



– Internationale Ergänzungsschule –

BBS CAS GUIDE

Info for BBS students and parents

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What is CAS?

Requirement of IBDP programme

CAS (Creativity, Activity and Service) is one of the mandatory elements for every IB student in Grade 11 and 12. CAS serves as a balance to the academic IB programme, which offers opportunities for self-determination, collaboration, accomplishment and enjoyment.

CAS encourages students to participate in activities as individuals and as part of a team that takes place in a local, national and international context. The CAS program entails documented evidence of engaging in a variety of experiences and one planning and participating in one CAS project with a balance between the three strands of Creativity, Action and Service.

Students CAS learning takes place over a period of 18 months. The CAS programme involves them in real, and purposeful activities, which meet one or more of the learning outcomes; personal challenge as part of their personal growth; they explore new challenges and adapt new roles; take part in a planned, continuous and collaborative CAS project to understand their role in a local and global community and their responsibility towards each other and the environment.



CAS students should continuously (weekly, a few times a month) engage in a CAS experience throughout their 18 month long programme (September of Y12 till March of Y13), there should be a balance of long and short term experiences. The 5 CAS stages (investigation, preparation, action, reflection, and demonstration) support students to guide their CAS experiences and projects. The student's thoughtful consideration, such as planning, reviewing progress, reporting (done on ManageBac) will help them to provide the necessary evidence and reflection on outcomes and their personal learning.

CAS Strands

Creativity, Activity, Service

Creativity, action and 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 characterised as follows:

Creativity: *arts, and other experiences that involve creative thinking or production in some measurable sense (event planning, setting up a club, stage crew, scrap booking, debate performance)*

Activity: *physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme (sports, exercise program, karate, planting a garden)*

Service: *unpaid and voluntary exchange that has a learning benefit for the students. The rights, dignity and autonomy of all those involved are respected. All Service Actions should be dedicated to the greater community. (hospital volunteering, charity walk/run, setting up a school dance)*

CAS Experience

7 learning outcomes

CAS experience is a specific event in which the student engages with one or more of the three CAS strands: Creativity, Activity, Service. Through your CAS experiences, they are to achieve the following learning outcomes:

- ***Identify own strengths and develop areas for personal growth.***
- ***Demonstrate to have undertaken challenges and developed new skills in the process.***
- ***Demonstrate how to initiate and plan a CAS experience.***
- ***Show commitment to and perseverance in 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.***

Minimum requirement for CAS students are:

1. **Cover all 7 learning outcomes 1x over the 18 months**
2. **Complete 1 CAS project which was long term (min. 1 month long)**
3. **Have a balance between C, A, S strands**
4. **Have 3 meetings with coordinator**
5. **Have a portfolio with evidence and reflections on the learning (Managebac)**

Students should be encouraged to cover 2 or more CAS experiences for each strand. A limit of learning outcomes to 1 or max 2 per planned experience makes students have more experiences. Nevertheless, the CAS project can cover more strands and learning objectives.

CAS Expectations

For students

- + Develop a **personal profile** by writing an initial reflection about his or her interests at the start of their CAS programme in September of grade 12
- + Have the **first** formal personal **interview** with the CAS Advisor/Coordinator during the first semester of grade 12 (before October break) to set personal goals for what he or she hopes to achieve through his or her CAS programme
- + Keep a personalized **CAS portfolio** containing **evidence** of independently planned and completed CAS experiences and extensive **reflections** on what has been learned
- + Take part in a range of experiences, including **at least one CAS project** in collaboration with others
- + Show evidence of achievement of the **7 CAS learning outcomes** in the CAS portfolio
- + Use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.
- + Present an **up-to-date CAS record** at interim meeting (**2nd interview**) and the final reflection presentation (**3rd interview**) with the CAS Advisor/Coordinator

Students are required to complete all component of CAS in order to receive his or her IB Diploma at the end of grade 13.

Student Responsibilities - "Think Global, Act Local" -

Students are strongly encouraged to choose his or her own CAS experiences and to undertake experiences in a local and international context.

CAS Project

1-3 Month long

The CAS project is a sustained collaborative series of sequential CAS experiences engaging students in **one or more of the CAS strands** of creativity, activity and service. For Example: **Creativity and activity**: Students choreograph a routine for their marching band. **Service and activity**: Students plan and participate in the planting and maintenance of a garden with members of the local community.

Service and creativity: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials. **Creativity, activity, and service**: Students rehearse and perform a dance production for a community retirement home.

Service Project: students could research the community served and educate themselves further about the issues involved, develop an advocacy programme for the served community, or develop greater awareness of a related need in their local community leading to some form of local action. This may inspire the next group of CAS students.

CAS Student Portfolio

Evidence, Documentation, Reflection, ManageBac

Evidence

All CAS students are expected to maintain and complete a **CAS portfolio** as **evidence** of their engagement with CAS. The **CAS portfolio** is a **collection of evidence** that showcases **CAS experiences** and for student **reflections**.

Documentation

One of the most important aspects of CAS is reflecting on CAS experiences. Students are expected to **keep** his or her **reflections** and **evidence** of CAS experience in a **CAS portfolio on Managebac**. A CAS experience will only be considered complete when documented evidence of the experience and reflection has been submitted on **ManageBac**.

Reflection

Students choose significant moments as the basis for reflection, for example when:

- a moment of discovery is happening
- a skill is mastered
- a challenge is confronted
- emotions are provoked
- achievement deserves celebration.

Students reflect during or at the end of a CAS experience or series of CAS experiences, to identify important moments, discuss a possible learning outcome, recognize personal growth and achievements, and plan for their next CAS experience. Reflection can appear in countless forms. CAS students should be able to identify forms of expression that have personal meaning and best enable them to explore their experiences.

For example:

- A student might take **photographs** (with captions) while hiking and use these to reflect in writing.
- Two students could **compose a song** describing how they helped children. A student might **dramatize a poem** to capture a feeling of creative endeavour.
- A student could produce a **short video** summarizing a CAS experience.
- A group of students **create a poster** highlighting aspects of a shared experience.

ManageBac

Extracts of the personalized reflections and evidence are uploaded onto **ManageBac**, the documentation, evidence and reflection of the CAS experiences can come in different forms: **e.g. supervisor reports, poems, interpretive dance, videos, blog/diary entries, references from those impacted by a service, etc.**

Online organisation of CAS portfolio

* Update CAS routinely on ManageBac (e.g. once a week), especially before each CAS Meeting

* Each experience requires approval, signatures, student journal entries, evidence of the experience and a student reflection. All of these are required.

5 Stages of CAS

Investigation, Preparation, Action, Reflection, Demonstration

The five CAS stages are used for all CAS Experiences that happen over and over (a series) or the CAS Project.

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 specific resources and timelines, and acquire any skills needed to engage in the CAS experience.

3. *Action:*

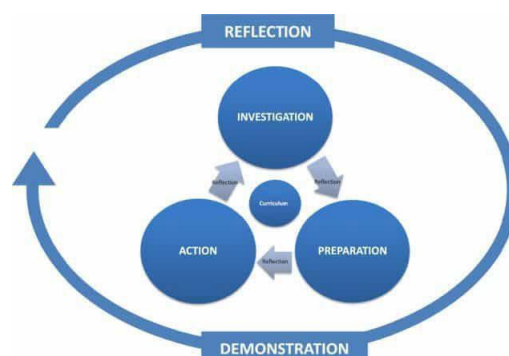
Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.

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. Students must show EVIDENCE of having moved through the five CAS stages during the CAS Project.



CAS Experiences Examples

Do's and Don'ts

Do's

CREATIVITY	ACTIVITY	SERVICE
Photography (documenting CAS experiences for the community) Organising a Photography competition in a local/global community	Triathlon	Create a community environmental group/implement a recycling program
Event management - organise and execute an event	Basketball	Organize a skating or basketball etc.tournament for children at a community center/school community
Website development (eg.Blog, offering a service eg babysitting service, promoting an event or a social cause, platform to present data or a program eg gym activity	Personal Gym program	Assist to obtain funds for a community garden, charity, refugee shelter etc.
Choir	Kickboxing	Organise and host a community film and discussion event featuring current issues
Speech and debate club	Taking part in sport tournaments	Teach a language, an instrument, a computer program to those in need
Drama production	Rugby	Get involved/organise a forest or community clean up
Journalism / write for community newspaper, promote your community	Trekking	Work in a local old people's home, refugee shelter, charity on a regular basis
Make a short documentary	Running Club	Create a petition for a good cause to a local government
Play in a Band/instrument	Tennis	Be a student council representative
Learn a new instrument/ a design program or coding etc.	Swimming	Create an awareness for a non-governmental organisation (NGO) eg. organise a charity event, invite speakers to your community
Teach Art/Design or Music to others	Tai Chi	Provide peer tutoring to younger students or be a mentor for younger students
Fashion Show	Surfing	Take an active role in a community club eg. school clubs
Racing Car (build yourself) competition in your community	Sailing	Plan, participate and implement an activity for the school's international day
Talent Show	Aerobics	Be a communities interior designer eg. organise origami challenges, invite Artists/Designers for support

Creativity

Exploring and extending ideas leading to an original or interpretive product or performance, such as:

Performing in a play, playing in a band, taking a painting class, learning to play an instrument, building a robot, planning and creating a school garden, taking a cooking class, participating in Model United Nations

Activity

Physical exertion contributing to a healthy lifestyle, such as:

following a personal fitness program, getting a sailing certificate, walking/running for a charity, learning a martial art, taking a yoga class, playing on a sports team

Service

Voluntary activity in service to others, such as:

joining the Youth Fire Brigade, reading to students in Home Languages, running a booth at Summerfest, tutoring younger students, Human Rights Club, Student Council, helping in the local schools/kindergarten, supporting the Hausmeister team, creating props, costumes, sets for drama productions or doing the tech and lights

Don'ts

- Any class, activity or project which is already part of the student's Diploma Programme
- An activity for which a student is personally rewarded (financially or with other benefit)
- Doing simple, tedious and repetitive work, like returning school library books
- Completing a task and not knowing why you are doing this task or the task does not service other people
- A passive pursuit, such a visit to a museum, the theatre, art exhibition, concert or sports event, unless it inspires work in a related activity which the student is already engaged
- Working for your family
- Religious devotion and any activity that which can be interpreted as proselytising
- Fundraising with no clearly defined end in sight
- An activity where there is no leader or responsible adult on site to evaluate and confirm student performance
- Activities that cause division amongst different groups in the community
- Driver's license
- Tweeting
- Meetings with your CAS advisor or coordinator
- Internship
- Paid work

CAS Schedule

18 Months G11 & G12

2022-2024 NAME OF STUDENT:

Event	Date	Comments	Approved
Grade 11 First Interview Planning and Ethos of programme <ul style="list-style-type: none"> Initial reflection Personal profile and goal setting 1st Meeting with CAS Advisor before October half term 	Early Autumn Term 2022		
Initial Progress <ul style="list-style-type: none"> 30% CAS done Evidence and reflection complete 	Mid Autumn Term 2022 AIM: <i>By Christmas Break in year 12, you should have Completed ½ worth of CAS, with two experiences in each CREATIVITY, ACTIVITY and SERVICE</i>		
Interim Consultation	Spring Term 2023		
End of Grade 11 2nd Interview and Reflective Review <ul style="list-style-type: none"> 2nd Meeting with CAS Advisor before the summer holiday 60% - 80% done Evidence and activity reflections complete By the end of year 12 you should have completed ⅔ of CAS experiences and have a solid plan, started or finished what you wish to do for your CAS project. 	End of Summer Term 2023		
Grade 12 Interim Consultation AIM By the end of January in year 13, you should have completed CAS.	Mid-Term Autumn 2023 Additional Meeting with CAS Advisor/Coordinator if needed 100% done Evidence and reflections complete		
Final Interview and Submission of final reflections. You satisfied the CAS requirements and can place a greater focus on your academic subjects.	Spring 2024 3rd and final Presentation Reflection Meeting		