

Skyline High School
Diploma Program Class of 2020 onwards
CAS HANDBOOK*

***Adapted from the International Baccalaureate Creativity, Activity, and Service Handbook.**

IB Mission Statement

The International Baccalaureate aims to develop **inquiring, knowledgeable** and **caring** young people who help to create a better and more peaceful world through **intercultural understanding** and **respect**. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become **active, compassionate** and **lifelong learners** who understand that other people, with their differences, can also be right.

“Not everything that counts can be counted, and not everything that can be counted counts.”

--Albert Einstein

What is CAS?

Creativity, activity, and 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 (along with Theory of Knowledge (TOK) and the Extended Essay). It involves students in a range of activities alongside their academic studies throughout the Diploma Program. Successful completion of CAS is a requirement for the award of the IB Diploma.

The Aim of Creativity, Activity, and Service (CAS)

Because you are more than just a grade point average, CAS is intended to move you out of the academic arena and help you learn through life experiences. As an IB student, we know you are involved in many interesting activities. What we are asking you to do is consider how these activities help you grow as a person. CAS is about:

- Becoming Reflective thinkers: understanding your own strengths and areas for growth, identifying goals, and devising strategies for personal growth.
- Being willing to accept new challenges and new roles
- Becoming aware of yourself as a member of a community with responsibilities towards others and the environment
- Being active in a sustained, collaborative project
- Learning about balance: enjoying and finding significance in a range of activities involving intellectual, physical, creative and emotional experiences

What defines the three strands of CAS?

CAS is organized around the three strands of Creativity, Activity and Service.

- Creativity – experiences leading to an original or interpretive product or performance, or involving creative thinking demonstrated by some kind of concrete outcome
- Activity – physical exertion contributing to a healthy lifestyle
- Service – engagement with the community (within school or in the larger community) in response to an authentic need

When does CAS start and how long does it go?

The CAS program begins in September of the first year of the diploma program and continues on a weekly basis until April of the second year of the diploma program with a reasonable balance between creativity, activity and service.

What do I do?

Students engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event (a day volunteering with the Washington Trails Association) or

may be an extended series of events (participating on a soccer team by attending practices and games for the fall season).

Students must also complete a CAS project of at least one month's duration. With the CAS project, students are asked to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving and decision-making. The CAS project must be collaborative (working with others) and can fit into any single strand of CAS, or overlap strands.

How do I keep track of CAS?

All CAS students maintain a CAS portfolio using the web-based program Managebac (this requires a yearly fee (< \$20.00) as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence and reflections that showcases CAS experiences. Students will have deadlines each semester to help them keep on track.

The Seven Learning Outcomes

Completion of CAS is based on this documentation and demonstration of student achievement of the seven CAS learning outcomes:

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

The CAS Test – Is it CASable?

1. Does it fit within one or more of the three strands?
2. Is it based on a personal interest, skill, talent, or opportunity for growth?
3. Does it provide **opportunities to develop aspects of the IB Learner Profile**: Inquirer, Knowledgeable, Thinker, Communicator, Principled, Open-Minded, Caring, Risk-Taking, Balanced, Reflective
4. Is it an experience that is not used or included in your IB Diploma course requirements?
5. Are you demonstrating thoughtful consideration through planning, reviewing your progress with your CAS advisor, and reflecting on learning outcomes and personal learning?

The CAS Stages



Students will use the five CAS stages for all extended experiences (including the CAS project):

1. *Investigation*: When considering opportunities for CAS experiences, students identify their interests, skills and talents to be used 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. A CAS Project must be collaborative, not individual.
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 responses from others.

EXAMPLES OF CAS EXPERIENCES

(All of these are just to get you started! This is NOT an extensive list.)

Creativity

- President of a club
- Active involvement organizing a school club
- Serving on a youth board
- Involvement in music
- School play
- Art/music/dance lessons
- Cooking classes
- Creative writing

Activity

- Junior Statesmen
- Robotics
- Chess club
- School sports
- Martial arts
- Dance team
- Hiking
- Yoga
- Working out
- Relay for Life
- Skiing or Snowboarding
- Ski instructor

Service

- Student council
- Tutoring
- Volunteering at children's camps, hospitals, seniors' homes
- Mountains to Sound Greenway
- Washington Trails Association
- Key Club

CAS Project Examples

- A group plans a dance recital and performs it
- Students organize and participate in a sporting event including training sessions and matches against other teams
- Students plan and build a float for the homecoming parade
- Working together with friends to coach a youth team
- Preparing for and participating in a robotics team competition
- Founding and running a club with friends
- Work with a group to organize a walk-a-thon to raise money for a charity

Reflection

This is the KEY to the CAS program! Each experience must have a reflection uploaded in Managebac (this may be written, audio recorded, video recorded, or may be accomplished in some other creative way.) In your reflection, go back to the learning outcomes you wanted to achieve and reflect on how those were or were not achieved and why.

Elements to strong reflections:

- Describing what happened: retelling memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes
- Expressing feelings: articulating emotional responses to experiences
- Reflecting on learning outcomes. Written reflections should include one paragraph per learning outcome.

Evidence

Each experience must have supporting evidence uploaded to Managebac. This evidence must directly link the student participant to the activity in some way. There are two (2) ways students can evidence their participation in a CAS activity or project – either method is fine:

- 1) Upload some evidence from the event that has your name listed or your face showing... (photos, playbills, website links, etc.).

OR

- 2) Have your adult supervisor fill out a Supervisor Review (see next section)***

Supervisors

Each CAS experience must have an adult supervisor to monitor progress in an activity as well as to potentially sign off on completion of the experience. This can be done through Managebac. Make sure you have entered your supervisor's email when you added the activity. When you are done with your reflection, click the "Request Supervisor Review" button and your supervisor will receive an email asking whether you completed the activity. If you are not involved in an activity that has an adult leader or coach (like working out at the gym, hiking with friends, etc.) you can have a parent*** be your supervisor.

***NOTE: If you have a parent act as your CAS activity supervisor you MUST have BOTH FORMS OF EVIDENCE (Supervisor Review AND other evidence).

Frequently Asked Questions About CAS

Issues of global significance – what are they?

Issues of global significance include the environment, education, health care, the elderly, demonstrating awareness of and concern for other cultures, political and religious experiences that are not divisive in nature.

Ethics – what is it?

Ethics is understanding the difference between right and wrong. Ethics comes into play in sports, in group projects (understanding what is ethical behavior for a group member and what is not), in tutoring and working with children, in interactions on social media, in academics, and in many other activities.

- In sports we need to consider what good sportsmanship is and how to be a good team member.
- As a member of a group project it's important to consider what makes a good team member and what constitutes irresponsible team behavior.
- In tutoring we need to understand that discussing our students with others not involved in the tutoring, can be unethical if we are doing it without the tutee's consent.
- In working with children we need to understand appropriate boundaries and be careful about sharing information about the children we are working with. We also need to consider what it means to be a good role model.
- In interactions on social media, which can come into play in many different CAS experiences, we need to understand what is an ethical way to behave on social media and what is unethical. For example, though anonymous comments may be allowed, are anonymous comments ethical? If someone is being harassed on social media, what is your responsibility in that case?
- If you are taking an art class, ethics is involved when you use another person's words or ideas and claim that it was your idea. Consider how, in your art, to give credit to the source if your ideas are coming from someone other than yourself.

What other situations can you think of related to CAS experiences that involve the consideration of ethics?

Skyline High School CAS timeline

Grade 11: <i>September/October:</i>	Introduction to CAS in ToK1 Managebac accounts created Plan CAS for Semester 1 Add semester one CAS experiences
<i>December/January:</i>	CAS Check-in #1 with CAS advisors Add semester one CAS experiences
<i>Beginning of February:</i>	Submit Plan for Semester 2 CAS Add semester two CAS experiences
<i>March/April:</i>	CAS Check-in #2 with CAS advisors
Grade 12: <i>September:</i>	Plan Semester One CAS experiences Add Summer CAS experiences to Managebac
<i>December:</i>	CAS Check-in #3 with CAS advisors
<i>Beginning of January:</i>	Plan for Semester 2 CAS Add semester two CAS experiences to Managebac
<i>April:</i>	Complete CAS
<i>May</i>	Review of CAS by CAS coordinator CAS Exhibition Breakfast to demonstrate learning outcomes

CAS Project Planning Form – for student use - optional

Project Title	
Proposed Start Date	
Proposed End Dates	
Adult Supervisor	
Description of project (4-5 sentences)	
CAS Strand(s)*	

Answer the following questions as you plan your CAS project. Upload a copy of this form on Managebac as evidence of the planning you have done to help keep you on track.

1. Investigation:
 - a. What interests, skills and talents will you be using in this project?
 - b. What will be the areas of personal growth and development for you in this project...in other words, what will be challenging for you?
 - c. What will be the purpose of the project? If it is a service project, what need will you be addressing?
2. Preparation
 - a. What help will you need with this project? Who will you be working with?
 - b. What jobs need to be done? What roles will people play? Who is responsible for what?
 - c. Develop a plan of action for this project. What are the actions that need to be taken to get this project done?
 - d. What resources will you need to complete your project?
 - e. Develop a timeline for your project.
 - f. Are there skills you need to acquire in order to do this project? If so, what are they?

*Creativity, Action, Service, or a combination of more than one strand?

Reflection Help

- The best thing that happened to me in my CAS experience was ____.
- A new skill that I learned was ____.
- One thing about my CAS experience that was fun was ____.
- My idea of how to improve ____ is to ____.
- Today I was criticized for _____. My response was _____.
- Today I received a compliment for _____. The compliment made me feel _____.
- I was uncomfortable when _____.
- Today I discovered _____. It changed my _____.
- My feelings about ____ changed as a result of _____.
- I took a risk and _____.

Sample Reflection

The aims of a CAS experiences are personal growth, and this reflection demonstrates that. In it the student tells what happened, but also her feelings about it and how it impacted her.

Hospital Volunteer

I am not quite sure how exactly to write this reflection, so I will tell you about the incident that happened while I was volunteering at Centennial Medical Center last week.

Last Saturday, I went to volunteer at the hospital as usual, and I expected to copy and file papers, ask patients if they need anything, or change beds. However, this Saturday, a nurse asked me to make chicken noodle soup for a patient. I was excited about making the chicken noodle soup because my work at the hospital is extremely limited and not too stimulating due to the fact that I am a student without any certification. All I was to do was open a can of Campbell's Chicken Noodle Soup and put it in the microwave. This was such a simple task if you knew that you were not supposed to put cans in the microwave. Ignorant of this crucial fact, I put the whole can in the microwave.

Standing in front of that black microwave, I had one of the most profound epiphanies. I never realized that I did not know how to do the most practical things, such as using the washing machine or the dishwasher. As an IB student, I had centered my life around studying, not on doing the laundry or washing the dishes. I had always left these "trivial" things for my mom to do based on the excuse that I needed to study. But as I stood in front of the microwave realizing that I was not going to get the chicken noodle soup, I also realized that practical knowledge was just as important as trigonometry and centripetal acceleration.

Never will I put another can in the microwave, and never will I dismiss practical knowledge as merely trivial. I am quite sure that you now have a totally different opinion of me after this incident. It is a silly incident, but believe me when I say that it was not so silly when I realized that I broke the microwave. I am still not sure if this is how I was supposed to reflect my

experience, so please e-mail me back and let me know if this is acceptable. Otherwise, have a happy Friday!

Getting Started with CAS and Managebac!

Students will receive a welcome email from Managebac in September. Students should follow directions in the email to create a username and password. You may want to use your email address for your username.

You will use Managebac to keep track of CAS and to document your progress on your Extended Essay.

- Describe activities thoughtfully with a 4-5 sentence proposal that speaks directly to a few (no more than 2-3) learner outcomes AND your hoped for personal growth.
- Submit a balanced list of activities (Creativity, Activity, Service) for the semester. Your plan should ensure that you are involved in CAS on a weekly basis.
- Complete well-developed reflections that directly address the learner outcomes. Include one paragraph per learner outcome. If you are doing a non-written reflection, address each learner outcome in that reflection as well.
- Respond to Managebac messages from CAS Advisors promptly.

How to Use Managebac to Create your CAS Portfolio

Step One:

1. Log onto Managebac: <https://skyline.managebac.com/login>
2. Select the **CAS** tab
3. Your **CAS Worksheet** organizes all your CAS activity records in one place.
4. Click on **Add CAS Activity**.
 - When are the start and end dates? This doesn't have to be exact. Each Semester you will add experiences again, so CAS experiences should be confined within semesters.
 - Who will be supervising your work? If you don't have a supervisor, list a parent. **Peers cannot be supervisors, they must be adults.**
 - Describe your activity and identify your goals in 4-5 sentences. Consider which 2-3 learning outcomes you want to meet in this activity as you set your personal growth goals.
 - Select your **CAS Learning Outcomes**. You should identify 2-3 per activity.

Step Two:

If you are doing a project or a series of extended CAS experiences that need planning, review the *CAS Project Planning Form* first to make sure you have a thorough plan.

Participate in activity or project and collect evidence (photos, video, flyers, artifacts, etc.).

Step Three:

1. Complete Activity or Project **Reflection**.
 - Reflections for activities should be completed shortly after the completion of the activity.
 - Reflections for each semester are due at the end of that semester.
 - Reflections should be directly tied to CAS Learning Outcomes.
2. From your CAS Worksheet, click **Add New Reflection** to provide evidence of your activity. Reflections can take the form of written journals and photos, a video blog, or another creative form.

To guide your reflection, you may consider the following at different stages of an activity (prior to starting, during, and after completion):

- What do you perceive and notice?
- How do you feel being involved in this activity?
- What do you think and feel about the activity itself?
- What does the activity mean to you?
- What value does the activity have?
- What did you learn from this activity, and how might you extrapolate from this to your life more generally?
- What progress are you making towards the goals you set for yourself?

Reflection Requirements: Each learning outcome claimed must be reflected on in some way.

Step Four: Add evidence such as photos, video, website links, a scanned and uploaded log or calendar, etc. that shows you did the activity **OR** add a Supervisor Review (see below).

Once you have completed your activity and submitted your reflections and evidence, you may click **Request Supervisor Review**. **NOTE:** If you click Request Supervisor Review before you have completed your reflections, the activity will be locked, and you will not be able to add reflections. Finish your reflections first, then request the supervisor review.

Ongoing: Messages between your advisor and you take place in the Notes section of your CAS Worksheet. You will get email notification when your CAS Advisor writes you a note. Be sure to respond promptly!

CAS Glossary

CAS Learning Outcomes: By the end of your CAS experience, you should show, through your Managebac portfolio, that you can:

- ✓ Identify own strengths and develop areas for growth
- ✓ Demonstrate that challenges have been undertaken, developing new skills in the process
- ✓ Demonstrate how to initiate and plan a CAS experience
- ✓ Demonstrate the skills and recognize the benefits of working collaboratively
- ✓ Shown commitment to and perseverance in CAS experiences
- ✓ Demonstrate engagement with issues of global significance (such as education, health, poverty, the environment...)
- ✓ Recognized and considered the ethics of choices and actions

CAS Experience

A CAS Experience is initiated by the student. Activities are varied in length and in the amount of commitment required by the student, but none should be trivial.

CAS Project

A CAS project is an activity that involves teamwork and planning and is of a minimum of one month's duration.

CAS Advisors are involved in:

- Helping students understand what qualifies as a CAS experience
- Approving activities, or letting students know what needs to happen before they can approve them
- Reminding students to describe activities thoughtfully in 3-5 sentences
- Ensure that students' reflections are thoughtful and fully developed
- Remind students to upload supporting evidence
- Converse with students about CAS progress several times over the course of the program

Activity Supervisors' responsibilities include:

- Monitoring attendance
- Providing guidance and support related to the activity
- Alerting the CAS coordinator, administration or relevant CAS advisor to any problems
- Reporting, as required, on student performance

Summary of Student and Advisor Responsibilities

Step	Student	Advisor Feedback
Activity Description	Four to five sentences minimum. Advisors are looking for one well-written, thoughtful paragraph. Maximum of 3 learner outcomes and a minimum of 2. <u>Description specifically addresses the learner outcomes and personal growth goals.</u>	Encourage a focus on the learner outcomes. Ask for more detailed response. Expect that proposal will become more detailed as time goes on (i.e. juniors will need to be encouraged, seniors should have more developed proposals.)
Projects	CAS Projects involve teamwork AND are of a minimum duration of one month. A CAS Project involves planning and carrying out a project like activity. You must complete and submit the CAS Project Planning Form. Everything else is a CAS Experience.	Make sure that students discriminate between Projects and Activities. Every student must complete at least one Project.
Timeline	Year round projects/activities should be broken down into semester length segments focused on specific learner outcomes.	If you see long-term projects/activities, encourage them to break them up into semester long sections, each focused on different learner outcomes.
Supervisors	Students can have an off-site supervisor, and that supervisor can submit an online evaluation. Independent activities can list the IB coordinator or a parent as supervisor.	Encourage students to submit a supervisor review <u>after</u> they complete their reflection.
Supervisor Review	Students should request a supervisor review if the supervisor was a parent.	Remind students of this step.
Reflections	Reflections should provide evidence that each learner outcome has been met. Reflections can take many forms (picture/video/etc.) including written reflection.	Encourage thoughtful reflection and encourage students to directly address the learner outcomes. Remind students of minimum reflection requirements if necessary.
Evidence	Evidence should be uploaded that shows the student was involved in the activity (photos, a playbill, etc.)	Remind student to upload evidence.