International Baccalaureate Diploma Programme
CAS Handbook
DP Class of 2023/24 and beyond

Riverdale High School
240 Riverdale Drive
Jefferson, LA 70121
https://www.jpschools.org/riverdalehigh
Phone: 504-833-7288
Fax: 504-837-5401

David Lindberg
IB Coordinator
david.lindberg@jpschools.org

Lauren Broadway
CAS Coordinator
lauren.broadway@jpschools.org

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Table of Contents

I. WHAT IS CAS?

Creativity, activity, service (CAS) is one of the three essential elements that every student must complete as part of the Diploma Programme (DP). CAS is organized around the three strands of creativity, activity and service defined 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

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 programme in a holistic way, providing opportunities for **self-determination, collaboration, accomplishment and enjoyment**.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of **discovery** of self and others. A well-planned CAS programme can be profound and life-changing. Each individual student has a different starting point and different needs and goals; a CAS programme is, therefore, individualized according to **student interests, skills, values and background**.

The CAS programme aims to develop students who:
- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

The CAS programme formally begins at the start of the Diploma Programme (junior year) and continues regularly for **at least 18 months** with a reasonable **balance** between creativity, activity, and service.

All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases **CAS experiences** and student **reflections**; it is not formally assessed. Students will build their portfolios via ManageBac.com. Completion of CAS is based on student achievement of the **seven CAS Learning Outcome**s (see Chapter 2). Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each Learning Outcome.

Further, students undertake a **CAS project** of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

Students use the CAS stages--investigation, preparation, action, reflection and demonstration (see Chapter 5)--as a framework for CAS experiences and the CAS project.

There are three formal documented **interviews** students must have with their CAS coordinator, Lauren Broadway. The first interview is at the beginning of the CAS programme (beginning of junior year), the second at the end of the first year (end of junior year), and the third interview is at the end of the CAS programme (end of senior year).

CAS emphasizes **reflection,** which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

II. CAS 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 programme 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 programme.

Some learning outcomes may be achieved many times, while others may be achieved less frequently. Students provide the school with evidence of having achieved each learning outcome at least once through their CAS programme by providing evidence and reflection in their ManageBac CAS Portfolio. The CAS coordinator will confer with the student as to what evidence is necessary to demonstrate achievement of each CAS learning outcome. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

CAS LEARNING OUTCOMES	
LO 1	**Identify own strengths and develop areas for growth** The student is: ● Able to see themselves as an individual with various abilities and skills, some more developed than others. ● Aware of own strengths and weaknesses ● Open to improvement and growth opportunities ● Able to propose experiences according to own interests and talents ● Able to undertake thoughtful self-evaluation
LO 2	**Demonstrate that challenges have been undertaken, developing new skills in the process** The student: ● Participates in an experience that demands an appropriate personal challenge (this could be with new or familiar experiences) ● Is willing to become involved in unfamiliar environments and situations ● Acquires new skills and abilities ● Establishes new expertise in a previously established area
LO 3	**Demonstrate how to initiate and plan a CAS experience** The student: ● Is able to articulate and use the CAS stages (investigation, preparation, action, ongoing reflection, and demonstration), moving from conceiving an idea to carrying out a detailed plan for a CAS experience or a series of CAS experiences. ● Demonstrates knowledge and awareness by building on a previous CAS experience ● Shows initiative by launching a new idea or process ● Suggests creative ideas, proposals, and/or solutions ● Integrates reflective thoughts in planning or taking initiative ● Is aware of roles and responsibilities when designing an individual or collective CAS experience ● Shows responsible attitude to CAS project planning ● Is able to develop a coherent action plan

LO 4	**Show commitment to and perseverance in CAS experiences** The student: ● Demonstrates regular involvement and active engagement with CAS experiences and a CAS project ● Is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies ● Demonstrates adaptability to uncertainties and changes ● Gets involved in long-term CAS experiences, including a CAS project.
LO 5	**Demonstrate the skills and recognize the benefits of working collaboratively** The student: ● Shares skills and knowledge ● Listens respectfully to proposals from peers ● Is willing to take on different roles within a team ● Shows respect for different points of view and ideas ● Makes valuable contributions to a group ● Readily assists others in CAS experiences ● Is able to identify, demonstrate, and discuss critically the benefits and challenges of collaboration gained through CAS experiences, including a CAS project
LO 6	**Demonstrate engagement with issues of global significance** The student: ● Is able to recognize the global implications of local issues ● Is able to identify global issues in the local or national community ● Shows awareness of issues of global importance and takes concrete and appropriate actions in response to them, either locally, nationally, or internationally ● Gets involved in CAS experiences and projects which address global issues either locally, nationally, or internationally ● Develops awareness and responsibility towards a shared humanity
LO 7	**Recognize and consider the ethics of choices and actions** The student: ● Recognizes ethical issues ● Is able to explain the social influences on one's ethical identity ● Takes into account cultural context when making a plan or ethical decision ● Identifies what is needed to know in order to make an ethical decision ● Articulates ethical principles and approaches to ethical decisions ● Shows accountability for choices and actions ● Is aware of the consequences of choices and actions regarding self, others involved, and the community ● Integrates the process of reflection when facing an ethical decision ● Shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.

III. RESPONSIBILITIES OF THE CAS STUDENT

Key to a student's CAS programme is personal engagement, choice and enjoyment of CAS experiences. Throughout the Diploma Programme students undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. They must also undertake at least one CAS project with a minimum duration of one month. Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator's satisfaction.

CAS students are expected to:
- approach CAS with a proactive attitude
- develop a clear understanding of CAS expectations and the purpose of CAS
- explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- determine personal goals
- discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser(s)
- understand and apply the CAS stages where appropriate
- take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
- maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes through ManageBac
- understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- demonstrate accomplishments within their CAS programme
- communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings
- ensure a suitable balance between creativity, activity and service in their CAS programme
- behave appropriately and ethically in their choices and behaviors

It is recommended that students read _Creativity, Activity, Service (CAS) for the IB Diploma: An Essential Guide for Students_, in addition to this Handbook. A PDF copy of this text is provided by the CAS Coordinator in the CAS Google Classroom.

IV. STRANDS OF CAS

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.**

Approaches to Creativity:
- **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 may also be encouraged to further extend and develop their participation if appropriate.

- **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.

- **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 theater group, contribute towards a community art gallery, create a sculpture for the community park,

take cooking classes, or other opportunities.

- **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 may be conducted with the student beforehand if applicable.

ACTIVITY – Physical exertion contributing to a healthy lifestyle

- The aim of the "Activity" 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 programme 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:
- **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.

- **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 such as swimming or tennis and engage other CAS students or any student within the school.

- **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.

- **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.

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.

Four Types of Service Action:
- **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.
- **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.

- **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.
- **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:
- **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.

- **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 centre.

- **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.

- **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.

- **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.

- **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.

- **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.

- **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.

V. CAS STAGES
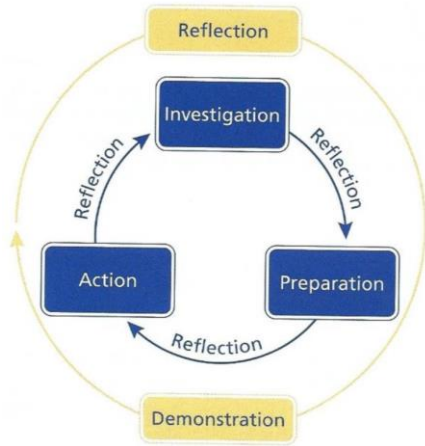
The CAS stages (adapted from Cathryn Berger Kaye's "five stages of service learning", 2010) offer a helpful
and supportive framework and continuum of process for CAS students as they consider what they would
like to do in CAS, make action plans, and carry out their ideas. The CAS stages are applicable 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 understanding 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.

There are two parts as noted in the above 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. This should be submitted to the CAS Coordinator as a CAS Proposal via Google Classroom.
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. This should be submitted to the CAS Coordinator as a CAS Action Plan via Google Classroom.
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. Reflection can appear a number of ways, including a journal, a dialogue, a poem, a comic strip, a dramatic performance, a letter, a photograph, a dance, or other forms of expression. Creativity is encouraged! This should be submitted to the CAS Coordinator via ManageBac.
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.

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.

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.

VI. CAS EXPERIENCES

A **CAS experience** is a specific event in which the student engages with one or more of the three CAS Strands. CAS experience can be a single event or may be an extended series of events.

A **CAS project** is a collaborative series of sequential CAS experiences lasting at least one month (see Chapter VII). Typically, a student's CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than unplanned/singular experiences. **A series of planned CAS experiences are recommended for a more engaging CAS programme.**

CAS experiences may incorporate one or more of the CAS strands. For example:
- Going for a mountain hike could be a singular experience within the "Activity" strand.
- A student plans a number of visits to a nursing home resulting in a series of CAS experiences within the "Service" strand.
- A group of students plan and stage a basketball tournament for the local community, resulting in a series of CAS experiences involving the strands of "Activity" and "Service".

All CAS Experiences must:
- **fit within one or more of the CAS strands**
- **be based on a personal interest, skill, talent or opportunity for growth**
- **provide opportunities to develop the attributes of the IB learner profile**
- **not be used or included in the student's Diploma course requirements**

It is recommended that CAS endeavors involve some kind of planning. At the very least, you should consider why you want to get involved in a particular experience, what you will get out of it, and how it might fit into your busy schedule as a Diploma Student before proposing a new experience.

VII. CAS PROJECTS

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 programme.

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:
1. Creativity: A student group plans, designs and creates a mural.
2. Activity: Students organize and participate in a sports team including training sessions and matches against other teams.
3. Service: Students set up and conduct tutoring for people in need.
4. Creativity and activity: Students choreograph a routine for their marching band.
5. Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.
6. Service and creativity: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.
7. 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. A minimum of **one month** is recommended for a CAS project, from planning to completion. CAS projects of longer duration can provide even greater scope and opportunities for all participants and are encouraged. Students should aim to undertake their CAS project locally and, if possible, engage in more than one CAS project over the duration of their CAS programme.

As expected throughout CAS, students reflect on their CAS project experience. Due to the collaborative nature of the CAS project, students should plan to reflect with others, which can prove most informative and assist students in gaining insights into the process of their endeavor as well as personal growth.

VIII. CAS REFLECTIONS

Reflections in the CAS portfolio give evidence to achieving each of the seven CAS learner outcomes.

Reflection can appear in countless forms; CAS students should be able to identify forms of expression that have personal meaning and best enable them to explore their experiences. For example:
- A student might take photographs while hiking and use these to reflect in writing.
- Two students could compose a song describing how they helped children.
- A student might dramatize a poem to capture a feeling of creative endeavor.
- A student could produce a short video summarizing a CAS experience.
- A group of students create a poster highlighting aspects of a shared experience.
- See *Creativity, Activity, Service (CAS) for the IB Diploma: An Essential Guide for Students* for more examples. If you have questions, reach out to your CAS Coordinator.

IX. CAS PORTFOLIO AND GOOGLE CLASSROOM

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS and achievement of the seven CAS learning outcomes. The CAS portfolio can also reveal how students have developed the attributes of the IB learner profile. Students will compile this portfolio using Google Classroom to record their experiences, project(s), and reflections.

X. DEADLINES

SEE GOOGLE CLASSROOM FOR TIMELINE OF CAS PROGRAMME