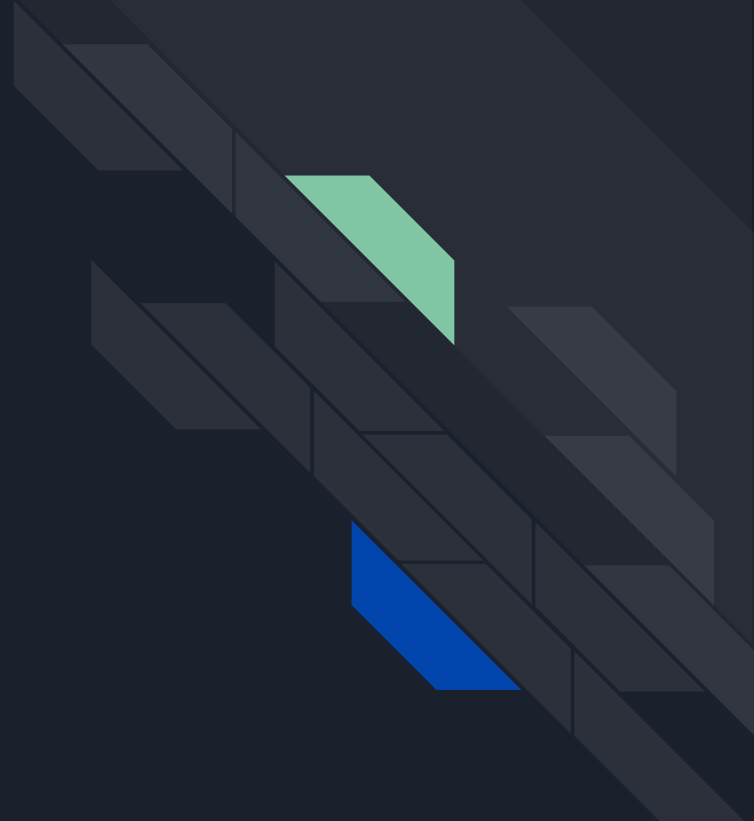


CAS





Creativity

Activity

Service

Creativity

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





CREATIVITY

- Plan and execute an art project for kids at a residential treatment center.
- Learn a new musical instrument/music/dance.
- Perform music and dance in a new or especially challenging context (public audience, large audience, competition context) organised for charity
- Teach art/music/dance to another person/group of people.
- Design a website for a non-profit/charity organization.
- Design a series of after school tutoring sessions.
- Design an awareness campaign for an environmental issue. This could include a creating posters, creative announcements, creative presentations
- Take a ceramics class.

Activity

Physical exertion contributing to a healthy lifestyle





ACTIVITY

- Learn to swim
- Join weightlifting classes
- Join hip hop dance classes
- Train for an upcoming running race and set a goal for yourself.
- Join a tennis club
- Teach sports to kids who don't get the opportunity to learn
- Learn to SCUBA dive or get advanced certification

Service

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

It includes unpaid and voluntary exchange that has a learning benefit for the student.





SERVICE

- Work as a teacher's aide in a local elementary school
- Volunteer to help orphans at local orphanage
- Teach singing/piano/guitar as a lunchtime or after school
- Visit the slum area people weekly and chat to the residents, or teach them a new craft/skill.
- Organize a beach clean-up with your friends: find a local company who will dispose of the trash and recycling and spend a few hours cleaning the beach.
- Campaign the local government on an issue you feel strongly about
- Plant trees



Duration of CAS Programme

- It formally begins at the start of the Diploma Programme and continues regularly.
- It needs to be ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity and service.



INTERVIEWS

We will have 3 formal interviews together:

- Meeting #1 – beginning of grade 11 : understanding CAS setting goals, get to know you.
- Meeting #2 – toward end of grade 11: how are you progressing, discuss CAS project.
- Meeting #3 – 2nd semester of grade 12: discuss how CAS project went, look over CAS portfolio, wrap up program, growth, what learned, complete CAS checklist for approval

Feel free to ask questions and honestly tell me how things are going.



KEY FEATURES

Clearly related to the Learner Profile

Emphasis on CAS as experiential learning

Reflection is a major part of the process

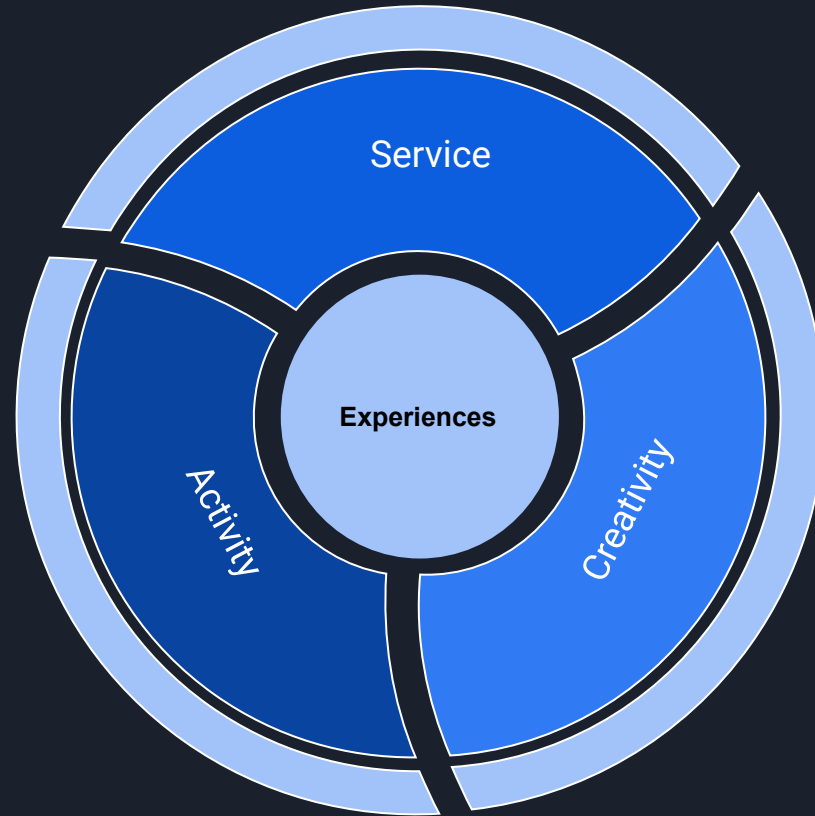
Differentiated to meet the needs of the individual student



Experiential Learning

- “...the process whereby knowledge is created through the transformation of experience”
- Experience is transformed through reflection
- Reflection needs to be encouraged and developed
- Students need a “CAS advisor” to guide them
- A team approach is **ESSENTIAL**

Strands of CAS experience





Guidelines for 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



LEARNING OUTCOMES

ENGAGE. ACT. THRIVE.

Include these Learning outcomes in your proposals and reflections

LO 1	Identify own strengths and develop areas of growth
LO 2	Undertaking challenges and developing new skills in the process
LO 3	Demonstrate how to initiate and plan a CAS experience
LO 4	Show commitment to and perseverance in CAS experiences
LO 5	Demonstrate the skills and recognize the benefits of working collaboratively
LO 6	Demonstrate engagement with issues of global significance
LO 7	Recognize and consider the ethics of choices and actions

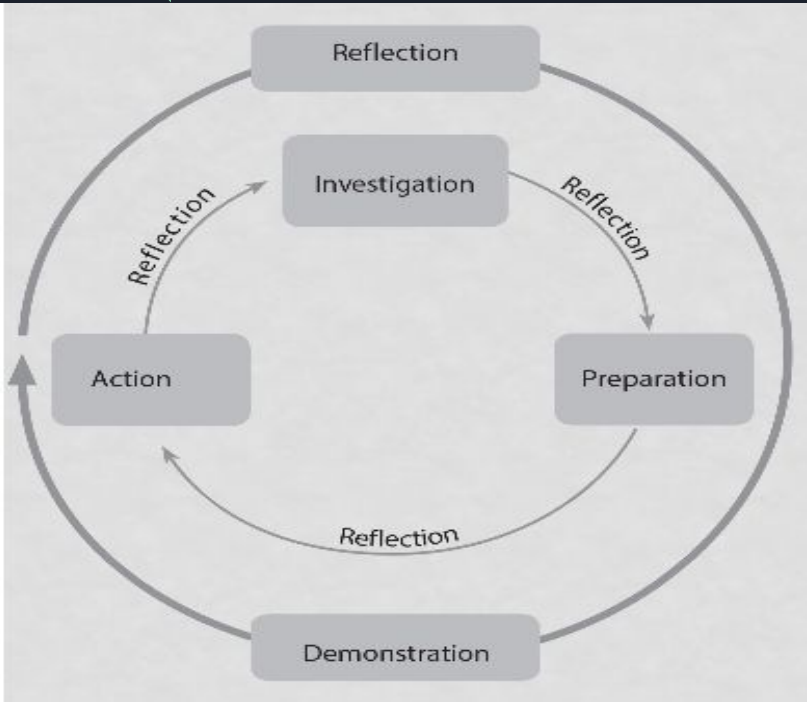


CAS stages

CAS stages represent a process and sequence that can assist students in many aspects of their life.

For each CAS experience it is necessary for students to present the stages.

CAS Stages



1. INVESTIGATION: identify a need / issue/ opportunities
2. PREPARATION: design a plan
3. ACTION: implement a plan
4. REFLECTION: reflect from your feelings and thoughts from experience
5. DEMONSTRATION: what and how have you learned, share through CAS Portfolio



CAS Project

- Students must be involved in at least one CAS project during their CAS programme.
- All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met.
- CAS project can address any single strand of CAS or combine two or all three strands.
- All CAS projects are designed with a defined purpose and goal. Students need to identify one or more learning outcomes to further guide their role and responsibilities in the CAS project.
- 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.



Service Project

- When a CAS project addresses the CAS strand of service.
- Service projects should involve working alongside community members with ongoing communication.
- If a service project is conducted outside the local context, it is recommended that there is some form of local action.



For any service project it is important to ensure that ,

- There is a genuine need for the service
- Understanding level of student participation
- Assessment of potential risks to participating students
- Demonstration of how the CAS stages were followed
- A thorough evaluation of the benefits of the service project



What is NOT CAS?

Ask yourself the following questions to see if your experience qualifies as CAS...

- Does it fit into one or more CAS strands?
- Will you learn or develop new skills, interests or talents?
- Are there consequences for you, others and/or the environment?
- Will any of the 7 learning outcomes be addressed?
- Will it bring a sense of fulfillment?

If the answer for the above questions is Yes then it looks like a great CAS experience.; however if the answer of any of these is NO, then sorry it cannot be considered as a CAS experience.

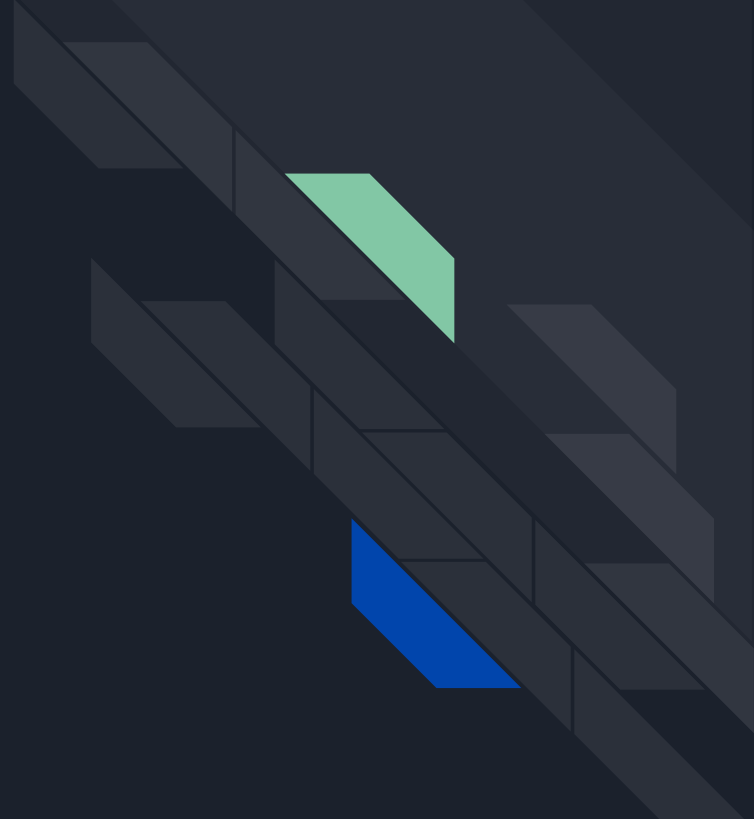


What is NOT CAS?

CAS Experience should not be

- ❖ Passive experiences (such as attending a concert or museum)
- ❖ Habitual (family duties, religious devotion)
- ❖ Financial rewards (babysitting, work)
- ❖ Work experience
- ❖ Simple or repetitive (household chores or school chores)
- ❖ Activities that cause division among people or community.

Few examples of CAS Projects



CAS Cambodia Project at AIS



Get peddling

Form a cycling club! A cycling club in your community is not only a great way to socialise with like minded fans of cycling but a great way to also involve activity strand. To compliment that you could start a biker's journal going out to people in your cycling club and the larger community and covering topics on roads safety, local cycling routes, benefits of exercise etc. and cover service strand for that.





Get baking!

Organise a bake sale. For those who love spending time in the kitchen, this is the perfect way to do something you love and later donate the proceeds from the sale to a charity. You could also document your recipes and baking tutorials by starting a blog or a YouTube channel.

Charity help

Get involved with a local charity! Pick a cause that you feel passionate about and approach a local charity to see if you can help them in any way. If possible, try and play on your strengths and use the skills you have acquired in school. For example, help maintain financial accounts for your chosen charity if you are good at maths and business. If you like English you could assist with their Social Media channels or help put together a newsletter.

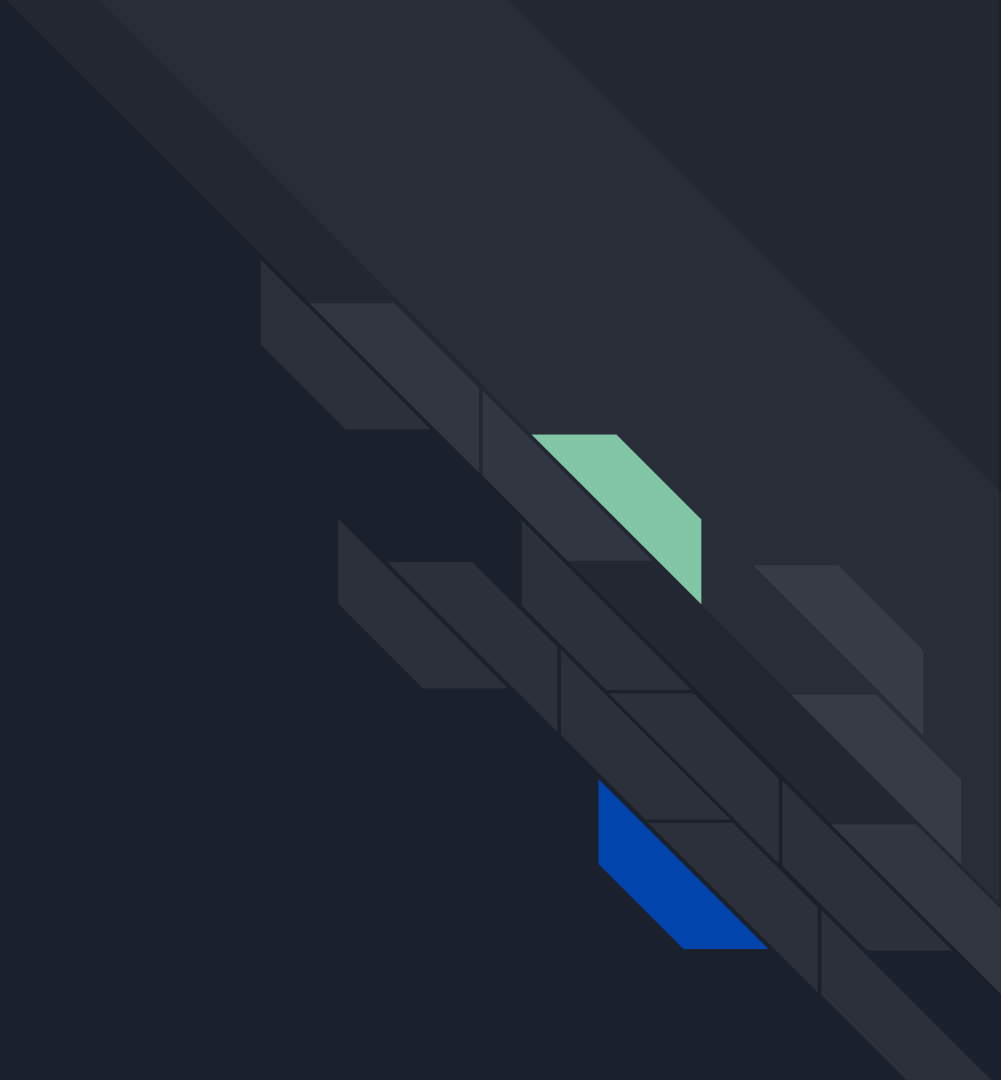


Get musical

Learn to play an instrument. It's a great way to develop a new skill and enjoy yourself, especially if you are particularly fond of music. To combine some elements of service you could organise a mini-concert when you know how to play a few songs and raise money for a charity.



Reflection





Please remember.....

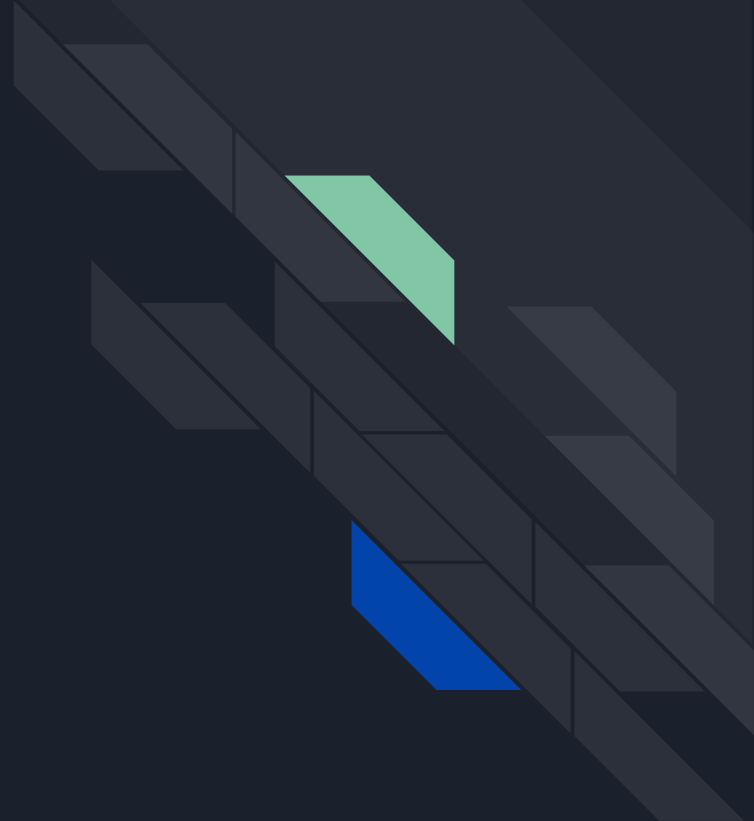
- Students can choose forms of reflection that are personal and enjoyable.
- It is recommended that students decide which reflections will be placed in their CAS portfolio.
- These reflections should give evidence to achieving each of the seven CAS learning outcomes.
- Reflections can be in form of photographs, short video summarizing CAS experience, group of students can create a poster highlighting aspects of a shared experience, a dance, a letter, a comic strip, or any other forms of expression.
- A reflection should be honest, personal, creative, easy to understand.



How to Reflect

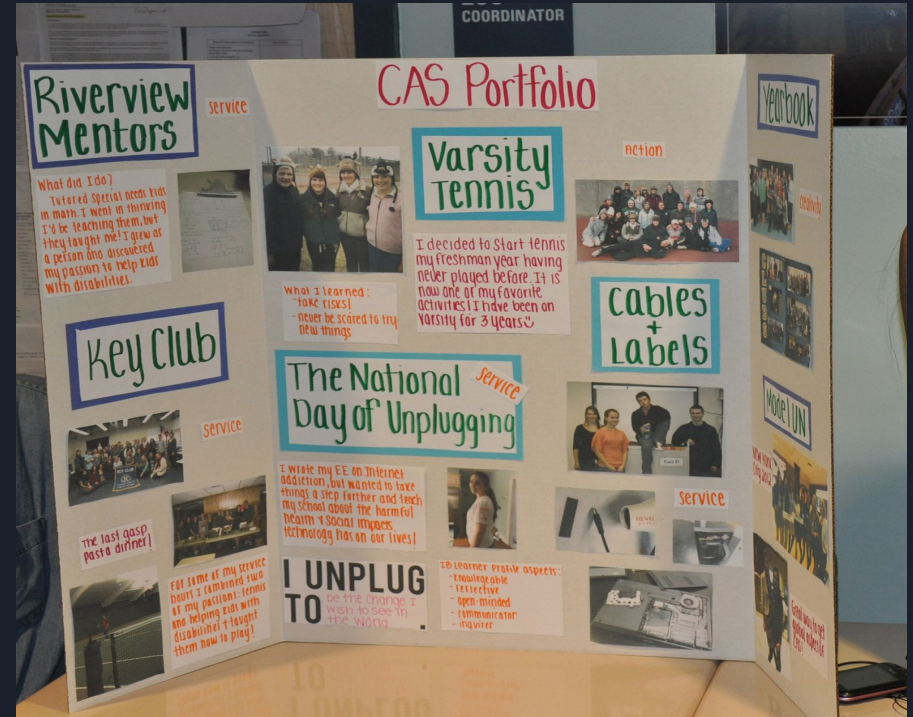
- ❖ Reflections can be done in different ways.
- ❖ Answers to the following questions can help you reflect for each of your CAS experience/CAS Project.
 - How did I feel before, during and after this CAS experience?
 - What skills did the experience teach me?
 - How did my CAS experience help other people?
 - Which global issues of importance did I encounter?
 - If I had the chance to do it again, what would I do differently?
 - How has the CAS experience changed me or my perceptions of the world around me?
 - Who surprised, disappointed or inspired me and how?

CAS Portfolio



A CAS Portfolio is.....

- Collection of evidence that showcases CAS experiences and student reflections
- Based on student achievement of the seven CAS learning outcomes
- Students provide the school with evidence demonstrating achievement of each learning outcome through this





Do remember ...

- Students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS and achievement of the seven CAS learning outcomes.
- It is not formally assessed
- Students can explore different options of presenting their portfolio. They can use digital, online, diary, journal, scrapbook or a blended approach.
- CAS portfolio can be preferably divided as Profile, Experiences and Evidences.



CAS Portfolio is required to....

- Document ongoing from beginning, turn in grade 12
- can be electronic “scrapbook”
- showcase your experiences and reflections
- pick and choose what you want to include a collection of evidence (photos, videos, etc...)
- must show a sustained CAS lifestyle over 18 months which reveal how you have developed
- Format ideas: digital, online, diary, journal, scrapbook, create a website, blog, scrapbook, files, video log, etc. or blended
- it's not WHICH format you use, but HOW you use it



Student's Responsibility

- Self-review at the beginning of CAS Plan, do and reflect
- Undertake reviews with CAS advisor on a regular basis
- Take part in a range of activities. At least ONE sustained project must be at least partially initiated by the student and involve at least two of the areas - Creativity, Activity or Service
- Keep records of your activities and achievements.
- Show EVIDENCE of achievement of the seven CAS learning outcomes.
- Repetition should be avoided.
- Growth must continually occur.

Final thoughts....

- **Can't be paid**
- **Can't be for a grade in another class (but it can be an extension)**
- **FIND SOMETHING YOU LOVE TO DO OR WANT TO LEARN TO DO!!! Give LOTS of details and descriptions**
- **Can't be crammed, but must be ongoing throughout your IB experience (18 months, beginning in grade 11)**
- **CAS experiences must somewhat equally distributed between Creativity, Activity and Service. You can't have all activity and very little service/creativity. There must be balance between the three.**
- **Try to reflect on your experiences quickly and timely.**
- **Once you complete a CAS experience, you need to submit evidence, reflect and have planning forms completed on time.**



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www.castrips.org

Thank You

