

Weber High School



C.A.S. Handbook

Creativity, Action, & Service

The International Baccalaureate Diploma Programme

For students graduating in 2020 and thereafter



Table of Contents

Welcome Letter.....	1
Weber High Mission Statement	2
IB Learner Profile	3
What is CAS?.....	4
CAS Stages	5
Understanding the CAS Strands	6
CAS Experiences & Projects	8
Approval of CAS Experience/Project.....	8
What counts as CAS?.....	8
What is NOT CAS?	9
Guidelines for Specific CAS Activities	10
Religious Activity	10
Political activity	10
Course requirements	10
School day events	10
Guidelines for CAS Experiences and CAS Projects.....	11
The Initial Personal Self Review	11
CAS Experiences	11
Reflection Guidelines.....	11
Elements of Reflection.....	12
Extending Reflection	12
Time for Reflection.....	13
Reflective Evidence	14
Examples of Good Reflections	15
Examples of Poor Reflections.....	16
Completing CAS Experiences/Projects	17
Sample CAS Experiences & Projects	17
The CAS Portfolio	18
Recording and Reporting CAS	18
Guiding Questions	19
CAS PROJECT.....	20
Roles, Responsibilities, and Requirements.....	21
CAS Learning Outcomes	22
Why CAS?	24
APPENDIX.....	25
CAS Initial Personal Self-Review	26
CAS Planning Sheet.....	27
CAS Learning Outcomes	28
CAS Documentation	29
CAS Reflection Form	30

Welcome Letter

Congratulations on your decision to embark on the Weber High International Baccalaureate journey! We are very proud to offer this program to our students, and we are glad that you have committed to the IB tradition of excellence.

One of the core components of the IB program is the Creativity, Action, Service (CAS) requirement. Through this service learning experience, we work to achieve the following learning outcomes:

- Students increase their awareness of their own strengths and weaknesses and areas for growth
- Students undertake new challenges and develop new skills
- Students plan and initiate activities and work collaboratively with others
- Students show perseverance and commitment in their activities
- Students engage with issues of global importance and consider the ethical implications of their actions

In addition, the CAS program aims to develop students who are:

- Reflective thinkers – they understand their own strengths and limitations, identify goals, and devise strategies for personal growth
- Risk takers - Willing to accept new challenges and new roles
- Aware of themselves as members of communities with responsibility towards each other and the environment
- Active participants in sustained, collaborative projects
- Balanced – the enjoy and find significance in a range of activities involving intellectual, physical, creative, and emotional experiences

It is also important that students meet with me on a regular basis for the following:

- Guidance on selecting organizations that match a student's personal and professional interests
- Pre-approval that their chosen organization and activities meet the IB CAS requirements
- Updating me in-person, so I can get to know each student and maintain an accurate spreadsheet of student progress, as they completely activities and progress through the CAS program.

CAS is different from your other IB courses in that CAS is an opportunity for experiential learning. It involves learning by experience, which differs in many ways to learning in a classroom. Students have the opportunity to challenge themselves and learn in a completely different way that you would in the classroom.

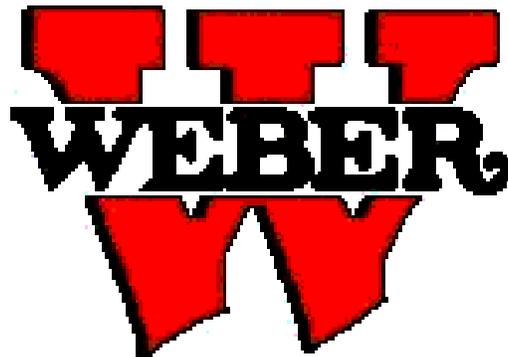
Finally, CAS provides an opportunity for students to learn about and give back to your local or global community by getting involved! CAS allows you to take the knowledge you have gained in the classroom and apply it to the local and/or global community. Through CAS you have the opportunity to give you time and skills to benefit other people who may need help or are less fortunate. The ultimate goal of CAS is to foster your awareness and appreciate of life outside the academic arena.

Approach CS with an open and creative mind and take time to think about how you want to approach your CAS programme, what activities would challenge you and most important, think about what you would enjoy. CAS allows you to plan, observe and reflect but also have some fun. As the coordinator, I am not only here to assess that you have completed your CAS part of the programme but I am here to help and my door is always open to help you at any stage of the CAS experience.

Mr. Rawlins

Weber High Mission Statement

Weber High School will establish a supportive learning community, which fosters creativity, encourages curiosity, and promotes critical thinking. Weber will create a challenging learning environment that encourages effective communication, life-long learning, and compassion that prepares students to serve in a global community.



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. IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

What is 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. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities are characterized as follows:

Creativity	Exploring and extending ideas leading to an original or interpretive product or performance. This will come from your talents, interests, passions, emotional responses, and imagination. The forms of expression may include visual and performing arts, digital design, film, culinary arts, crafts, compositions, etc.
Activity	Physical exertion contributing to a healthy lifestyle. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposely contributes to a healthy lifestyle.
Service	Unpaid, voluntary, collaborative and reciprocal engagement with the community in response to an authentic need. It is recommended that service experiences extend beyond the school to local, national, and/or international communities.

CAS should involve:

- Real, purposeful activities, which meet one or more of the 7 learning outcomes.
- Personal challenge --- tasks must extend the student and be achievable in scope.
- Thoughtful consideration, such as planning, reviewing progress, and reporting
- Evidence and reflection on outcomes and personal learning

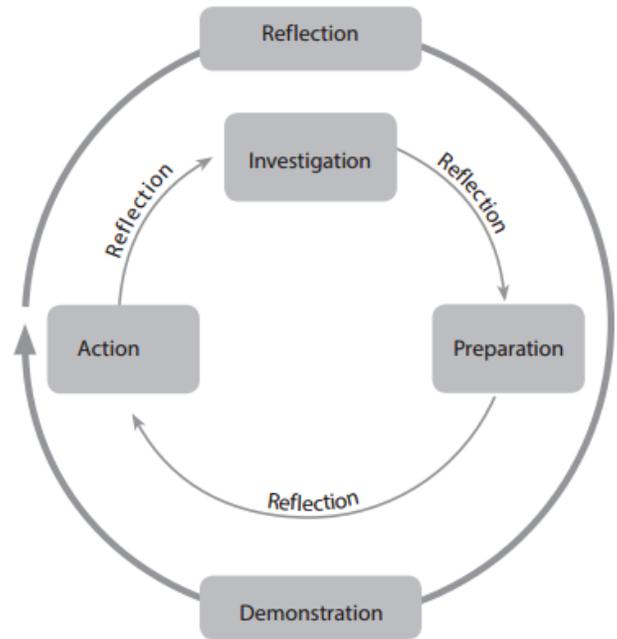
All proposed CAS activities need to meet the above four criteria. CAS activities should continue on a regular basis (ideally a weekly basis) for as long as possible throughout the programme, and certainly for at least 18 months with a reasonable balance between creativity, activity, and service.



CAS Stages

The CAS stages (adapted from Cathryn Berger Kaye’s “five stages of service learning”, 2010) offer a helpful and supportive framework and continuum of process for CAS students as they consider what they would like to do in CAS, make plans, and carry out their ideas. The CAS stages are applicable to the three strands of creativity, activity, service, and the CAS project.

There are two parts as noted in the diagram. The center represents the process with four key parts: investigation, preparation, action, and reflection. The outer circle has two parts and guides students in summarizing their experience: reflection and demonstration.



The five CAS stages are as follows:

- 1. Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
- 2. Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
- 3. Action:** Students implement their idea or plan. This often requires decision-making and problem solving. Students may work individually, with partners, or in groups.
- 4. Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
- 5. Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others

Understanding the CAS Strands

Description of the CAS Strands

Creativity

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



- ✓ 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).
- ✓ Activities 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



- ✓ 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 any charitable activity participation such as a march of Dimes Walkathon.
- ✓ Should not involve just “more of the same”----more practice. “Extending” the student may go further (ex. Trying a team sport instead of an individual sport, coaching a little league team, etc.).

Service

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



- ✓ 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 on a Habitat for Humanity house, tutoring, participation in student government or service on community organizations or committees, working in a recycling program or organizing your own recycling project.
- ✓ Service can also include participation in a local or international fundraising event, travel to another country for humanitarian purposes.
- ✓ It is essential that the service activity has learning benefits, which rules out mundane, repetitive activities, as well as “service” without real responsibility.

CAS experiences/projects in the various CAS strands (creativity, activity, service) may fall into the different categories below:

Category	Explanation	Examples
Ongoing	The student may already be engaged in an activity that falls into one or more CAS strands. Students may continue but are encouraged to further extend or develop participation if appropriate.	<ul style="list-style-type: none"> - Learning to play a new instrument for a school performance - Continuing service at the Humane Society but seeking a different area of expertise
School-Based	Activities sponsored by the school or school organizations that may fall into one or more CAS strands.	<ul style="list-style-type: none"> - Learning to play a new position on the school basketball team
Community-based	Activities sponsored by the local community.	<ul style="list-style-type: none"> - Organizing a group to participate in Race for the Cure - Working with a group to create a community garden
Individual	The student engages in a solitary activity in which they work towards a personal goal	<ul style="list-style-type: none"> - Composing a song - Attending a gym

CAS Experiences & Projects

Students must take part in and document CAS experiences and projects on a regular basis for a minimum of 18 months. The earliest a student may begin to document CAS is day one of junior year and all documentation must be completed by Spring Break of Senior Year.

Approval of CAS Experience/Project

In order for a CAS Experience/Project to be approved, you must supply the following information via the forms on Google Drive:

- A detailed description of the activity as well as your personal goal for doing the activity
- Indicate the CAS strand(s) to be addressed (creativity, activity, service)
- Identify which of the 7 learning outcomes will be address
- Identify an activity supervisor (non-family member) and list their name and e-mail address

All CAS Experiences and Project MUST BE APPROVED by the CAS Coordinator before it is started by the student

What counts as CAS?

In general, an experience/project may be **acceptable** if:

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



What is NOT CAS?

What is, or what is not, CAS is a question which coordinators are frequently asked. The asking of the questions may show an inappropriate approach. If CAS becomes a points-scoring exercise, rather than an interesting variety of activities that the students finds intrinsically worthwhile and rewarding, and which is mutually beneficial to the student and to his or her community, then its purpose is lost. It is important that the spirit of CAS be considered at all times.

Generally, CAS is not taking place when the student is in a passive rather than an active role. There should be interaction. If the student is passive, nothing of real value, either for the student or for other people, results from what the student is doing, and no real reflection is possible. In such circumstances, the student will be able to meet the learning outcomes of CAS only to a very limited extent. Examples of activities, which would not be appropriate for CAS, are listed below.

Unacceptable projects include:

- Anything for which money is paid or is considered a Family Duty
- Anything that is for a grade or needed for high school/IB credit.
- Time spent on simple, tedious, and/or repetitive tasks (ex. filing, shredding papers, etc.)
- Passive pursuits (ex. going to a museum or concert will not count as creative).
- Activities that cause division among different groups in the community.
- Working in senior or children's home when the student:
 - Has no idea of how the home operates
 - Is just making sandwiches
 - Has no contact at all with the senior citizens or children
 - Actually does no service for other people.
- Work experience, which only benefits the student.
- Fund-raising with no clearly defined end in sight.
- An activity where there is no leader, supervisor or responsible adult on site to evaluate and confirm student performance. (The parent of the student cannot evaluate the students' performance)

Guidelines for Specific CAS Activities

Religious Activity

In some parts of the world, religious observance is illegal in the school curriculum; in others, it is compulsory. It is recognized that this is a sensitive and difficult area. Nevertheless, the general rule is that religious devotion, and *any activity that can be interpreted as proselytizing, does not count as CAS*. Work done by a religious group in the wider community, provided the objectives are clearly secular, may qualify as CAS.

If a religious activity addresses learning outcomes (such as some summer mission trips), those outcomes are the focus. The parts of a mission trip that involve serving a community are CAS. The parts of a mission trip that involve proselytizing are not CAS. If the activity is singing religious songs, either during the service or to religious groups, this IS NOT CAS even if a new skill is being learned.

Political activity

A CAS activity cannot be something that inherently causes division between people. Activities that support a specific political party or candidate do not count for CAS. An example of a political party or candidate specific activity would be volunteering in the Republican or Democratic campaign office.

Activities that are nonpartisan and non-candidate specific do count for CAS. An example of a nonpartisan/non-candidate specific activity would be volunteering at your local Elections Office to promote a voter registration drive.

Course requirements

Any class, activity or project, which is already part of the student's academic requirement, is not CAS (you can't do both: get grades and get CAS). For example, if your Drama course requires that you have a role in a class play and your participation will affect your grade it does not count for CAS.

School day events

CAS activities cannot take place during the school day. An example would be a band student playing at a pep rally. Although there may not be a grade impacted by their participation it takes place during the school day, therefore it does not count for CAS.

When in doubt, please discuss the activity description and goals with your CAS Coordinator prior to see if it will count for CAS.

Guidelines for CAS Experiences and CAS Projects

The Initial Personal Self Review

All students are required to complete a CAS Initial Personal Self-Review by October 31st of junior year in the diploma program. This form will get students to begin making connections about how things they are currently doing or would like to pursue in the future may relate to their potential CAS experiences/projects.

CAS Experiences

The following guidelines should be applied when deciding if something may be considered a CAS experience:

- Meets one or more CAS strands
- Meets at least one of the CAS learning outcomes
- Based on a personal interest, skill, talent or opportunity for growth
- Provides opportunities to develop attributes of the IB learner profile
- Is not used or included in your DP course requirements

Reflection Guidelines

Being reflective is one attribute of the IB learner profile: “We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.”

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

Elements of Reflection

Reflection is a dynamic means for self-knowing, learning and decision-making. Four elements assist in the CAS reflective process. The first two elements form the foundation of reflection.

- **Describing what happened:**
 - Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- **Expressing feelings:**
 - Students articulate emotional responses to their experiences.

The following two elements add greater depth and expand perspectives.

- **Generating ideas:**
 - Rethinking or re-examining choices and actions increases awareness about self and situations.
- **Asking questions:**
 - Questions about people, processes or issues prompt further thinking and ongoing inquiry

Extending Reflection

Students should be encouraged to move forward through deeper questions. For example:

- What did I do? Could become:
 - Why did I make this particular choice?
 - How did this experience reflect my personal ideas and values?
 - In what ways am I being challenged to think differently about myself and others?
- How did I feel? Could become:
 - How did I feel about the challenges?
 - What happened that prompted particular feelings?
 - What choices might have resulted in different feelings and outcomes?

Following reflection, feedback from the CAS coordinator is beneficial and necessary as is peer feedback. Feedback provides acknowledgment, confirmation or clarification of students' understanding and insight, and opportunities for further development.

Time for Reflection

Purposeful reflection is about quality rather than quantity. The appropriate occasion, amount and method is the student's decision. Students are not expected to reflect on every CAS experience; they should identify moments worthy of reflection. Reflection is most meaningful when recognized as a personal choice.

Students need to determine key moments during CAS experiences and the project that inspire and are the basis for reflection. The following may help jump start or guide reflection but is not limited to:

- A moment of discovery is happening
- A skill is mastered
- A challenge is confronted
- Emotions are provoked
- Achievement deserves celebration

Students need to reflect before, during, and at the end of a CAS experience to identify important moments, discuss a possible learning outcome, recognize personal growth and achievements, and plan for their next CAS experience. Students are also encouraged to engage in group reflection with their peers to discover shared insights.

Reflection offers students opportunities to understand the concept, process and value of CAS experiences. With experiences that add meaning and self-knowledge, students can adapt, adopt and integrate reflection into a lifelong practice.



*“We do not learn
from experience...
We learn from
reflecting on experience.”*

John Dewey

Reflective Evidence

For each CAS experience/project, students must have some sort of reflective evidence posted on the Google Drive in their experience/project folder. Reflective evidence may be documented in the following ways:

- Paragraphs/Dialogs/Poems/Letters
- Comic Strips
- Dramatic Performances
- Photographs/Pictures (with captions)
- Journals/Blogs
- Videos
- Scrapbooks
- Creating and posting the link to videos
- Creating and posting the link to websites
- Another creative form of reflection (must be previously approved by the CAS Coordinator)

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 this section.

It is recommended to provide at least one form of reflective evidence per number of weeks that the activity occurs (For example if an activity takes place over 8 weeks, a student should have 8 forms of reflective evidence documented).

Additionally, students as they reflect will need to use the IB language from the learning outcomes. Reflection is to show the growth that has occurred from the beginning to the end of the experience/project and what you have learned about yourself and other as well as what was accomplished.

Four elements assist in the reflective process:

- Describing what happened
- Expressing feelings
- Generating ideas: rethinking or re-examining choices and actions
- Asking questions to prompt further thinking and inquiry

Examples of Good Reflections

(from the International School of Panama)

Volunteer at a Children’s Hospital – Service

“... The children were very open in accepting me. They were always the ones who made this brief interaction between two strangers seem comfortable. Through the compassion, I constantly saw in these very sick children I was exposed to an amazing outlook on life. One of the false assumptions I made about working at Children’s was that as a result of my work I would feel good about myself for giving my time to these children. In fact, I did feel good about myself but it was not because of what I had given. Instead, it was the children who gave to me. From them I learned how positive and selfless people can be...”

Volunteer at a Methodist Centre – Service

“I have seen first-hand the harshness of the aging process. People who were once vibrant, bustling human beings are now confined and subdued by their deteriorating health. Jane has Parkinson’s Disease and is inhibited by her soft speech and inability to use her hands. I know from the time we have spent together that she has so much to say and many interests, but is slowed and sometimes stopped by her illness. Anne’s only disease is effects of time and how it has affected her memory and hearing. Although she always recognizes me, Anne does not remember my name or hear much of what people say to her. As time went by, I began to realize that they had wonderful lives. Both have successful and large families, with interesting experiences throughout their lives. Now they are slowed down, but maybe because its time for them to rest. I have learned a lot from them, about many things, but mostly about how to live with what you are given... I hope when I am their age and in their situation like theirs that I can have their attitude – life is what it is and the best thing to do is accept it and be happy.”

Writing poetry –Creative

“For the past two years I have kept a journal of poetry and stream of consciousness pieces that I have written. It now contains about 30 works. I write in it rather sporadically, either as ideas come to me that I feel would make good poems, or I feel the need to vent my emotion on paper. I have shown this journal to certain teachers and friends, and I have submitted several of them to Mosaic. For me this journal is a way to stay sane, sort of catharsis for my soul. By writing poetry about situations that I am in I can think through my options and how best to deal with them. Similarly, it helps me to understand better what I am feeling. And if someone else can benefit from my writing through Mosaic, all the better. After all, art is not only beneficial for the artist, but also for the observer of that art.”

Service Activity

“As one of my service activities I wanted to help an elderly person as I realized that their problems are sometimes neglected or forgotten. That is why I turned to an environmental nurse so that she could find a person in need of help and willing to be helped. I stayed in contact with the nurse and after a while she gave me the name and address of an old lady whom she described as lonely and having problems with walking. I was happy that I found the opportunity to offer my help to a person in need.

On one day the nurse and I visited the elderly lady in her flat. Beforehand, the nurse informed me that the lady used to work physically and retired early (at the age of 45 due to health problems). I got acquainted with her and from that day on I started visiting her regularly once a week.

I went for walks with the lady and every week we went shopping to the nearest supermarket. However, the most important task turned out to be far more difficult than I had expected. I made the greatest effort to make the woman cheerful, to create a friendly warm atmosphere, but I noticed how reserved and depressed she was. She mentioned the fact that she had been lonely for a long time and it stuck in my memory. It made me realize how loneliness affects human psyche. At the beginning I found it very difficult to make her smile, because she was only saying how miserable her life was and complained about the problems that she faced. I tried to show my understanding and convince her that life is worth living regardless of the difficulties one faces, but it seemed to me that it did not speak to her. Sometimes I wondered if my visits and help were bringing her anything good. Surprisingly, as time was passing by and we came to know each other better, I noticed a change in her and a change in the character of our interaction. I was very happy when on one day she confessed to me how grateful she was for my help. The activity gave me fulfillment and made me conceive how serious is the problem of loneliness in life and I realized the importance of attention that needs to be paid to lonely people.”

Examples of Poor Reflections

“Today I got to the nursing home at 2:00. Talked to some ladies. Passed out popcorn at the movie. Went home at 4:00. When you volunteer at the nursing home, the residents really make you feel appreciated. It makes it all worthwhile.”

Whether it was for a long period or short, this student reflecting on their social service missed the point. This student was surrounded by human drama. On every side were loneliness, love, struggle, joy, death, dignity, injustice, need and concern. There were more than a dozen health-related, trades-related, professional-related careers to observe and experiment with. There were people with wisdom to draw upon and pains to ease. From their observations and reflections, these students experienced nothing.

It’s not supposed to be that way. People can learn from experience. In fact, it is not only a possibility but also a necessity. Aldous Huxley says, “Experience is not what happens to a person; it is what a person does with what happens to him or her.” A necessary part of turning what you experience into what you know is reflection – time to sit down and consider:

- What you saw and didn’t see
- Who needed you and why you were there?
- What did you learn and what did you teach?

Reflection involves observation, asking questions, putting facts, ideas and experiences together to come up with new meaning. It will be through your reflections that you will learn from what you are doing, and we will know whether:

- Your attitudes and values were able to transcend race, class, religion, age, gender, and politics
- You grew in areas of knowledge and technical abilities, and developed a spirit of discovery and self-reliance
- You made links with the local community and developed longer-term goals
- Your academic disciplines were complemented by your real life experience

Completing CAS Experiences/Projects

In order for a CAS experiences/project to be marked as complete, the following must be done in addition to the information stated above:

- Provide reflective evidence in the ‘*reflections*’ section (recommendation of 1 per week of activity)
- Answer the CAS questions in the ‘*CAS Questions*’ section

Sample CAS Experiences & Projects

Students should be able to see connections between CAS and the various subject groups that they are studying in the Diploma Programme. Below are sample CAS experiences and projects and how they may be tied to the Diploma Programme groups:

Programme Group	Sample CAS Experience/Project	Creativity	Activity	Service
Group 1 (Language & Literature)	Producing audiobooks for the blind	X		X
Group 2 (Language Acquisition)	Provide language lessons to those in need	X		X
Group 3 (Individuals & Societies)	Record the oral histories of people living in an elderly residential facility	X		X
Group 4 (Sciences)	Form an astronomy club for younger students	X	X	X
Group 5 (Mathematics)	Maintain financial accounts for a local charity			X
Group 6 (The Arts)	Take dance lessons that lead to a theatrical performance	X	X	

Additional Sample CAS Experience & Projects

Activity	C	A	S
Teaching children with disabilities to swim	X	X	X
Coaching a softball team	X	X	X
Teaching young students how to play the guitar	X		X
Working with children to paint murals	X	X	X
Choreograph a routine for the marching band	X	X	
Leading a hiking expedition	X	X	X
Rehearse and perform a dance production for a community retirement home	X	X	X

The CAS Portfolio

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

The CAS portfolio is used by students to plan their CAS programme, reflect on their CAS experiences and gather evidence of involvement in CAS; it is not formally assessed. The CAS coordinator/adviser must ensure the students keep their CAS portfolio up-to-date and relevant as it is a summation of their CAS programme.

The CAS Portfolio must contain the following sections:

1. Students Initial Profile

In this section, students include their interests, skills and talents, plans and goals for their CAS programme. At the start of CAS, students map their interests against the three strands of CAS to identify possible CAS experiences. They will include evidence of thoughtful planning of their CAS experiences.

2. Experiences

This section chronicles the student's journey in CAS, incorporating a variety of meaningful reflections, learning moments, personal achievements, and how they have utilized the CAS stages.

3. Evidence

In this section, students collect the evidence of their involvement and achievements in CAS. Evidence could include, but is not limited to, planning documents, letters, emails, certificates, acknowledgments of participation and achievements, photographs, videos, and so on. Students could correlate their involvement with the seven CAS learning outcomes.

The CAS Portfolio should be an ongoing project, and students should update their CAS Portfolio continually with reflections and evidence. Students are cautioned against waiting until the end of their CAS journey to create a CAS portfolio. Doing so is contrary to the ongoing nature of reflection.

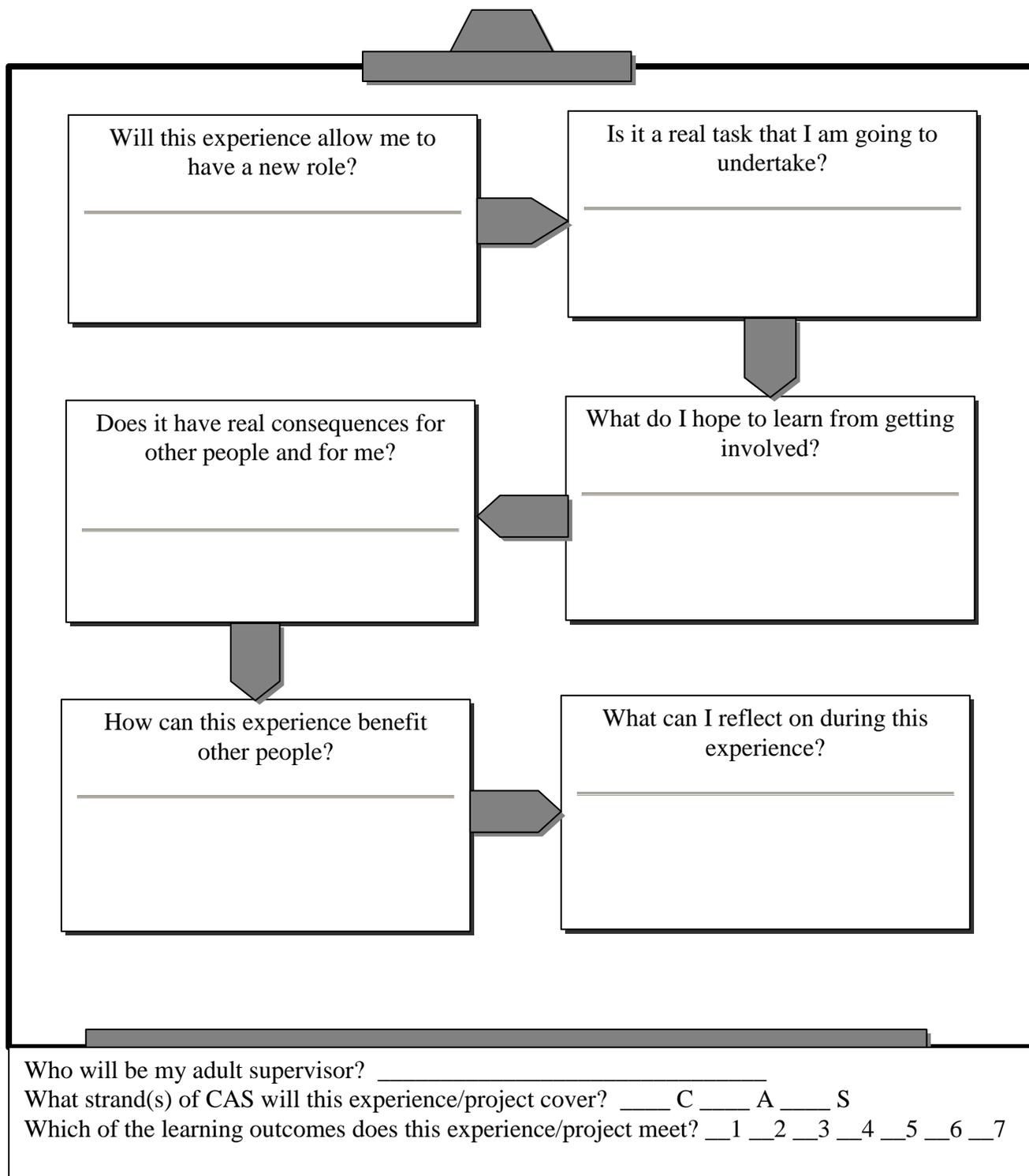
Recording and Reporting CAS

Students will document all CAS experiences/projects through a folder on their Google Drive that will be a shared folder with the CAS Coordinator.

Access will be given to the students within the first month of their junior year. Students will also be shown how to use the google drive to keep things organized with their different experiences/projects they will be completing. If a student would like to keep their portfolio in a different way this will need to be cleared through the CAS Coordinator.

Guiding Questions

The following guiding questions may help you determine whether an intended experience/project qualifies as CAS:



Will this experience allow me to have a new role?

Is it a real task that I am going to undertake?

Does it have real consequences for other people and for me?

What do I hope to learn from getting involved?

How can this experience benefit other people?

What can I reflect on during this experience?

Who will be my adult supervisor? _____

What strand(s) of CAS will this experience/project cover? ___ C ___ A ___ S

Which of the learning outcomes does this experience/project meet? ___1 ___2 ___3 ___4 ___5 ___6 ___7

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. **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 program. In addition to the criteria stated above for CAS experiences.

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 successful CAS project must:

- Use the CAS stages as a framework for completion
- Last at least one month from planning to completion
- Involve collaboration or teamwork
- Fall under at least one CAS strand (Creativity/Activity/Service)
- Be designed with a defined purpose and goal
- Identify at least one desired learning outcome

Examples of possible projects that will help you generate further ideas for projects:

- ✓ A student group plans, designs, and creates a mural.
- ✓ Students organize and participate in a sports team including training sessions & matches against other teams.
- ✓ Students set up and conduct tutoring for people in need
- ✓ Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials
- ✓ Students rehearse and perform a dance production for a community retirement home
- ✓ Students plan and participate in the planting and maintenance of a garden with members of the local community.
- ✓ Doing a fundraiser to earn money in order to purchase fleece to make blankets to give to the local children's hospital along with giving service and learning about different jobs and what they entail at the hospital.

Roles, Responsibilities, and Requirements

Students:

The CAS programme is YOUR responsibility. You should “own” your personal CAS programme. The key to your programme is *personal engagement, choice, and enjoyment of your experiences*. Yes, we will provide you guidance; however, the CAS experience is personal and only you can build a program that meets your needs. There are, of course, requirements that must be met.

- Self-review at the beginning of your CAS experience and set personal goals for what you hope to achieve through your CAS programme in an initial meeting with the CAS coordinator.
- Plan, do and reflect (plan activities, carry them out and reflect on what you have learned).
- Communicate with your CAS advisor throughout the 18-month program to discuss plans and progress.
- Take part in a range of activities, including at least one project, some of which you have initiated. One project must include two of the three CAS components (creativity, activity, service).
- Keep records of your activities and achievements, including a list of the principal activities undertaken.
- Reflect, show evidence of activities, and maintain a CAS portfolio linking experiences and projects to the 7 CAS learning outcomes.
- Ensure a suitable balance between creativity, activity, and service.
- Meet with the CAS Coordinator at least 5 times during the Diploma Programme.
 - Beginning of program, mid-year of Junior year, end of Junior Year, Beginning

Parents:

Parents play a key role in the success of their children. A parent’s responsibility to CAS should include:

- Supporting your student by emphasizing that CAS is an important part of the IB program.
- Knowing when your student is involved in an activity and monitor his/her progress
- Read students journal entries to be sure they are of high quality and reflection.
- Contact the CAS Coordinator with any concerns or questions.

CAS Coordinator:

The CAS coordinator is the key to the success of a CAS programme. The CAS coordinator is knowledgeable about the role of CAS in the Diploma Programme. CAS coordinators are ultimately responsible for:

- Helping students to identify personal and social goals
- Monitoring the range and balance of activities undertaken by individual students
- Developing students powers of reflection through group discussion and individual consultation
- Supporting students in their consideration of ethical concerns
- Reading/responding to CAS diaries/journals
- Helping students to make connections (for example, CAS activity to subject learning, local activity to global concerns) and to look for understandings.
- Determining whether students have met the CAS learning outcomes
- Reporting progress of CAS students to the DP Coordinator

CAS Learning Outcomes

As a result of their CAS experience as a whole, there should be evidence/documentation that students have participated in experience/projects that involve one or more of the following outcomes (**ALL 7 need to be achieved by the end of the CAS program**):

Learning Outcome #1 Identify own strengths and develop areas for growth

The students:

- is aware of own strengths and weaknesses and is open to improvement and growth
- is willing to propose and participate in different activities according to own interests and talents
- is able to undertake a thoughtful self-evaluation through self-reflection
- is able to see themselves as individuals with various abilities and skills,

Learning Outcome #2 Demonstrate that challenges have been undertaken, developing new skills in the process

The students:

- acquires new skills and abilities OR shows newly acquired or developed skills in an established area OR increases expertise in an established area
- is willing to become involved in unfamiliar environments and situations that pushes them out of their comfort zone
- participates in experiences that demand an appropriate personal challenge

Learning Outcome #3 Demonstrate how to initiate and plan a CAS experience

The student:

- is able to articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences.
- shows initiative by launching a new idea or process
- demonstrates knowledge and awareness by building on a previous experience
- suggests creative ideas, proposals or solutions
- shows responsible attitude to CAS project planning
- is aware of roles and responsibilities when designing an individual or collective CAS experience

Learning Outcome #4 Show commitment to and perseverance in CAS experiences

The student:

- demonstrates adaptability to uncertainties and changes
- is able to foresee potential challenges to the initial plan and consider alternatives and contingencies
- demonstrates regular involvement and active engagement with CAS experiences and CAS project
- gets involved in long-term CAS experiences and CAS project

Learning Outcome #5 Demonstrate the skills and recognize the benefits of working collaboratively

The student:

- shows respect for different points of view and ideas while making valuable contributions
- shares skills and knowledge while listening respectfully to proposals from peers
- is willing to take on different roles within a team and is responsible for participating in the group and looks to assist others
- is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences

Learning Outcome #6 Demonstrate engagement with issues of global significance

The student:

- recognizes global implications of local issues and develops responsibility towards a shared humanity
- is able to identify global issues in the local or national community
- shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally, or internationally
- gets involved in a CAS project addressing global issues in a local, national, or international context

Learning Outcome #7 Recognize and consider the ethics of choices and actions

The student:

- recognizes ethical issues and takes into account cultural context when making a plan or ethical decision
- is able to explain the social influences on one's ethical identity
- takes into account cultural context when making a plan or ethical decision
- articulates ethical principles and approaches to ethical decisions and shows accountability for these decisions
- integrates the process of reflection when facing an ethical decision

ALL 7 outcomes must be touched on for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, BUT completion requires they have evidence of meeting the outcome a minimum of one time.

Why CAS?

Because you are more than just a grade average. CAS is intended to move you out of the academic arena and help you learn through life experiences and counterbalance the academic pressure of the rest of the IB Programme. It complements a challenging academic program in a holistic way, providing opportunities for self-determination, collaboration, accomplishment, and enjoyment. Yes, as an IB student, we know you are involved in many interesting activities. What we are asking you to do is consider how these activities help you to become a better person. CAS is about:

- Reflective thinkers—you understand your own strengths and limitations, identify goals and devise strategies for personal growth
- The willingness to accept new challenges and new roles
- Awareness of yourself as a member of communities with responsibilities towards each other and the environment
- Being an active participant in sustained, collaborative projects
- Balance—you enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.

CAS – An IB Diploma Requirement

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. Fulfillment of the CAS requirement involved the following:

- 18 months of continuous creativity, activity, and service experiences/projects (begin documenting this day one of junior year)
- Completion of documentation for CAS (including all plans and reflections and final reflection)

APPENDIX

Initial Personal Self Review

To be completed and brought to the initial meeting with your CAS Coordinator. All initial meetings will take place by October 31st of the Junior Year.

CAS Planning Sheet

CAS Learning Outcomes

CAS Documentation

CAS Reflection Form

The final 4 forms are to be used as a reference. These forms will be available on the students Google Drive where they will type directly into the form.

CAS Initial Personal Self-Review

Student Name: _____

Date: _____

Class of _____

This Initial Personal Self-Review is designed to give you and your CAS Advisor a better idea on where to focus your future CAS experiences/projects.

What are some of your strengths?
Name on skill you have always wanted to develop but haven't had the chance to
Describe the kind of person you think you will be post IB

CLUBS/SPORTS/EXTRACURRICULAR ACTIVITIES/COMMUNITY SERVICE

List any clubs, sports, extracurricular activities, or community service that you have been or are currently involved in while at Weber High

Activity	Length of Time	Position/Office held

If you have not or have not been involved in any club, sport, extracurricular activity or community service since attending Weber High please provide the reason why?

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CAS Planning Sheet

Experiences: List possible experiences you may have in or out of the school. Include: <ul style="list-style-type: none"> ▪ Service Activities ▪ School Clubs ▪ Sports Activities ▪ Band/Music/Art ▪ Other 	C, A, or S? Identify each activity as Creative, Activity, or Service (or a combination of the three)	Learning Outcomes: Identify the Learning Outcomes (#1-7 listed on the next page) you would accomplish with each experience. If an experience doesn't result in at least one learning outcome, then it IS NOT A CAS EXPERIENCE	CAS Project: At least one of your experiences should last for a minimum of 1 month (4 weeks) from planning to conception. Which of the experience listed could be considered a CAS project?

Bring this completed form with you to your initial meeting with the CAS Coordinator which will be held by October 31st of your junior year.

CAS Learning Outcomes

As a result of your CAS experience as whole there should be evidence that you have achieved all seven of the following outcomes:

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 action 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 actions in planning and carrying out CAS experiences.

CAS Reflection Form

Forms are due within a week of completion of an experience/project!

Name:	Grade:
Date of this Reflection:	Date(s) of CAS Activity:
Name of Activity:	

Part I: Activity Description

Summarize your activity/project, answering who, what when, where and why. What roles/tasks did you perform? How does the activity reflect Creativity, Action, or Service? How did you interact with others? If your activity involved no interaction, explain why it needed to be a solitary activity? What did you hope to accomplish?

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Part II: Progress towards Learning Outcomes

Place an "X" next to the learning outcomes you achieved through this activity. Provide an explanation for each outcome achieved.

Learning Outcome	Achieved	Explanation/Evidence
Identify own strengths and develop areas for growth		
Demonstrate that challenges have been undertaken, developing new skills in the process		
Demonstrate how to initiate and plan a CAS experience		
Show commitment to and perseverance in 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		
Identify own strengths and develop areas for growth		

Part III: Self-Reflection

Using the guidelines provided in the Reflection section of the CAS handbook, develop a cohesive, meaningful and unique reflection. If you are reflecting on this activity using a non-written/alternative format, provide a link or instruction on how to access your reflection.

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