



OSC MISSION STATEMENT  
*Compassion. Courage. Curiosity.*



# OSC Creativity Activity & Service (CAS) Handbook 2023-25



Overseas School of Colombo  
Pelawatte PO Box 9 Battaramulla  
SRI LANKA

## TABLE OF CONTENTS

<a href="#">Introduction</a>	<a href="#">p. 3</a>
<a href="#">IB Learner Profile &amp; DP Model</a>	<a href="#">p. 4-5</a>
<a href="#">The Nature of CAS?</a>	<a href="#">p. 6-7</a>
<a href="#">Seven Learning Outcomes</a>	<a href="#">p. 8</a>
<a href="#">Five CAS Stages</a>	<a href="#">p. 9-10</a>
<a href="#">CAS Strands</a>	<a href="#">p. 11-19</a>
<a href="#">Creativity</a>	<a href="#">p. 11</a>
<a href="#">Activity</a>	<a href="#">p. 13</a>
<a href="#">Service</a>	<a href="#">p. 15</a>
<a href="#">The CAS Project</a>	<a href="#">p. 20</a>
<a href="#">CAS, Ethics and TOK Links</a>	<a href="#">p. 23-24</a>
<a href="#">What is NOT CAS?</a>	<a href="#">p. 25</a>
<a href="#">Guiding Questions &amp; Aims</a>	<a href="#">p. 26</a>
<a href="#">Student Responsibilities &amp; Requirements</a>	<a href="#">p. 27</a>
<a href="#">Reflection</a>	<a href="#">p. 28-31</a>
<a href="#">Expectations &amp; Responsibilities of Students</a>	<a href="#">p. 32</a>
<a href="#">Evaluation of Engagement in CAS</a>	<a href="#">p. 33</a>
<a href="#">Maintaining a Blog: Guidelines for Students</a>	<a href="#">p. 34</a>
<a href="#">Using Managebac to Manage Your CAS Learning</a>	<a href="#">p. 35</a>
<a href="#">Student Leadership Guidelines</a>	<a href="#">p. 36</a>
<a href="#">Week Without Walls (WWW) as a part of CAS</a>	<a href="#">p. 37</a>
<a href="#">Key CAS and Experiential Education People</a>	<a href="#">p. 38</a>
<a href="#">Concluding Comment</a>	<a href="#">p. 39</a>
<a href="#">References</a>	<a href="#">p. 40</a>

### APPENDIXES

<a href="#">A. Activities Considered for CAS Hours at OSC</a>	<a href="#">p. 41</a>
<a href="#">B. Community Service Activities at OSC in 2021-23</a>	<a href="#">p. 42</a>
<a href="#">C. CAS Calendar: Procedures &amp; Major Deadlines 2021-23</a>	<a href="#">p. 43</a>
<a href="#">D. IB CAS Initial Self-Review</a>	<a href="#">p. 44</a>
<a href="#">E. Draft CAS plan</a>	<a href="#">p. 45</a>
<a href="#">F. Student CAS Proposal Form</a>	<a href="#">p. 47</a>
<a href="#">G. CAS Progress &amp; Completion Form</a>	<a href="#">p. 48-49</a>

# INTRODUCTION

***At OSC we live our mission by creating space and time for learners to engage in mutually respectful and enriching connections; teaching intercultural understanding, development and competencies; fostering a culture of learning that sparks joy, thinking and inquiry; nurturing personal identity so every learner feels a sense of belonging; and inviting all learners to persevere in their learning journey..***

[OSC Vision Statement](#)

The Creativity Activity and Service (CAS) component of the Diploma Program at the Overseas School of Colombo serves an important role in helping to fulfill the school's mission and vision statements. This student guide is designed to give introductory information about the IB CAS component and OSC's different projects. It clearly defines expectations so be sure to read through it carefully. This guide is based on the 2015 the International Baccalaureate CAS syllabus.

## Setting: The Overseas School of Colombo

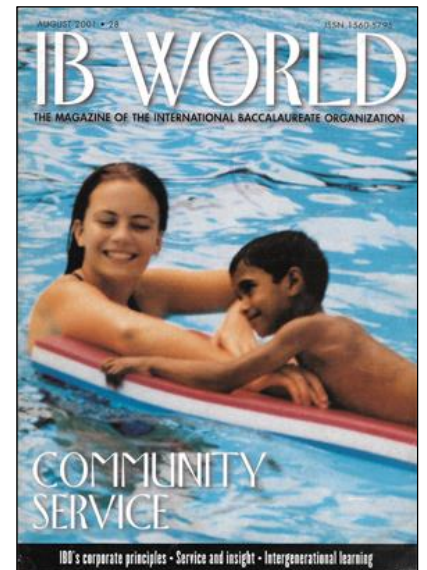


The Overseas School of Colombo was founded in 1957 and adopted the IB Diploma program in 1981. It is Sri Lanka's oldest internationally accredited educational institution. OSC is the only school in Sri Lanka to offer the International Baccalaureate Program from Pre-school to Grade 12. OSC is a multi-national English medium international school catering to the needs of the internationally mobile expatriate community and Sri Lankan students. At OSC we provide the scholastic atmosphere that enables students of all nationalities to excel academically while helping them grow into socially and culturally conscious adults in an environment of respect and tolerance. The school's mission statement (above) sums up the educational philosophy of OSC.

## What is the IB Diploma Program?



The Diploma Program is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop **intercultural understanding, open-mindedness**, and the attitudes necessary for them to **respect and evaluate a range of points of view**. The IB Learner Profile is at the center of all three IB programs (PYP, MYP and Diploma).



*IB World* magazine, a bi-annual publication of the IBO has frequently published stories with themes related to the CAS program. In 2001 they highlighted OSC's service program.



## IB LEARNER PROFILE

The aim of all IB program 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 information confidently language and in a variety work effectively and

**Principled** They act with sense of fairness, justice individual, groups and for their own activities and them.

**Open-minded** They cultures and personal perspectives, values and communities. They are evaluating a range of grow from the

**Caring** They show towards the needs and personal commitment to difference to the lives of

**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.

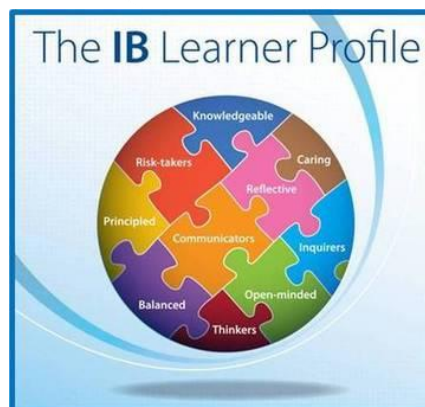
**Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**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.



understand and express ideas and and creatively in more than one of modes of communication. They willingly in collaboration with others.

integrity and honesty, with a strong and respect for the dignity of the communities. They take responsibility the consequences that accompany



understand and appreciate their own histories, and are open to the traditions of other individuals and accustomed to seeking and points of view, and are willing to experience.

empathy, compassion and respect feelings of others. They have a service, and act to make a positive others and to the environment.



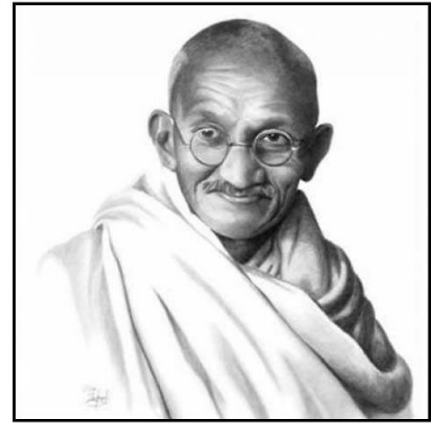
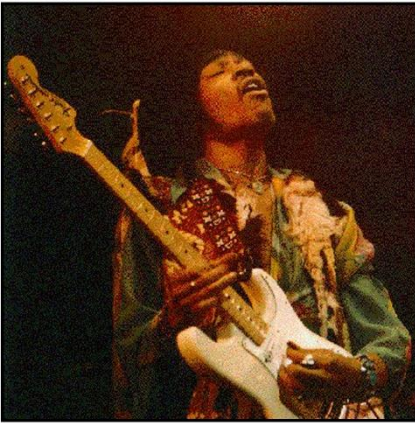
## The Diploma Program Model

The course is presented as six academic areas enclosing a central core. It encourages the concurrent study of a broad range of academic areas. Students study: two modern languages (or a modern language and a classical language); a humanities or social science subject; an experimental science; mathematics; one of the creative arts. It is this comprehensive range of subjects that makes the Diploma Program a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

## The core of the hexagon

All Diploma Program students participate in the three course requirements that make up the core of the hexagon. **Reflection** on all these activities is a principle that lies at the heart of the thinking behind the Diploma Program. The interdisciplinary Theory of Knowledge (TOK) course is designed to develop a coherent approach to learning, which transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. The extended essay of some 4,000 words offers the opportunity to investigate a topic of special interest and acquaint students with the independent research and witting skills expected at university. Participation in OSC's CAS program encourages students to be involved in sports, artistic pursuits and community service work.





---

## THE NATURE OF CAS

---

*"...if you believe in something, you must not just think or talk or write, but must act."*  
Alec Peterson (2003)

Creativity, Activity, Service (CAS) is at the heart of the Diploma Program. It is one of the three essential elements in every student's Diploma Program experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Program. 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.

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

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

As a shining beacon of our values, CAS enables students to demonstrate attributes of the **IB learner profile** in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic program in a holistic way, providing opportunities for **self-determination, collaboration, accomplishment** and **enjoyment**.

CAS enables students to enhance their **personal and interpersonal development** through **experiential learning**. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Program. A good CAS program should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a

different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life-changing.

For student development to occur, CAS should involve:

- **real, purposeful activities**, with significant outcomes
- **personal challenge**—tasks must extend the student and be achievable in scope
- **thoughtful consideration**, such as planning, reviewing progress, reporting
- **reflection** on outcomes and personal learning.

All proposed CAS activities need to meet these four criteria. It is also essential that they do not replicate other parts of the student’s Diploma Program work.

**Concurrency of learning** is important in the Diploma Program. Therefore, CAS activities should continue on a regular basis for as long as possible throughout the program, and certainly for at least 18 months.

Successful completion of CAS is a requirement for the award of the IB Diploma and OSC graduation diploma. Students need to document their activities and provide evidence that they have achieved **eight key learning outcomes**. OSC’s CAS program is regularly monitored by the International Baccalaureate office in Singapore who will ask to see evidence of student participation and engagement in the goals of CAS.

CAS is a framework for **experiential learning**, designed to involve students in new roles. The emphasis is on **learning by doing real tasks that have real consequences and then reflecting on these experiences over time**.

CAS aims to challenge and extend the individual student by developing a spirit of discovery and self-reliance, and by encouraging individual skills and interests.

CAS offers students and experiential component of the IB/School Diploma program that will most often occur outside the walls of the classroom. OSC offers a wide range of extracurricular activities in sports, social services, theater/music, art and public speaking that enable the student to fulfill the CAS requirements.

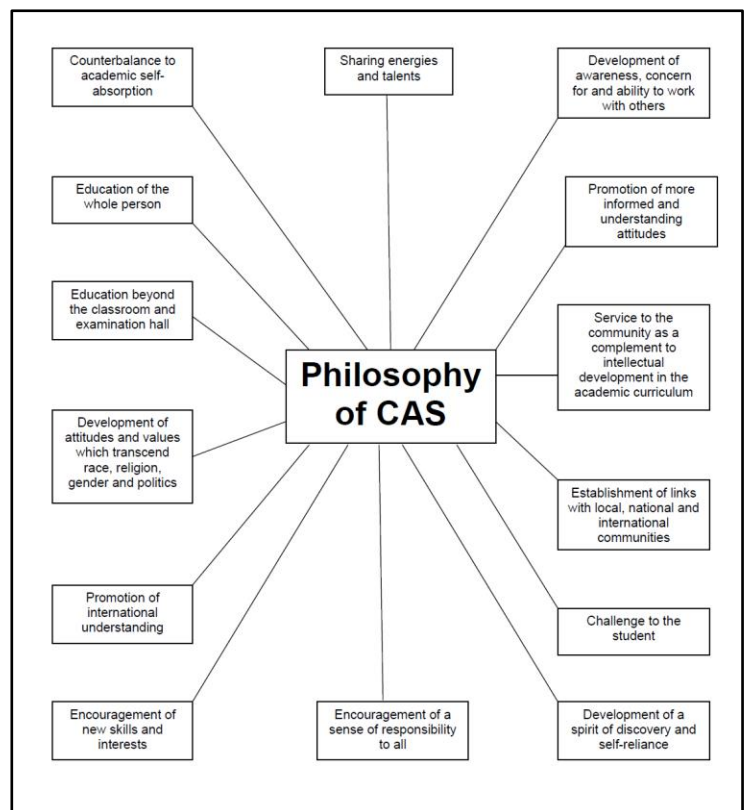


Figure 1: CAS Philosophy (source Stanton College CAS Handbook)

## LEARNING OUTCOMES

Student completion of CAS is based on the achievement of the **seven CAS learning outcomes** realized through the student's commitment to his or her CAS program over a period of 18 months. These learning outcomes articulate what a CAS student is able to do at some point during his or her CAS program. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

Some learning outcomes may be achieved many times, while others may be achieved less frequently. Not all CAS experiences necessarily lead to a CAS learning outcome. Students provide the school with evidence in their CAS blog of having achieved each learning outcome at least once through their CAS program. The CAS coordinator reaches agreement with the student as to what evidence is necessary to demonstrate achievement of each CAS learning outcome. Commonly, the evidence of achieving the seven CAS learning outcomes is found in students' CAS blog reflections.

This focus on learning outcomes emphasizes that it is the **quality** of a CAS activity (its contribution to the student's development and learning) that is of most important, as opposed to simply logging in hours.

<b>SEVEN LEARNING OUTCOMES FOR CAS</b>	
<b>L01</b>	<b>Identify own strengths and develop areas for growth</b> Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
<b>L02</b>	<b>Demonstrate that challenges have been undertaken, developing new skills in the process</b> A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
<b>L03</b>	<b>Demonstrate how to initiate and plan a CAS experience</b> Students can articulate the stages from conceiving an idea to executing a plan for 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.
<b>L04</b>	<b>Show commitment to and perseverance in CAS experiences</b> Students demonstrate regular involvement and active engagement in CAS.
<b>L05</b>	<b>Demonstrate the skills and recognize the benefits of working collaboratively</b> Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
<b>L06</b>	<b>Demonstrate engagement with issues of global significance</b> Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
<b>L07</b>	<b>Recognize and consider the ethics of choices and actions</b> Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.



## FIVE CAS STAGES

The CAS stages (adapted from Cathryn Berger Kaye's *Five Stages of Service Learning*) 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.

These CAS stages represent a process and sequence that can assist students in many aspects of their life. They follow a process whereby they investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what they have done along the way, and demonstrate their understandings and the process. By applying these stages to CAS, students have a reliable yet flexible structure they can then apply to future situations with confidence.

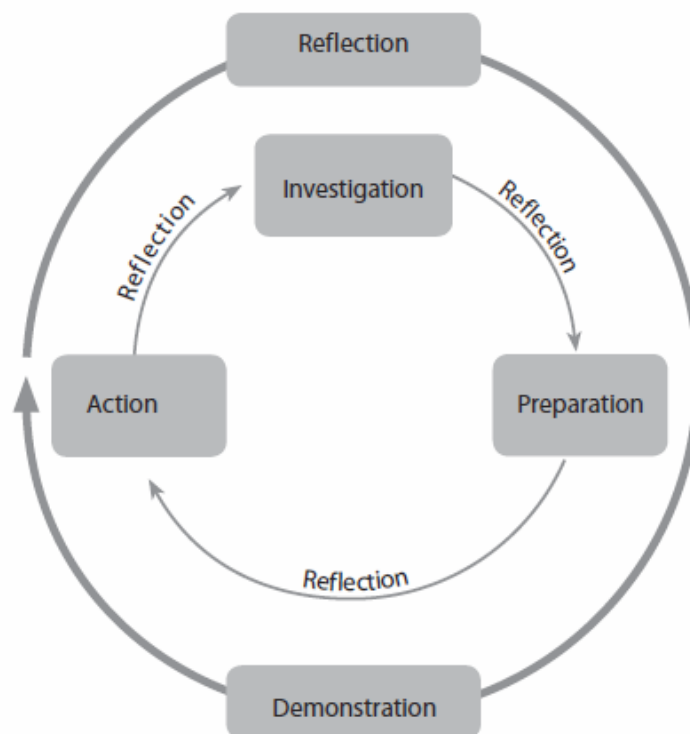


Figure 4

*The five CAS stages*

There are two parts as noted in the diagram. The center represents the **process** with four key parts: **investigation**, **preparation**, **action** and **reflection** (occurring intermittently in response to significant experiences). 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.

The CAS stages provide a framework that enables students to:

- increase self-awareness
- learn about learning
- explore new and unfamiliar challenges
- employ different learning styles
- develop their ability to communicate and collaborate with others
- experience and recognize personal development
- develop attributes of the IB learner profile.

For singular CAS experiences, students may begin with investigation, preparation, or action. For ongoing CAS experiences, beginning with investigation is advised. In these ongoing experiences, the action stage may lead students back to investigation or preparation as they further develop, expand and implement new or related ideas.

## CAS STRANDS



### CREATIVITY

Exploring and extending ideas leading to an original or interpretive product or performance. Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression. Creativity will come from the student's talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. Students are encouraged to engage in creative endeavors that move them beyond the familiar, broadening their scope from conventional to unconventional thinking. If students are accomplished in a particular creative form, for example, music, painting or acting, they may choose to extend their involvement and deepen their skill level. Within their field, students can define new challenges and objectives to fulfill creativity in CAS.

For example, a musician may compose and perform a guitar solo; an artist may create a new sculpture or photographic series; an actor may present an original dramatic piece. By striving for new possibilities, students may discover ways to meet challenges and identify strengths that carry them forward with curiosity and continued innovation. When demonstrating creative expression, students may showcase their product or performance in a variety of ways, for example, through a recording, a presentation, an exhibition, social media or shared discussion. Creativity in CAS is not met by the appreciation of the creative efforts of others, such as attending a concert or art exhibition.

Creativity can be inspired and informed by the student's Diploma courses. For example, students can meet new challenges and objectives in creativity using the skills developed in the visual arts course, or find new ways of expression utilizing elements in the design technology course. However, creativity experiences must be distinct from, and may not be included or used in, the student's Diploma course requirements.

As with all CAS experiences, students reflect meaningfully on their engagement with creativity, and may be guided to look for moments of personal significance or inspiration as a call for reflection. Creativity may provide inspiration for the ways in which students will reflect. For example, students

## Approaches to creativity

There are many approaches to creativity, such as:

**Ongoing creativity:** A student may already be engaged in creativity as part of a school group or club, or through some other form of sustained creativity. Students may continue in this as part of their creativity; however, students could also be encouraged to further extend and develop their participation if appropriate.

**OSC examples:** Concert Band, COMUN, Yearbook,

**School-based creativity:** Students are encouraged to participate in meaningful creativity and to explore their own sense of original thinking and expression. In school, there may well be appropriate creativity opportunities in which the students can engage. These creativity experiences could be part of the school's service CAS projects, a school club, timetabled creativity sessions, or other opportunities.

**OSC examples:** service leadership such as the Room to Read, ASAs etc.

**Community-based creativity:** Participating in creativity within the local community advances student awareness and understanding of interpersonal relationships with others, particularly if the creativity experience involves the local community. Creativity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of students' talents, interests, passions, emotional responses, and imagination. For example, students could be encouraged to join a community-based theatre group, contribute towards a community art gallery, create a sculpture for the community park, take cooking classes, or other opportunities.

**OSC examples:** participation in theater, dance or music group in Colombo

**Individual creativity:** Students may decide that they wish to engage in solitary creativity experiences such as composing music, developing a website, writing a compilation of short fiction stories, designing furniture, creating arts and crafts, or painting a series of portraits. Such creativity experiences are of most benefit when they take place over an extended duration of time. Students can be encouraged to set personal goals and work towards these in a sustained manner. Risk assessment of such solitary creativity experiences should be conducted with the student beforehand if applicable. In OSC's CAS program we ask that there be a supervisor of the activity to give meaningful feedback and guidance to students.

**OSC examples:** A student designed and set up a health clinic independent to their school participation to address both service and creativity.





## ACTIVITY

### Physical exertion contributing to a healthy lifestyle

The aim of the “Activity” (formerly “Action”) strand is to promote lifelong healthy habits related to physical well-being. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit. All CAS students must satisfy the basic requirement of physical exertion contributing to a healthy lifestyle as is appropriate for each student.

Students who regularly participate in suitable activity experiences are encouraged to develop and extend their participation. Students could expand personal goals, explore different training models to enhance their existing sport or become involved in a new sport. For dedicated student athletes, maintenance of a planned rigorous training program is appropriate.

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

### Approaches to Activity

There are many approaches to activity, such as:

**Ongoing activity:** A student may already be engaged in activity as part of a school team or club, or through some other form of sustained physical exercise. Students may continue in this as part of their activity; however, they should set personal goals in keeping with the principles of CAS. Students can also be encouraged to further extend and develop their participation if appropriate.

**OSC examples:** SAISA teams (swimming, volleyball, football etc.)

**School-based activity:** Students are encouraged to participate in meaningful activity that benefits their physical well-being. In school there may well be appropriate activity opportunities in which the student can engage. These activity experiences could, for example, be part of the school curriculums, a school sports club, or timetabled sports sessions. Students may elect to initiate a school-based activity.

**OSC examples:** ASA action activities such as Thursday volleyball, basketball, wall climbing etc.

**Community-based activity:** Participating in activity within the local community advances student awareness and understanding of interpersonal relationships, particularly if the activity experience involves members of the local community. However, single events of activity can lack depth and meaning. When possible, activity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of physical well-being of the students. For example, rather than a single activity experience at a community-based fun run, students could be encouraged to join a community-based running club, a dance class, an aerobics class or an out-of-school sports group.

**OSC examples:** [Colombo Hash](#) runs, [Pedal Pushers](#) bike club, scuba diving etc.

**Individual activity:** Students may decide that they wish to engage in solitary activity experiences such as, for example, attending a gym, bicycling, roller-skating, swimming, or strength conditioning. Such activity experiences are of most benefit when they take place over an extended duration of time. Students can be encouraged to set personal goals and work towards these in a sustained and correctly applied manner. Risk assessment of such solitary activity experiences should be conducted with the student beforehand if applicable. In OSC's CAS program we ask that there be a supervisor of the activity to give meaningful feedback and guidance to students.

**OSC examples:** Yoga outside of school, ballet, Zumba classes etc.



## SERVICE

Collaborative and reciprocal engagement with the community in response to an **authentic need**. The aim of the “Service” strand is for students to understand their capacity to make a meaningful contribution to their community and society. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. Service is often seen as one of the most transforming elements of CAS by promoting students’ self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness. Use of the CAS stages in developing a service experience is recommended for best practice.

Service within CAS benefits all involved: students learn as they identify and address authentic community needs, and the community benefits through reciprocal collaboration. Service fosters development of abilities, attitudes and values in accordance with the IB mission statement and the IB learner profile. As such, CAS service experiences are unpaid.

When defining “community”, consideration must be made to situation and culture. The community may be the school; however, it is recommended that service experiences extend beyond the school to local, national and/or international communities. Community involvement includes collaboration with others, as students investigate the need, plan and implement their idea for service.

Local interactions allow for developing relationships, observing and participating in sustained change, and meeting challenges through collaboration. From the local context, students can extend their thinking and knowledge to understanding global issues. Students can also extend local service to global impact through partnerships with CAS students in other cities and towns, countries and continents. Technology affords opportunities for networking, sharing of initiatives, partnerships and impact. As with all CAS experiences, students reflect purposefully on their engagement with service, and may be guided to look for moments of personal significance or inspiration as a call for reflection.

### Service learning

Service experiences in CAS can be approached using a service learning model. Service learning is the development and application of knowledge and skills towards meeting an identified community need. In this research-based approach, students undertake service initiatives often related to topics studied previously in the curriculum, utilizing skills, understandings and values developed in these studies. Service learning builds upon students’ prior knowledge and background, enabling them to make links between their academic disciplines and their service experiences.

### Using the CAS stages for service learning

Using the CAS stages is the recommended approach for students engaging in service experiences. All forms of service should involve investigation, preparation and action that meets an identified need. Reflection on significant experiences throughout informs problem-solving and choices; demonstration allows for sharing of what has taken place. The CAS stages specific to service learning offer students a helpful and supportive approach. As students' progress through each of these stages, they can draw upon the skills and knowledge gained from their academic subjects to support their experiences.

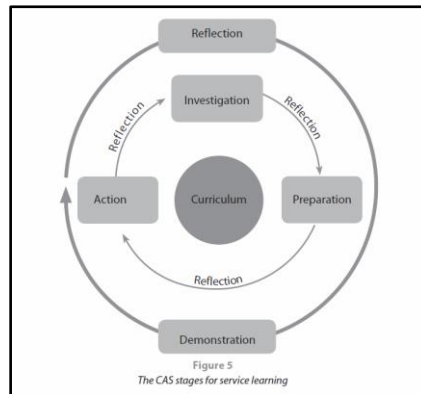


Figure 2:

The service learning stages are:

1. **Investigation:** Students participate in social analysis of a selected issue, with identification and confirmation of a community need, often with the designated community partner. Having an inventory of interests, skills, talents and areas for personal growth, students are able to make choices based on their priorities and abilities and the designated need.
2. **Preparation:** Students design a service plan appropriate to the identified need, with clarification of roles and responsibilities, resource requirements, and timelines to successfully implement the plan. Any community partners are likely to be consulted. Students also acquire and develop the knowledge and skills needed for the experience.
3. **Action:** Students implement the plan through direct service, indirect service, advocacy, or research. Their service may be a combination of one or more of these types of service. Students may work individually, with partners, or in groups.
4. **Reflection:** Students examine their thoughts, feelings and actions applied to the context of self, community and the world. With service learning, reflection often occurs with greater frequency as students identify significant moments generated by new situations and insights.
5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their service 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.



### **Four types of service action**

It is recommended that students engage with different types of service within their CAS program. These types of action are as follows:

- **Direct service:** Student interaction involves people, the environment or animals. For example, this can appear as one-on-one tutoring, developing a garden in partnership with refugees, or working in an animal shelter. Many of OSC's service activities fit under here, including RCCI, SOS, Hope for Kids and the Recycling & Sustainability program. At OSC we value the ideal of *seva* or service to the community with no desire for rewards.
- **Indirect service:** Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment. For example, this can appear as re-designing a non-profit organization's website, writing original picture books to teach a language, or nurturing tree seedlings for planting. At OSC indirect service has usually happened as part of a broader program that included direct service.
- **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest. For example, this may appear as initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions. OSC's service group, such as Habitat for Humanity, have led advocacy lectures at other schools and institutions in Colombo.
- **Research:** Students collect information through varied sources, analyze data, and report on a topic of importance to influence policy or practice. For example, they may conduct environmental surveys to influence their school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

### **Approaches to service**

There are many approaches to service, such as:

**Ongoing service:** When investigating a need that leads to a plan of action implemented over time, students develop perseverance and commitment. They observe how their ideas and actions build on the contributions of others to effect change. Their reflections may show deeper awareness and knowledge of social issues.

**OSC examples:** Thursday service activities (Hope for Kids, Recycling & Sustainability, Ecoschool etc.)

**School-based service:** While students are encouraged to participate in meaningful service that benefits the community outside school, there may well be appropriate service opportunities within the school setting. In all cases an authentic need must be verified that will be met through student action. Service needs met at a school may prepare students for further action within the larger community; for example, by tutoring within the school, students may then be better prepared to tutor at a community center.

**OSC examples:** Thursday service activities

**Community-based service:** Participating in service within the local community advances student awareness and understanding of social issues and solutions. However, single

incidents of engagement with individuals in a service context can lack depth and meaning. When possible, interactions involving people in a service context best occur with a regularity that builds and sustains relationships for the mutual benefit of all. For example, rather than a single service experience at a retirement facility, students can decide to establish regular visits when they realize their efforts are valued and have reciprocal impact.

**OSC examples:** Thursday service activities (Room to Read, Housing & Habitat, etc.)

**Immediate need service:** In response to a disaster, students often want to move towards immediate action. Typically, they quickly attempt to assess the need and devise a planned response. Later, the students can be reminded and encouraged to further investigate the issue to better understand underlying causes. This provides greater context even if the service action has already taken place. With increased knowledge, students may commit to ongoing assistance, for example, such as joining with prevention or community resilience initiatives regarding an environmental issue.

**OSC examples:** Post tsunami relief work that OSC was involved in during 2005.

**Fundraising:** The preferred approach is for students to initially develop their understanding of the organization they choose to support and the issues being addressed. Students can draw from their interests, skills and talents to plan the method and manner of fundraising. Ideally, students directly communicate with the organization and establish accountability for funds raised. Sharing the rationale for the fundraising educates others and advocates the chosen cause. Students can also be asked to consider other ways to augment their contribution through direct, advocacy, or research service.

**OSC examples:** Fund raising campaigns to support Thursday service activities.

**International service:** Students are encouraged to participate locally in service before considering service opportunities outside their country. When participating in international service, students must understand the background and the circumstances of an identified and authenticated need to support their involvement. When direct communication with an overseas community is not possible, students could cooperate with an outside agency to provide an appropriate service. Students do benefit from serving in an international context when able to make clear links to parallel issues in their local environs and they understand the consequences of their service. Schools must ensure that commercial providers, if used, act in accordance with the aims of the IB mission statement and CAS requirements. Additionally, schools must undertake risk assessment to ensure the safety of students.

**OSC examples:** Very few. The OSC service program focuses on global issues (health, education, housing and environmental issues) at a local level.

**Volunteerism:** Students often volunteer in service experiences organized by other students, the school or an external group. In such cases, students benefit from prior knowledge of the context and the service need. Being informed and prepared increases the likelihood that the students' contribution will have personal meaning and value. Utilizing the CAS stages prior to volunteering is highly recommended.

**OSC examples:** COMUN service, Housing & Habitat.

**Service arising from the curriculum:** Teachers plan units with service learning opportunities in mind, students may or may not respond and act. For example, while studying freshwater ecology in environmental systems and society, students decide to monitor and improve a local water system.

**OSC examples:** MYP III work on poverty and informal settlements (slums), IB DP Geography study of resources and local scrap dealers, IB orientation river stories, WWW service-oriented learning experiences (Jaffna Narratives).

---

## THE CAS PROJECT

---

An important aspect of the *IB CAS Guide 2017* is the “**CAS Project**.” This self-directed component fits comfortably into our robust service program and other parts of the experiential learning framework. The WWW and ASA programs and SAISA sports teams all offer opportunities for students to design and implement a 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*. CAS students must be involved in at **least one CAS project** during their CAS program.

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 CAS project involves **collaboration** between a group of students or with members of the wider community. Students work as part of a team, with all members being contributors. A CAS project offers students the opportunity to **be responsible for**, or to **initiate**, a part of or the entire CAS project. Working **collaboratively** also provides opportunities for individual students to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects.

All CAS projects should use the **CAS stages** as a framework for implementation to ensure that all requirements are met. A CAS project can address any single strand of CAS, or combine two or all three strands. The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

- **Creativity:** A student group plans, designs and creates a mural.
- **Activity:** Students organize and participate in a sports team including training sessions and matches against other teams.
- **Service:** Students set up and conduct tutoring for people in need.
- **Creativity and activity:** Students choreograph a routine for their marching band.
- **Service and activity:** Students plan and participate in the planting and maintenance of a garden with members of the local community.
- **Service and creativity:** Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.
- **Creativity, activity, and service:** Students rehearse and perform a dance production for a community retirement home.

All CAS projects are designed with a defined purpose and goals. Individual students identify one or more **learning outcomes** to further guide their role and responsibilities in the CAS



project. Students will likely identify more outcomes, or modify expected outcomes during the CAS project and/or at its completion.

### Service project

When a CAS project addresses the CAS strand of service (known as service project), students must take into account the opinions and expectations of others involved and focus on meaningful and authentic needs to ensure actions are respectful and reciprocal. Awareness of the possible impact and consequences of the students' actions should be part of the planning process. Where possible, service projects should involve working alongside community members with ongoing communication. When the service project involves the use of an external facilitator such as a non-government organization or a commercial provider, care should be taken to ensure that the facilitator acts in accordance with the IB mission statement and CAS requirements.

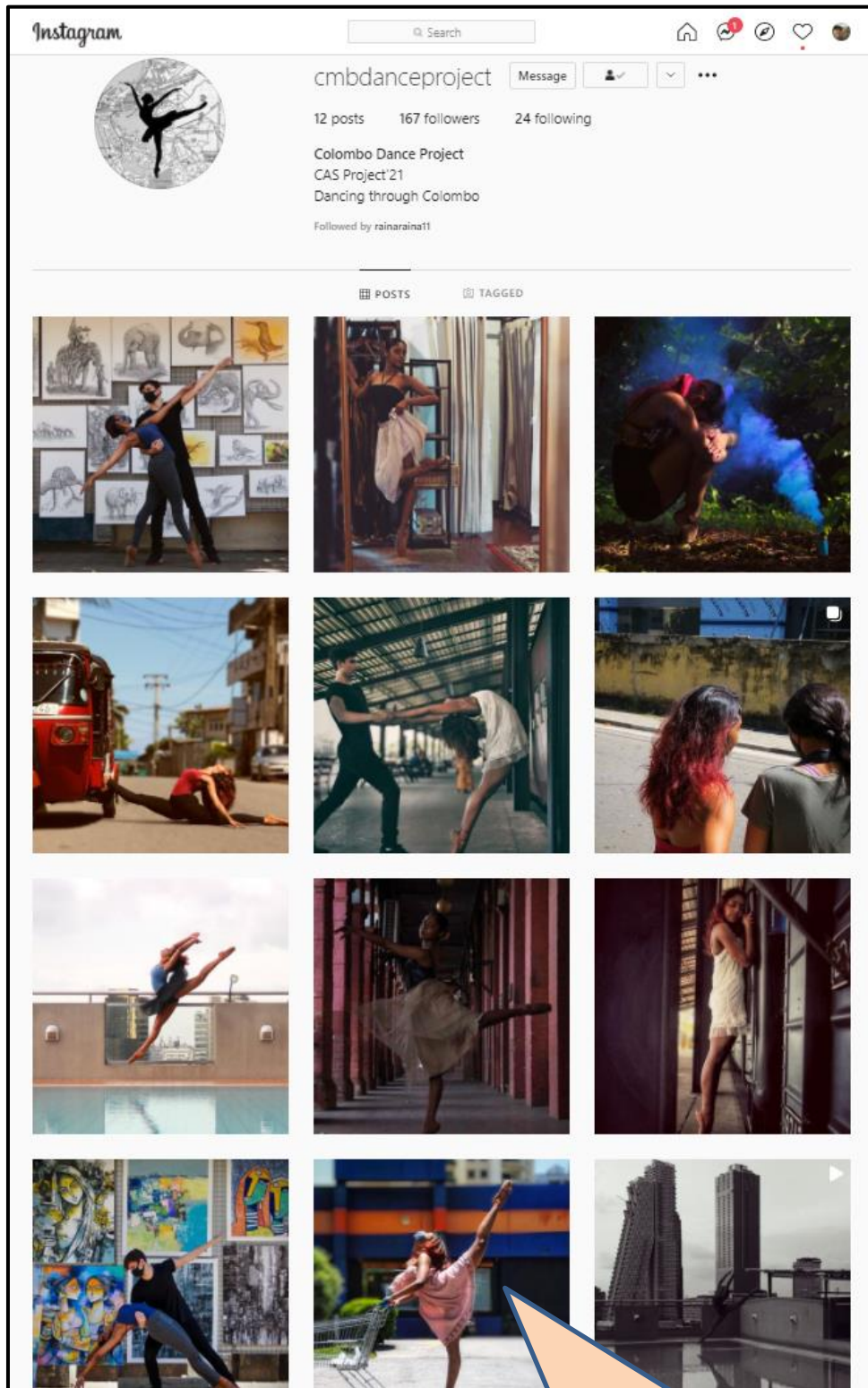
A service project that includes interaction with and appreciation of diverse social or cultural backgrounds can increase international-mindedness and engagement with issues of global significance. International service projects are acceptable if clear goals and outcomes are established, understood, and based on the expectation of compelling benefits expected for all stakeholders. If a service project is conducted outside the local context, it is recommended that there is some form of continuation. For example, students could research the community served and educate themselves further about the issues involved, develop an advocacy program 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.

For any service project it is important to ensure that there is:

- a **genuine need** for the service project, which has been stated and agreed upon by the potential partners
- if required, a liaison officer who has a good relationship with the community where the service project is based
- an understanding of the **level of student participation** that is feasible in the service project
- a clear **assessment of potential risks** to participating students
- **approval** from the school CAS coordinator, service coordinator and administration for the service project
- a demonstration of how the **CAS stages** were followed
- a thorough **evaluation of the benefits** of the service project for all involved.

Purposeful relationships between students and community members leading to sustainable service projects are potentially the most rewarding for all concerned. As community needs change, students' responses should also evolve to meet these new circumstances. When a service project initiated by one group is adopted by other students, the new students must

ensure the need is authentic or make the necessary adjustments and ensure their contribution is relevant.



The **Colombo Dance Project** was an innovative, highly original collaborative exercise initiated as a CAS Project by members of OSC's Class of 2021.

---

## CAS, ETHICS AND IB LINKS

---

### International Dimensions

*The aim of all IB programs 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 learner profile booklet (March 2006)

Creating “a better and more peaceful world” is a large aim. Working towards it should be seen as involving many small steps, which may be taken locally, nationally or internationally. It is important to see activities in a broader context, bearing in mind the maxim “Think globally, act locally”. Working with people from different social or cultural backgrounds in the vicinity of the school can do as much to increase mutual understanding as large international projects.

### CAS and Ethical Education

There are many definitions of ethical education. The more interesting ones acknowledge that it involves more than simply “learning about ethics”. Meaningful ethical education—the development of ethical beings—happens only when people’s feelings and behavior change, as well as their ideas.

Because it involves real activities with significant outcomes, CAS provides a major opportunity for ethical education, understood as involving principles, attitudes and behavior. The emphasis in CAS is on helping students to develop their own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. Various ethical issues will arise naturally in the course of CAS activities and may be experienced as challenges to a student’s ideas, instinctive responses or ways of behaving (for example, towards other people). In the context of CAS, schools have a specific responsibility to support students’ personal growth as they think, feel and act their way through ethical issues.

### Links to the Middle Years Program (MYP)

There are many links between CAS and the IB Middle Years Program (MYP), showing both continuity and some appropriate shifts of emphasis. MYP subject experience in arts, technology and physical education may be continued and extended in the creativity and Activity elements of CAS. MYP areas of inter-Activity, notably community and service and approaches to learning, show some of the strongest connections with CAS. In the MYP, the emphasis with younger students is on developing an awareness of community. As the program continues, there is a growing involvement in service to the community, in line with students’ increasing maturity and autonomy. This strand is taken up in CAS service and in the increased importance of student-initiated activity in CAS. As part of approaches to learning, MYP students are expected to reflect in increasingly sophisticated ways. This is particularly true of their involvement in community and service. In CAS, reflection is an essential element of experiential learning in all types of activity. Its significance is highlighted in the first aim of the CAS program.

### CAS and Theory of Knowledge

Both CAS and Theory of Knowledge (TOK) emphasize the importance of reflection and developing self-awareness. CAS reflection flows from experience, from thinking about how an activity feels and what it means to everyone involved. In TOK the approach to knowledge issues tends more towards the abstract and theoretical. The links can nevertheless be very close. For instance, a difficult decision about how to behave towards another person or group in a CAS activity might be informed by a TOK consideration of analogous situations; conversely, such a decision might provide a concrete example to illustrate an ethical dilemma in the context of a TOK discussion.

At a more general level, students can be encouraged to compare their learning in CAS with their subject learning, and to consider how one may help the other. TOK lessons may provide an opportunity for extended discussion of the values and philosophy of CAS, and student responses to these. Two sample bridging questions are provided in the Theory of knowledge guide (March 2006).

- CAS is often described as *experiential education*. In what ways is learning in CAS similar to or different from learning in other areas of the Diploma Program?
- In what ways might CAS be said to promote *ethical education*? Is service to others, in whatever form, a moral obligation? If so, on what might the obligation be based? If not, why not?



Unloading cardboard and paper at the scrap dealer down the road from...

**Figure 3:** Students from OSC Recycling & Sustainability service activity unloading waste paper & cardboard from the school. The material will be weighed and sold in Battaramulla and is part of an effort to act on the goal of reducing the school's ecological footprint. Taken from the group's blog (<https://recycling1011.wordpress.com/>)



---

## WHAT IS NOT CAS?

---

What is, or what is not, CAS is a question which coordinators are frequently asked. The asking of the question may show an inappropriate attitude. If CAS becomes a points-scoring exercise, rather than an interesting variety of activities of that the student finds intrinsically worthwhile and rewarding, and which is mutually beneficial to the student and to his or her community, then its purpose it's 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 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 objectives of CAS only to a very limited extent. Example of activities, which at first sight would appear to be inappropriate, are listed below.

- Any class, activity or project, which is already part of the student's Diploma Program.
- An Activity for which a student is personally rewarded either financially or with some other benefit (unless his benefit is passed on in full to a worthy cause).
- Doing simple, tedious and repetitive work.
- Working in an old people's 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 old people or children
  - \* Actually does no service for other people
- A passive pursuit, such as a visit to a museum, the theatre, art exhibition, concert or sports event, unless it clearly inspires work in a related activity in which a student is already engaged.
- All forms of duty within the family.
- Religious devotion and any activity, which can be interpreted as proselytizing.
- Work experience, which only benefits the student.
- Fund-raising with no clearly defined end in sight and/or opportunity for inter-activity with the defined group.
- An activity where there is no leader or responsible adult on site to evaluate and confirm student performance.
- Activities, which cause division amongst different groups in the community.



---

## GUIDING QUESTIONS & AIMS

---

### Guiding Questions

The following questions may help you determine whether or not an intended activity qualifies as CAS.

- Is an activity a **new role** for me?
- 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?

### Aims

Within the Diploma Program, CAS provides the main opportunity to develop many of the attributes described in the **IB learner profile**. For this reason, the aims of CAS have been written in a form that highlights their connections with the IB learner profile.

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
- Willing to accept new challenges and new roles
- Aware of themselves as members of communities with responsibilities towards each other and the environment
- Active participants in sustained, collaborative projects
- Balanced



Photo Collage: Harshini Karunaratne 2012

---

## STUDENT RESPONSIBILITIES & REQUIREMENTS

---

The relevant section of the IB Program standards and practices document states that students should have opportunities to choose their own CAS activities and to undertake activities in a local and international context as appropriate. This means that, as far as possible, students should “own” their personal CAS programs. With guidance from their mentors/advisers, students should choose activities for themselves, initiating new ones where appropriate.

Students are required to:

- Self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS program
- Plan, do and reflect (plan activities, carry them out and reflect on what they have learned)
- Undertake at least one interim review and a final review with their CAS adviser (this is recorded as evidence on CAS blogs)
- Take part in a range of activities, including at least one project, some of which they have initiated themselves
- Keep records of their activities and achievements in a public, interactive blog. The blog will include a list of the principal activities undertaken and emphasize the cycle (based on Kaye’s model as included earlier) of articulation, planning & goal setting, implementation and reflection.

### CAS Time Commitments

A general guide of a 150 hour requirement (50 hours in each component) for successful completion of CAS has been used to set a benchmark for time in CAS. “Hour counting” is discouraged and the emphasis is on **authentic learning experiences** that involve students implementing cycles of articulation, planning & goal setting, implementation and reflection. However, as a general guide students are expected to be engaged in all three aspects of CAS for a total of **3-4 hours every week** of the school year.

It is preferred if the work extends over a period of two years. The purpose of this is not to merely acquire the hours, but to encourage continued growth outside of the academic arena over the student’s entire senior high school experience. An activity that results in financial compensation may not be counted toward the CAS requirement. Generally speaking, OSC students graduate with more than 200 total hours of CAS and there have been exceptional candidates who have had up to 500 recorded hours spread through the three categories! If you have any questions, please contact the CAS coordinator for clarification.

---

## REFLECTION

---

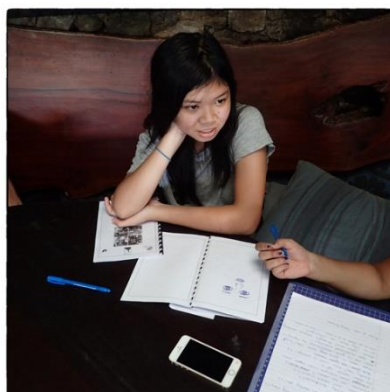
### INTRODUCTION

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.

The overarching intention of reflection in CAS includes the opportunity for students to:

- **deepen learning**
- consider **relevance** of experience
- explore **personal and group values**
- recognize the **application of knowledge, skills, and attributes**
- identify **strengths** and **areas for development**
- gain a greater **understanding of self and others**
- place experience in a **larger context**
- generate relevant **ideas and questions**
- consider **improvements** in individual and collective choices and actions
- transfer **prior learning to new situations**
- generate and receive constructive **feedback**
- develop the ongoing habit of **thoughtful, reflective practice**.



## 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.

<p><b>Describing what happened:</b> Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.</p>	<p><b>Expressing feelings:</b> Students articulate emotional responses to their experiences. The following two elements add greater depth and expand perspectives.</p>
---	--

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

## EXTENDING REFLECTION

Having established an effective understanding of the four elements of reflection, students develop higher order thinking skills by critically examining thoughts, feelings and actions, thereby synthesizing their learning. The theory of knowledge (TOK) course provides students with critical thinking skills to develop and extend their reflections. For example, during TOK (ways of knowing) they consider their emotions, ability to reason and how to use language. Students can be encouraged to move forward through deeper questions.

For example:

- What did I do?
- 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 and/or supervisor/coach is beneficial and necessary as is peer feedback. At OSC this mainly happens during CAS lessons and through the Managebac platform. Feedback provides acknowledgment, confirmation or clarification of students' understanding and insight, and opportunities for further development.

The preferred emphasis is for the student to determine key moments during CAS experiences that inspire reflection. The following approaches may be helpful.

- 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.
  - Students engage in group reflection with their peers to discover shared insights.
  - Students reflect at the beginning, during, and at the end of a series of CAS experiences. This enables students to deliberate on such elements as planning, opportunities, expectations, challenges, progress, and personal growth.

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.

### **KINDS OF REFLECTION**

Different kinds of reflection work for different people. Reflection can be:

- *public or private*
- *individual or shared*
- *objective or subjective*

At OSC all of our students have **blogs** using **campuspress.org** blogs. We use **Managebac** to keep track of student activities, participation and the learning outcomes (see instructions on page 33 of this handbook). The CAS Coordinator gives written feedback to students via the Managebac platform.

**CAS blogs** can be presented in variety of formats and utilize an array of different technology to document the CAS cycle. The CAS coordinator is looking to see evidence of sustained engagement and learning using the cycle of goal setting, Activity, observation and reflection. The blog is the first place to record this but some students may sometimes simply reflect privately: some of the most important lessons may be very personal ones that students should be allowed to keep to themselves. The [OSC website](#) has up-to-date links to student CAS blogs.



## DEVELOPING REFLECTION

Moving on from the “What ...?” questions outlined earlier, experiential learners might consider, where appropriate, for themselves and others, and for each stage of an activity (before, during and after):

- How you felt
- What you perceived
- What you thought about the activity
- What the activity meant to you
- What the value of the activity was
- What you learned from the activity and how this learning (for example, a change of perspective) might apply more widely.

There are many different sources of advice on techniques for developing reflection, some more appropriate to CAS than others.

## RECORDING & REFLECTION

Students should document their CAS activities, noting in particular their reflections upon their experiences. As previously indicated, this documentation may take many forms, including blogs, illustrated displays and videos, and written notes. Its extent should match the significance of the particular activity to the student. While it is important to make an early start on their CAS blog, there is no point in writing lengthy accounts about relatively routine experiences.

Some of the most valuable recording and reporting happens when there is a real audience and purpose, for example, when students inform other students, parents or the wider community about what is planned or what has been achieved. There should be regular consultations between each student and the CAS coordinator, where the student’s progress is discussed and appropriate encouragement and advice is given. These consultations should be briefly documented and incorporated into the weekly reflections. If any concerns arise, especially about whether a student will successfully complete the CAS requirement, these should be noted and appropriate Activity should be taken at the earliest opportunity. The school will record the completion decision for each student, noting the evidence for each learning outcome.



Figure 4: Class of 2014 conducting a final group reflection as part of the IB orientation in Kitulgala (August 2012)

## EXPECTATIONS & RESPONSIBILITIES OF STUDENTS

1. All students are expected to engage in all three aspects (Creativity, Activity & Service) for two academic years with a minimum of 3-4 hours per week to the program.
2. Follow the reflective learning cycle (see page 15) of setting goals, acting on them, observing the results and reflecting on the outcomes.
3. At the beginning of the school year inform the CAS Coordinator about your selection of activities. You will be conducting a series of exercises during the CAS/Advisory block to help you with this. For non-conventional and student-lead activities submit a CAS proposal form\* at the beginning of the DP 1 and DP 2. All of these activities should have a faculty supervisor (see proposal form in Appendices).
4. Keep a record of activities/dates/hours on **Managebac**. Use your blog as a publicly visible forum/portfolio where you post goals and reflections along with evidence of your engagement (instructions are in the next section). Photographs, video, audio recordings or other forms of record are encouraged and help to enhance the CAS experience.
5. **IB Diploma students can fail CAS by not fulfilling the CAS requirements at OSC and the school will report this to the IBO. OSC Diploma candidates who fail CAS will not receive their OSC diploma.**



Photo Collage: Harshini Karunaratne 2012

## EVALUATION OF ENGAGEMENT IN CAS

Student participation in the CAS experience including all aspects of Kaye's learning cycle (plan, act, observe & reflect) are monitored by faculty supervisors and the OSC DP CAS coordinator. It is expected that students will engage in all three aspects (Creativity, Activity & Service) as well as meaningful reflection for at least **3-4 hours every week**. Ongoing informal assessment is given to student during CAS classes and using Managebac. CAS is formally reported to students and parents every quarter. Twice a year (December and June) reporting is done by the CAS Coordinator in the form of a short narrative paragraph. If there are concerns regarding a student's participation or lack of it in the CAS program the student and parents will be contacted in the same way that would happen in any of the other DP subjects. Student must maintain an **Adequate** assessment in order to be eligible for the OSC Honor Roll.

Participation is difficult to summarize in a letter or numerical grade because of the nature of experiential learning that is envisioned in the CAS program. At OSC we give students feedback based on a four criteria scale: excellent, good, satisfactory and unsatisfactory. The rubric below helps to explain how this feedback is awarded.

	CREATIVITY	ACTIVITY	SERVICE
<b>COMPLETE</b>	*Sets and reflects on appropriate learning goals on the online blog. *Is fully engaged in a creative activity. *Engages in Creativity through all eight learning outcomes.	*Sets and reflects on appropriate learning goals on the online blog. *Is fully engaged in a sports or physically demanding activity. *Engages in Activity through all eight learning outcomes.	*Sets and reflects on appropriate learning goals on the online blog. * Is fully engaged in a recognized service activity. *Engages in Service through all eight learning outcomes.
<b>PARTIAL</b>	*Sets basic learning goals on the online blog. *Partially reflects on these goals *Is partially engaged in a creative activity. * Partially engages in Creativity through the eight learning outcomes.	*Sets basic learning goals on the online blog. *Partially reflects on these goals *Is partially engaged in an activity. *Partially engages in Activity through the eight learning outcomes.	*Sets basic learning goals on the online blog. *Partially reflects on these goals *Is partially engaged in a service activity. * Partially engages in Service through the eight learning outcomes.
<b>INCOMPLETE</b>	*Does not set appropriate learning goals * Does not reflect on goals * Is not engaged in a Creative activity * Is not engaged in Creativity through the eight learning outcomes.	*Does not set appropriate learning goals *Does not reflect on goals *Is not engaged in a sports or physically demanding activity. * Is not engaged in Activity through the eight learning outcomes.	*Does not set appropriate learning goals *Does not reflect on goals *Is not engaged in a service learning activity. * Is not engaged in Service through the eight learning outcomes.

### ASSESSMENT BOUNDARIES

EXCELLENT	(A)	3 completes
GOOD	(B)	2 complete + 1 partial
ADEQUATE	(C)	3 partials/ 1 complete + 1-2 partials
MEDIOCRE	(D)	1 incomplete and a combination of partials
ELEMENTARY	(E)	2 or more incompletes
NOT SUBMITTED	(N)	




## MAINTAINING A CAS BLOG: GUIDELINES FOR STUDENTS

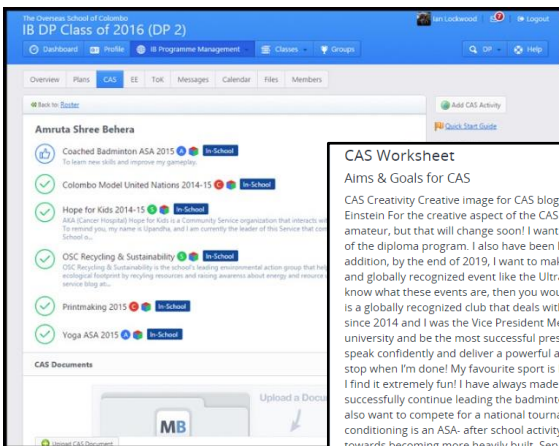


OSC students have pioneered the use of **reflective blogs** to keep track of CAS engagement. The CAS time in your weekly schedule will be useful for guided reflection about your goal setting and engagement.

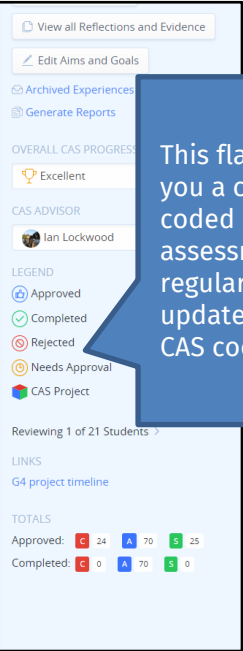
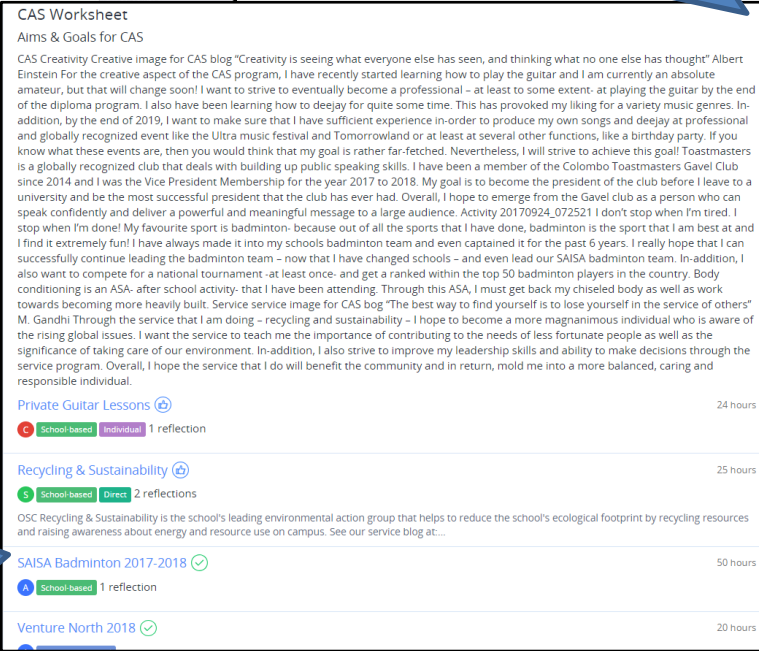
1. Set up a Blog (online weblog) during advisory using [Campuspress](#) (do not use another service before consulting with Mr. Lockwood). Choose an appropriate descriptive title and create a unique reflective space that you will use during the ID Diploma.
2. In your first entry introduce yourself and set your overall CAS goals. Link these goals to the **seven learning outcomes** that are highlighted in this book.
3. As the semester and year progress reflect on your goals and the progress that you are making. Record your activity(s) and keep track of the time that you spend on it each month.
4. Keep your blog updated and illustrated with evidence (photos, videos etc.) of your engagement. Continue to make regular connections to the **seven learning outcomes**. Be prepared to discuss the blog with the CAS Coordinator. There will also be opportunities for you to share your growth with the class and community.
5. For extension, provide links to the other blogs in the class of 2018. Share your reflections with your parents, friends and teachers using social-media (Facebook, WhatsApp, Snapchat etc.). The blog will, in effect, be a portfolio of your extracurricular engagement and can boost your university applications.
6. All electronic records should follow the OSC student acceptable use of technology guidelines.

# USING ManageBac TO MANAGE YOUR CAS LEARNING

At OSC we use **Managebac** software to help organize, keep track of and provide feedback on your CAS involvement. During the CAS lesson you will set up and maintain a list of any CAS activities that you are involved with. You are able to create new CAS  activities or join established Groups. When you create an activity be sure to set the outcomes and give a rough estimate of time that you expect to commit to the activity during its duration.

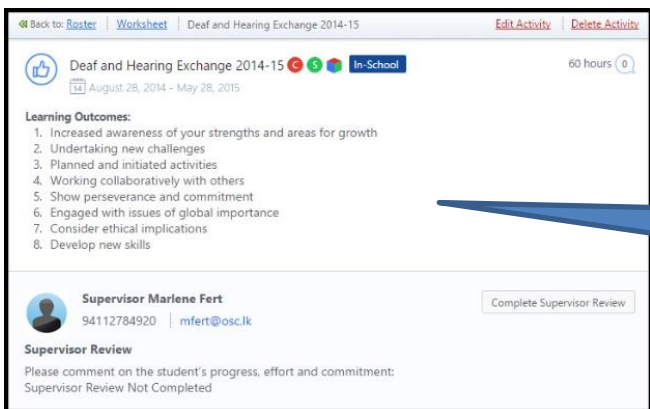


It is easy to add CAS activities using this tab. The CAS coordinator will then approve it or give feedback on possible alterations



This flag gives you a color-coded progress assessment. It is regularly updated by the CAS coordinator.

Your CAS page will display your goals and list of CAS experiences. The colorful symbols signify if they are Creativity, Activity, Service or a combination of them.



All CAS activities have tick boxes for you to check off on appropriate outcomes. These will then also show up in your reflections.



---

## STUDENT LEADERSHIP GUIDELINES

---

OSC provides Diploma Program student with a unique opportunity to become involved with different co-curricular activities as a student leader. This could be as a service student leader, a SAISA team captain or student leader of an After School Activity (ASA). You will be working closely with a faculty supervisor or coach to achieve common goals. Here are some tips to help guide you in your role as a student leader.

1. Set realistic and achievable goals.
2. Remember the **IB profile** characteristics and do your best to be an example of these: Knowledgeable, thinker, collaborator, principled, open-minded, caring, risk taker, balanced and reflective.
3. Lead by example.
4. Be prepared for your elective, service activity and or SAISA session. This means working with your faculty supervisor to plan sessions ahead of time.
5. Be an effective communicator.
6. Effectively reflect on both personal and group goals. For IB CAS requirements this will be done through an online journal (blog).
7. Be willing to make mistakes and learn from these experiences.



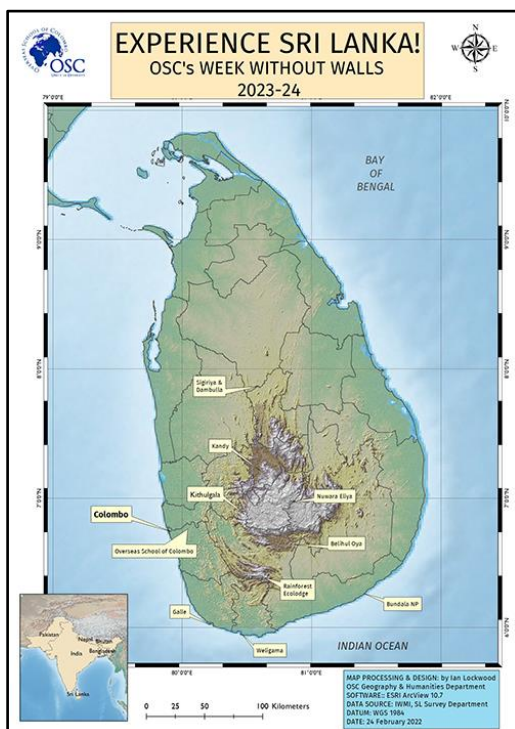
Figure 5: IB Orientation 2015 with students guiding and leading classmates down the canyon (photo: Ian Lockwood)

**EXPERIENCE SRI LANKA!**  
**WEEK WITHOUT WALLS (WWW)**  
**AS A PART OF CAS**

OSC's annual Week Without Walls (WWW) program in the secondary school supports learning in the CAS program. This program in experiential education takes OSC students to the far corners of Sri Lanka with the following goals:

- Fulfill mission statement of developing the whole person within a safe environment.
- Expose students to our host country Sri Lanka's culture and environment.
- Enable opportunities for **service learning** and outdoor education.
- Support and strengthen existing secondary curriculum (including the **CAS program**) for the benefit of student learning.

The Week Without Walls is held every January at the end of the month. DP1 students participate in the program while DP2 students take their mock exams. The trips are focused through Creativity, Activity and/or Service.



## KEY CAS & EXPERIENTIAL EDUCATION PEOPLE

The OSC CAS Coordinator's job is to manage and facilitate the engagement of all IB Diploma (and OSC Diploma) students in the CAS program. The CAS coordinator keeps track of student goal-setting, progress and reflection and acts to help students find success in this program. Students at OSC meet with the CAS coordinator for blocks of 90 minutes every teaching cycle. The CAS coordinator provides feedback on CAS progress and engagement every reporting cycle (each quarter) and writes short narrative paragraphs on each student for their reports. Managebac is an important platform for this feedback.

The OSC Service Coordinator works in all three programs (PYP, MYP and DP) to coordinate service learning in the school community. She facilitates interaction with different service groups and promotes service learning and effective reflective practice amongst students and staff.

OSC has an After School (ASA) coordinator in the secondary school who manages the variety of different extracurricular activities that DP students can participate in. There are four sessions of ASA with a sign up (usually online) at the beginning of each quarter. There are also good opportunities for DP students to seek out leadership positions in the ASA program.

The Athletics Director (AD) manages the different SAISA competitions that OSC participates in.

Both the CAS Coordinator and OSC Service coordinator work with students to develop leadership and reflective learning skills in students. Student leadership in all CAS and CS activities is encouraged and facilitated through regular meetings and annual training.

NAME	ROLE	E-MAIL
Ian Lockwood	DP CAS Coordinator WWW Coordinator Duke of Edinburgh Coordinator	<a href="mailto:ilockwood@osc.lk">ilockwood@osc.lk</a>
David Poulus	Community Service Coordinator (Kg-12)	<a href="mailto:dpolous@osc.lk">dpolous@osc.lk</a>
Coert Van Zijl	ASA Coordinator	<a href="mailto:cvanzijl@osc.lk">cvanzijl@osc.lk</a>
Steve Turner	Athletics Director	<a href="mailto:sturner@osc.lk">sturner@osc.lk</a>

---

## CONCLUDING COMMENT

---

It is not too much to suggest (indeed many students have confirmed it) that CAS can assist in discovering the true meaning of life, and finding one's own place in the world by transcending culture and socio-economic barriers. This "own place in the world" has a number of dimensions including:

- within oneself
- through interaction with others
- within a community
- within a period of history

CAS is a privileged way to build one's own place. It has transformed the lives of those who undertake a commitment to it. We trust that students will find deep rewards through their participation in CAS.

*"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has"*

Margaret Mead



---

## REFERENCES

---

This guide has been culled from IB documents and student handbooks from several notable IB schools. It is revised at the beginning of each academic year. For the initial draft (2010-11) I was inspired by John Haeusler's *KIS Student CAS planner* and owe him my sincerest thanks for creative inspiration. Significant changes and improvements were made in the *Handbook* in August 2015 to reflect the new CAS syllabus from the IB. The *CAS Handbook* was most recently updated in August 2023.

*Creativity, Activity, Service guide: First Examinations 2017*. Geneva: International Baccalaureate Organization, 2015. Print.

Haeusler, John. *Student CAS Planner*. Kodaikanal International School, 2005. Print.

Kaye, Cathryn. *The Complete Guide to Service Learning, 2<sup>nd</sup> Edition*. 2011. Print & [Web](#).

Kaye, Cathryn. *Five Stages of Service Learning*. Spirit Publishing, 2013. Print & [Web](#).

[Kodaikanal International School](#), India.

Kolb, David A. *Experiential Learning: Experiences as the Source of Learning and Development*. Engelwood Cliffs, NJ Prentice Hall, 1984. Print.

International School of Dhaka, Bangladesh ([ISD](#))

[Mahindra United World College of India](#). ([Triveni Program](#))

Peterson, A.D.C. *Schools Across Frontiers: The Story of the International Baccalaureate and the United World Colleges*. Peru, Illinois: Open Court, 2003. Print.

Santa Margarita Catholic High School. *CAS Handbook 2010*. [Web](#).

### **LINKS**

[OSC CAS Webpage](#)

[OSC Student Reflective Spaces](#)

### **PHOTO CREDITS**

Cover CAS Collage featuring images from Charlie, Nela, Prerna (OSC Class of 2016)

Images on page 6: Rolling Stone magazine, Wikipedia open source

Collages by Harshini Karunaratne (OSC Class of 2013)

Other images © Ian Lockwood 2018



## ACTIVITIES CONSIDERED FOR CAS AT OSC

<b><u>CREATIVITY</u></b>	<b><u>ACTIVITY</u></b>	<b><u>SERVICE</u></b>
<ul style="list-style-type: none"> <li>• Aesthetic activities which benefit the community</li> <li>• New Concepts and innovative creations for the benefit of self and others.</li> <li>• Individual commitment to learning a new art form</li> </ul>	<ul style="list-style-type: none"> <li>• Individual and team sports participation outside the normal curriculum</li> <li>• Expeditions</li> <li>• Physical activities outside the normal curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Activities such as building links with individuals or groups in the community</li> <li>• Doing community service, sharing with others</li> <li>• Involvement in a new role such as:</li> </ul>
<ol style="list-style-type: none"> <li>1. Model United Nations</li> <li>2. Senior production (non TA students)</li> <li>3. SGA</li> <li>4. Yearbook</li> <li>5. Costume design</li> <li>6. Talent show</li> <li>7. Voice</li> <li>8. Gala and other musical concerts</li> <li>9. Art club</li> <li>10. Pin hole photography</li> <li>11. Band/Musical instrument</li> <li>12. Other After School Activities (ASA)</li> <li>13. Leadership of a service activity</li> </ol>	<ol style="list-style-type: none"> <li>1. SAISA Games (for training and participation time in games)</li> <li>2. Other sports (learning, coaching &amp; participation)</li> <li>3. Physical activities in the community service program (Gecko Inc.)</li> <li>4. Sports activities as part of the After School Activities (ASA)</li> <li>5. Hikes or treks that have designated goals and reflections.</li> </ol>	<ol style="list-style-type: none"> <li>1. Thursday Community Service Projects</li> <li>2. Approved individual service projects.</li> <li>3. social worker</li> <li>4. builder</li> <li>5. environmental worker</li> <li>6. life-saving member</li> <li>7. conference leader/ administrator</li> <li>8. charity campaigner</li> <li>9. volunteer</li> </ol>

## Appendix B

## COMMUNITY SERVICE ACTIVITIES 2023-25

SERVICE PROJECT	FACULTY SUPERVISORS	STUDENT LEADERS	LOCATION
Gecko Network	Rachel Jackson		S26
Eco School	David Poulus		M35
Care for Paws	Elissa Francemone		S26
Gecko Inc.			
Hope for Kids (Cancer Hospital)	Tanuja Senanayake, Manushi,		P23
Housing & Habitat	Robert Le Blanc		M25
Recycling & Sustainability	Ian Lockwood		S34
SOS	Phil Leigh		M23
OSC's Room to Read	Raina Lockwood		Library
The Checkmates	TBA		

\*\*\* TOO BE UPDATED SOON \*\*\*\*

Updated 16 August 2023

## Appendix C

## CAS Calendar: Procedures & Major Deadlines 2023-25

DATE	GRADE 11 (DP1) 2023-25	GRADE 12 (DP2) 2022-24
<b>August/September</b>	<ul style="list-style-type: none"> <li>• Orientation meeting</li> <li>• Receive CAS Handbooks (electronically)</li> <li>• Select activities</li> <li>• Complete Initial Inventory of interests and experiences</li> <li>• Set goals for Grade 11</li> <li>• Participation in CAS begins</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with IB and CAS coordinators to focus on Grade 12</li> <li>• Guided goals setting and reflection with CAS &amp; service coordinators</li> <li>• Review Grade 11 Summary</li> <li>• Discuss Grade 12 activities &amp; goals</li> <li>• Complete and submit new CAS proposals</li> </ul>
<b>October – November-December</b>	<ul style="list-style-type: none"> <li>• Participation in CAS learning cycle ( plan, act, observe &amp; reflect)</li> <li>• Meet CAS coordinator for individual meetings and reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in CAS learning cycle ( plan, act, observe &amp; reflect)</li> <li>• Meet CAS coordinator for individual meetings and reflection.</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>• <i>Week Without Walls</i> with opportunities to go deep in one or more areas of CAS.</li> <li>• Prepare to take over key leadership positions.</li> </ul>	<ul style="list-style-type: none"> <li>• Mock Exams</li> <li>• Wind down participation in CAS.</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>• Participation in CAS learning cycle ( plan, act, observe &amp; reflect)</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in CAS learning cycle ( plan, act, observe &amp; reflect)</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>• Participation in CAS learning cycle ( plan, act, observe &amp; reflect)</li> </ul>	<ul style="list-style-type: none"> <li>• Turn over key leadership positions to Grade 11 students.</li> <li>• Complete all CAS reflections in blogs.</li> <li>• Final meeting with CAS Coordinator</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>• Participation in CAS learning cycle ( plan, act, observe &amp; reflect)</li> <li>• Complete summative entries for the Grade 11 year.</li> <li>• Meet CAS coordinator for individual meetings and reflection. coordinator before school ends</li> </ul>	Graduation!




**Appendix D**

**Initial Self Review**

*(Completed and submitted on Managebac in August DP1)*

*The Overseas School of Colombo, an IB World School, is committed to guiding our global community toward international and intercultural understanding. OSC develops the whole person as a responsible learner, striving for personal excellence within a culturally diverse environment.*



**Class of 2017**  
**IB CAS Initial Self-Review & Inventory**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
E-MAIL: \_\_\_\_\_

**INSTRUCTIONS:** Answer the following questions using a computer. Use a different color or font and write with as much detail as possible. Keep an electronic copy for yourself and then upload your completed version on Managebac for Mr. Lockwood ([lockwood@osc.lk](mailto:lockwood@osc.lk))

1. What is your greatest accomplishment so far? How has this affected your life? What did you learn from it?  
\_\_\_\_\_
2. What are you really good at?  
\_\_\_\_\_
3. Name one skill you have always wanted to develop in your life but that you haven't yet.  
\_\_\_\_\_
4. Name one activity that you would like to try but that you haven't yet. Why would you like to try this?  
\_\_\_\_\_
5. Name a person you admire right now. What qualities does this person have that you would like to develop?  
\_\_\_\_\_
6. What's different about you now compared to what you were like when you were 10 years old?  
\_\_\_\_\_

1

7. Describe the kind of person you think you will be post IB.  
\_\_\_\_\_
8. List any sports (individual or team) and or physical activities in which you are currently involved: (SAISA sports, tennis, yoga, hiking etc.)  
\_\_\_\_\_
9. How are you involved—as a participant, as a student leader etc.? What gifts or talents do you contribute? Explain your answers for each organization or activity.  
\_\_\_\_\_
10. Are you involved in any creative or artistic endeavors (band, yearbook, MUN, theater, choir, SGA etc.)? Do you use your creativity in helping to plan events/activities? Explain your answers for each organization or activity.  
\_\_\_\_\_
11. How are you involved—as a participant or do you have a leadership role? What gifts or talents do you contribute? Explain your answers for each organization or activity.  
\_\_\_\_\_
12. List community/national/global issues that concern you the most.  
\_\_\_\_\_
13. How have you involved yourself in these issues (OSC service project, out of school project, WWW engagement etc.)?  
\_\_\_\_\_

2

## Appendix E

# Draft CAS Plan

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

E-MAIL: \_\_\_\_\_

**PART INSTRUCTIONS:** Complete the following activity online during the CAS/Advisory period. Keep an electronic copy for yourself and send one copy to Mr. Lockwood at [ilockwood@osc.lk](mailto:ilockwood@osc.lk)

	ACTIVITY DESCRIPTION	LEARNING OUTCOMES	PROJECTED DATE & DURATION
<i>An activity/activities where you will collaborate with others</i>			
<i>An activity that combines at least two of creativity, Activity or service</i>			
<i>An activity that will be a new challenge to you</i>			
<i>An activity that will be an extension of an existing one</i>			
<i>Involvement with out of school projects (either locally, nationally, or internationally)</i>			
<i>A significant, enduring activity that you will initiate and plan that integrates at least two of creativity, Activity or service</i>			
<i>An activity that you will initiate</i>			
<i>How will I record what I do and provide proof that I actually did it?</i>			

**PART II INSTRUCTIONS:** List all your planned activities mentioned above, in the appropriate column(s): At the least, you will be participating in between *six and eight* substantial activities over the two year CAS program, with at least two activities, and no more than five, in each category.



CREATIVITY	ACTIVITY	SERVICE

## Appendix G

**STUDENT CAS PROPOSAL**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**CAS INDIVIDUAL PROJECT PROPOSAL  
2023-25**

**INSTRUCTIONS:** Students who are in good academic standing can plan, initiate and participate in a non-traditional creativity, Activity or service (CAS) activity on or off the campus. There are several important steps in this experiential learning process (see below). All activities must have a **faculty supervisor** who can help with setting goals and staying on top with tasks. Fill out the following worksheet and submit it to the Diploma CAS coordinator (Mr. Lockwood) and OSC Service Coordinator (Ms. Lenk). Once it has been approved you can set the goals, and reflect on progress and outcomes on your blog.

1. Planning
2. Communication with the CAS coordinator and/or other teachers/mentors.
3. Planning and setting goals for an appropriate and realistic plan.
4. Reflection on the process (in journals) and rethinking goals if necessary.

**WORKSHEET**

1. What are you proposing to do? Provide some background information that gives context to your proposal.
2. State 2-3 discrete goals for your proposed activity. These should be linked to the **Seven Learning Outcomes** in the *CAS Handbook*
3. How will you keep a record of you progress and learning?
4. Who will be our faculty supervisor and how will you go about setting meetings for goals setting and reflection?
5. Detail your schedule in terms of what time you can be reliably available for a whole term.

## Appendix G



### CAS Progress & Completion Form

**NAME OF STUDENT:**

**IB CANDIDATE NUMBER:**

**CAS COORDINATOR: Ian Lockwood**

**SCHOOL YEARS: 2023-2025**

	DATE	CHECK FROM COORDINATOR	COMMENT
Student has declared an acceptable plan for CAS activities (set up blog or wiki if necessary)	Sept 2023		
First Consultation between CAS Coordinator and student	Sept 2023		
Second Consultation between CAS Coordinator and student	December 2023		
Student has submitted reflective work	June 2024		
Third Consultation between CAS Coordinator and student	Sept 2024		
Fourth Consultation between CAS Coordinator and student	December 2024/January 2025		
Student has submitted final reflections	April 2025		

## Appendix H



## CAS Individual Student Completion Form

**NAME OF STUDENT:**

**IB CANDIDATE NUMBER:**

**CAS COORDINATOR: Ian Lockwood**

**SCHOOL YEARS: 2023-2025**

Learning Outcomes	Achieved?	Nature/Location of Evidence
Increased awareness of their own strengths and areas of growth		
Undertaken new challenges		
Planned and initiated activities		
Worked collaboratively with others		
Shown perseverance and commitment in their activities		
Engaged with issues of global importance		
Considered the ethical implications of their Activities		
Developed new skills		

CAS Coordinator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*\*This document will be kept as an electronic file and then printed out at the completion of the CAS requirements in March 2020.*

## **CREATIVITY, ACTIVITY & SERVICE AT THE OVERSEAS SCHOOL OF COLOMBO**



### Vision Statement:

*At OSC we live our mission by creating space and time for learners to engage in mutually respectful and enriching connections; teaching intercultural understanding, development and competencies; fostering a culture of learning that sparks joy, thinking and inquiry; nurturing personal identity so every learner feels a sense of belonging; and inviting all learners to persevere in their learning journey..*

### Mission Statement:

**Compassion. Courage. Curiosity.**

Photographs © Ian Lockwood 2023