



# TIGERS

LAKEWOOD HIGH SCHOOL

## INTERNATIONAL BACCALAUREATE DIPLOMA CAS HANDBOOK for 2017 + Candidates



*To Develop Inquiring, Knowledgeable and Caring Young People Who Help to Create a Better and More Peaceful World through Intercultural Understanding and Respect*

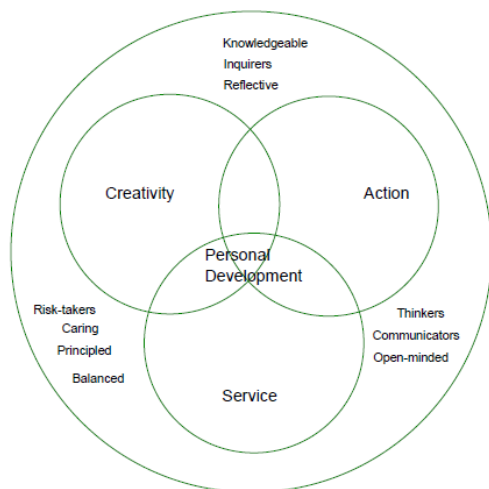
# **CAS Handbook**

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# Creativity Activity Service

## The Aims of CAS



CAS 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** – they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences

## What Is CAS?

*“The Educational aims of the IB programme: to develop to their fullest potential the powers of each individual to understand, to modify, and to enjoy his or her environment, both inner and outer, in its physical, social, moral, aesthetic, and spiritual aspects.”*

*(Alex Peterson, former IB director, 2003)*

CAS stands for Creativity, Activity, and Service. Along with your TOK course and your Extended Essay, CAS, is at the center core of the Diploma program; it is considered essential to your overall Diploma experience. In the design of your CAS experiences, you are asked to **demonstrate quality, commitment, and balance between the three strands (Creativity, Activity, and Service)**. CAS experiences help further define you as a confident and resilient person of integrity who, as a global citizen, is aware of the ethical considerations of issues. Therefore, it is important at the beginning of the process, that you review your interests and your strengths as well as areas of growth to establish goals and a CAS plan.

## The Three Strands of CAS

- **Creativity:** participation in the arts, and any other experiences that involve creative thinking, such as planning activities or problem solving.
- **Activity:** requires physical exertion contributing to a healthy lifestyle such as sports or dance classes to complement the demands of the Diploma academic work.
- **Service:** an unpaid and voluntary exchange that has **learning benefit for the student**. The rights, dignity, and autonomy of all those involved are respected. Some examples include helping with activities for the elderly, leading a music ensemble for the visually impaired, coaching a sports team for disadvantaged children, environmental restoration and protection.

## Requirements for CAS

Accomplishing your plan translates into **consistent participation** in CAS experiences for the duration of the 18 month Diploma experience, including a **minimum one month CAS Project**. **Activities should be consistent over the 18 month period**, emphasizing quality, not “laundry-list” quantity. You will need to document your activities and reflect on personal growth to provide **evidence that you have achieved the 7 key learning outcomes** of CAS. Successful completion of CAS requires a range of activities, **some of which you initiate yourself, including the CAS project**. You should plan on spending, on average, approximately **two to four hours per week**, with a reasonable balance between creativity, activity and service.

## Guidelines to CAS experiences

Each CAS experience must fit into the following guidelines:

1. Fit within one of the CAS strands
2. Be based on a personal interest, skill, talent or opportunity for growth
3. Provide opportunities to develop the attributes of the IB learner profile
4. Not be used or included in the student’s Diploma course requirements

## What CAS Is Not

CAS is NOT an hours counting exercise. It IS an interesting variety of activities that you find intrinsically worthwhile and rewarding, and IS **mutually beneficial** to both you and to your community. Generally, CAS does NOT take place when you are in a passive role. You should be in an **active role**, finding real value for both you and other people as a result of what you are doing, making real reflection possible.

Examples of **unacceptable** activities are listed below.

- any class, activity or project that is already part of the Diploma Program
- any team or activity in which you have already been participating, unless you set new growth goals for yourself with achievements that can transform you into an active, reflective participant
- an activity for personal reward (financial or benefit-in-kind)
- simple, tedious and repetitive work
- a passive pursuit, such as museum, theater, exhibition, and concert visits
- an activity where there is no responsible adult on site to evaluate your performance
- working with underserved populations, foundations, or organizations when you have no idea of how the organization operates, have no idea of the issues involved, and/or have no contact at all with the underserved populations or those being served by the foundation or organization

### Guidelines for CAS Activities involving Political or Religious Activity:

Though a student’s personal political or religious conviction is valued, the IB expressly **prohibits activities that create divisions between people or activities that seek to proselytize others**. Given the nature of political or religious activity, it is important to evaluate these two areas when planning a CAS experience or project that involves political or religious implications.

## Learning Outcomes

**Self-Evaluation and Pre-planning must be done BEFORE you begin activities.** Begin with a self-review at the start of your junior year and set personal goals for what you hope to achieve through your CAS experiences. This will involve identifying your interests, strengths, weaknesses, and resources. Forms and prompts to help you complete this process are in the back of this handbook and appear on the LHS Tiger CAS website. You will be expected to attend **an interview with your CAS advisor** to begin.

To complete the CAS requirement, you must provide evidence that **all seven learning outcomes** described below have been met. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is evidence for every outcome.

1. **Identify your own strength and develop areas for growth**—Students are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.
2. **Demonstrate that challenges have been undertaken, developing new skills in the process**—A new challenge may be an unfamiliar activity, or an extension of an existing one. The newly acquired or developed skills may be shown through experience that the student has not previously undertaken or through increased expertise in an established area.
3. **Demonstrate how to initiate and plan a CAS experience**—Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
4. **Show commitment to and perseverance in CAS experience**—Students demonstrate regular involvement and active engagement in CAS, with a variety of activities over the 18 month diploma period.
5. **Demonstrate the skills and recognize the benefits of working collaboratively**- Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
6. **Demonstrate engagement with issues of global significance**—Students are able to identify and issues of global significance, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
7. **Recognize and consider the ethics of choices and actions.**—Students show awareness of the consequences of choice and actions in planning and carrying out CAS experiences.

To demonstrate these learning outcomes have successfully been met, you will need to present the evidence you have collected (**a minimum of 10 artifacts**) over the two years. This evidence will be in a variety of forms. For example, written reflections, activity logs and verification forms, photos, video, pod casts or any other suitable medium.

## CAS One Month Projects

All students must be involved in one CAS project which is a well-considered CAS experience, incorporating one or more of the CAS strands of Creativity, Activity and Service. It must span a **minimum of one month** from inception to completion. Students are allowed and even encouraged to consider a project of more than one month to provide even greater scope and opportunities for all participants. The primary purpose is to ensure students engage in sustained collaboration. A CAS project involves collaboration between a student, a group of students or with members of the wider community. Students and others involved work as a team, with all members contributing to the planning, preparation, decision-making, and action.

A CAS One Month Project can address any single strand of CAS, or combine two or all three strands. These examples of possible projects should help students generate ideas of what a project might include:

- Creativity: a student team plans, design, 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 One Month Projects are designed with a defined purpose and goals. Individual students on the collaborating team identify one or more of their own goals in relation to the seven learning outcomes during the planning stage. While carrying out the action plan or while reflecting on the process and completion of the project, students may identify additional outcomes or modify their expected outcomes

## CAS PORTFOLIO and GUIDELINES

You will submit a CAS Portfolio towards the end of your junior and senior year. Your junior portfolio will chronicle your junior year activities. You will add to that during your senior year and then submit your final CAS Portfolio in the spring of your senior year.

The packet must include the **Learning Outcome List, Final Reflection, One Month Project Reflection and Evidence** of all CAS activities/experiences. The packet needs to include all of the following (see next page).

1. The **Learning Outcome List** is a form where you identify which CAS activities met the learning outcomes as well as the dates of the activities. A copy is found on page 12 of this book.
2. The **Final Reflection** is an essay that includes answers to the following questions:
  - What did CAS mean to you?
  - What did you learn from CAS? How did CAS change your perspective or give you new skills?
  - What value was there in CAS for you, your team, or for others?
  - How did you develop in each of the seven learning outcomes? (Specifically, identify the activity or activities that helped you develop for each outcome.)
  - You can reflect on individual CAS activities here or write one comprehensive reflection that encompasses all of your CAS activities/experiences
3. The **One Month Project Reflection** is an essay describing your One Month Project from inception to completion. It will begin with how/why you (and your group) came up with the idea and detail the planning, implementation and outcome of the project. You need to include evidence with this reflection.
4. **Evidence** takes many forms: photos, segments from journals, blogs, pamphlets, essays, scrapbooks, screenshots of Facebook updates, reflective e-mail exchanges, etc. The evidence (minimum of 10 artifacts) must prove
  - that you met all 7 learning outcomes and
  - you demonstrated sustained commitment throughout the 18-months of the Diploma Program
  - You must have evidence of each of the activities/experiences you have discussed in your reflection.

## Getting Started

We are here to help. If you have any questions about CAS, please see Mrs. Kramer in the IB office.

Please see and complete the **Initial self-review** on the next couple of pages to give you a jumping off point for making your CAS plan. Following that is a **CAS Draft Plan form** that will help you plan and organize your CAS experiences over the next two years. Finally, you will see the **Learning Outcome** list on the last page which you will use for the cover of your CAS Portfolio.

# IB CAS Initial Self-Review

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

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

The questions in this worksheet are designed to give you some “jumping off points” for this written reflection as well as an opportunity to prepare your CAS plan. To be most helpful, your answers should focus on basic CAS areas for growth such as *physical activity, artistic pursuits, social situations, personal growth, service work*, as these will give a better idea on where to focus your future CAS activities.

1. What are you really good at?
2. Name one skill you have always wanted to develop in your life but haven't yet.
3. Name one activity you would like to try but haven't yet. Why would you like to try this?
4. Name a person you admire right now. What qualities does this person have that you don't?
5. What's different about you now compared to what you were like when you were 10 years old?
6. Describe the kind of person you think you will be post IB.

## ACTIVITY:

7. List any clubs, organizations, sports, or other teams in which you are currently involved.
8. How are you involved—as a participant, as an officer, as a leader of some sort?
9. How committed are you to the activity?
10. What goals have you or will you set for yourself in terms of your performance and endeavors in each of these activities? Are these goals realistic and achievable? For each of the goals, what challenges do you think you might face? What new skills or new skill levels will you develop? Will these goals “stretch” you?
11. How will achieving the goals for any of the above referenced activities result in your growth? How will it make you more aware of yourself as a global citizen? How will it make you more aware of the ethical considerations of your actions?

## CREATIVITY:

12. Are you involved in any creative or artistic endeavors (orchestra, band, yearbook, theater, choir, Mock Trial, etc.)? Do you use your creativity in helping to plan events/activities?
13. How are you involved—as a participant or do you have a leadership role?
14. How committed are you to the activity? Is it a substantial, significant commitment?

15. What goals have you or will you set for yourself in terms of your performances or creative endeavors in each of these activities? Are these goals realistic and achievable? For each of the goals, what challenges do you think you might face? What new skills or new skill levels will you develop? Will these goals “stretch” you?
16. How will achieving the goals for any of the above referenced activities result in your growth? How will it make you more aware of yourself as a global citizen? How will it make you more aware of the ethical considerations of your actions?

## **SERVICE:**

17. List community/national/global issues that concern you the most.
18. How have you currently involved yourself in these issues?
19. What issues would you like to learn more about?
20. Consider all your current responsibilities. How much time can you realistically commit to service on these issues?
21. What skill(s) would you like to develop or learn in your service endeavor?
22. How do you anticipate “stretching” yourself in your service endeavor?
23. What challenges do you think you might encounter?
24. How long do you plan on carrying out your commitment - three months, six months, two years?

# DRAFT IB CAS PLAN FORM

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

Which activities will you get involved in? (you can place an activity in more than one box and name activities in which you are currently involved in which you plan to set challenges and goals)

	Activity description	Learning outcomes	Projected date and duration
An activity where you will collaborate with others			
An activity that combines two of creativity, action or service			
An activity that will be a new challenge to you			
An activity where you will learn a new skill			
Involvement with a project of global importance (local, national, or international)			
A significant, enduring activity that you will initiate and plan that integrates at least two of creativity, activity or service			
An activity that you will initiate, plan and complete which lasts a minimum of a month (this can be done alone or with others)			

**How will you make yourself aware of the international global and ethical implications of what you will be involved in?**

**Which of the characteristics of the IB Learner Profiles will you achieve in completing your CAS experiences?**

**How will you record what you do and provide proof that you actually did it?  
List all your planned activities mentioned above, in the appropriate column(s):**

Creativity	Activity	Service

**Ideas for enduring, significant, self-directed/self-initiated One Month+ Project:**

**How will I reflect on my growth, my challenges, and the learning outcomes of the activity?**

**Reflect on your plan.** (Any questions, comments, or concerns. Where do you see problems arising? What will you need to do to make your activities happen?)

Name \_\_\_\_\_

Candidate Number \_\_\_\_\_

### CAS Learning Outcome List

Learning outcome	Activity(ies) that met outcome	Date(s)
Identified own strengths and develop areas for growth		
Demonstrated that challenges have been undertaken, developing new skills in the process.		
Demonstrated how to initiate and plan a CAS experience. <i>Includes evidence of work on a project from beginning to end, lasting a minimum of a month.</i>		
Showed commitment and perseverance in CAS experience.		
Demonstrated the skills and recognized the benefits of working collaboratively.		
Demonstrated engagement with issues of global significance.		
Recognized and considered the ethics of choices and actions.		

