of examination results.

Fulfilment of the CAS requirement involves the following:

- **18 months** of continuous creativity, activity, and service experiences/projects (documented in **CAS portfolio**)
- Completion of **documentation** for CAS (**reflection** on CAS programme and documenting the **5 stages** of CAS is essential)
- Maintaining **balance between Creativity, Activity and Service** elements of CAS
- Reaching the **7 Learning Outcomes** of CAS
- Completing **3 official interviews** with CAS coordinator/advisor

### Important Note

CAS is an integral part of the curriculum for the IB DP class which means that students not completing CAS will not be able to earn their diploma (either IB or Maturita) due to not completing all elements of their curriculum.

You must keep in mind that fulfilling **all** the CAS, EE and TOK requirements are prerequisite to being awarded a CORE grade on your school report.

## IMPORTANT DOCUMENTS AND TEMPLATES

All essential CAS forms and documents will be available for download in Managebac at the beginning of DP year 1.

- This CAS handbook
- Student's guide to CAS Stages
- CAS program plan

- Letter to parents
- Letter to supervisor
- Supervisor feedback form (available through Managebac)
- CAS completion checklist
- Risk assessment form

## IMPORTANT CONTACTS

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