

INTERNATIONAL BACCALAUREATE CREATIVITY, ACTIVITY, AND SERVICE HANDBOOK



IB Diploma Programme Coordinator

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ACKNOWLEDGEMENTS

The framework and some of the information provided in this guide originate from the IB Guide: International Baccalaureate Organization. [*Diploma Programme Extended Essay Guide*](#). Cardiff: Peterson House, 2013.

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 programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

THE LEARNER PROFILE



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:

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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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.

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The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them. Each of the IB's programmes is committed to the development of students according to the IB learner profile.¹

Click [here](#) to view a higher-resolution version of the IB Learner Profile.

¹ International Baccalaureate Organization. "Learner profile for IB students." *International Baccalaureate*, 6 June 2023, <https://www.ibo.org/benefits/learner-profile/>. Accessed 18 March 2024.

THE IB DIPLOMA PROGRAMME

The Core of the IB Diploma Programme

The IB Diploma Programme is an “academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world’s leading universities.”²

The IB Diploma Programme model perhaps best illustrates the nature and requirements of the programme.³



All IB Diploma candidates follow six subjects, one from each of the six subject groups (another subject from Groups 1-4 may be taken in place of an arts subject in Group 6). They must also take at least three subjects at higher level (HL) and three subjects at standard level (SL). In addition to the study of six subjects, all students must complete the IB Diploma Programme core.

² International Baccalaureate Organisation (2012), “The IB Diploma Programme”, Cardiff: IB.

³ International Baccalaureate Organisation (2018), Cardiff: IB

WHAT IS THE CREATIVITY, ACTIVITY, AND SERVICE PROGRAM?

What is the Creativity, Activity, and Service Program?

The Creativity, Activity, and Service Program (CAS) has a foundation in experiential learning. It is one of the three core IB Diploma requirements that students must complete. The CAS program is aligned to the Rye Commitment and emphasizes citizenship, companionship, integrity and respect. CAS continues a student's education outside of the classroom. It is an opportunity for students to develop their skills and interests and contribute what they have to offer to various communities through short-term or long-term experiences.

Creativity

Exploring and extending ideas leading to an original or interpretive product or performance. Creativity will come from 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. You are encouraged to engage in creative endeavors that move them beyond the familiar, broadening their scope from conventional to unconventional thinking.

Activity

Physical exertion contributes to a healthy lifestyle. Students are encouraged to participate at an appropriate level and regularly to provide a genuine challenge and benefit. Students who regularly participate in suitable activity experiences are encouraged to develop and extend their participation. Students could expand their personal goals, explore different training models to enhance their existing sport, or become involved in a new sport.

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, our students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions.

Four Types of Service Action

It is recommended that our students engage with different types of services within their CAS programme. These types of action are:

- **Direct Service:** Student interaction involves people, the environment or animals.
For example, this can appear as one-on-one tutoring, language, and math tutoring with local kids, peer-to-peer listening, musical instrument teaching, and science experiments with local kids.
- **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, letter writing to politicians, businesses, and journalists call for change on matters of humanitarian and environmental concern.
- **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 or 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.

CAS is intended to help students develop as individuals, through a process of self-discovery, self-awareness, and reflection. During this process, you will think about yourself and about how others see you. You will assess your strengths and areas to work on, and you will reflect on the experiences as you carry them out. During and after an experience, you will have to reflect on what you are doing, how you are doing it, and what thoughts or feelings it creates for you. As a result, before you start, you need to stop and look at yourself and the activities in which you would like to take part in.

A good CAS program must relate to your personal qualities, aims, and ambitions so that it is relevant for you and has a powerful learning value. Setting goals, making plans to achieve

them, and the assessment of your results are fundamental to experiential learning. You must develop the habit of critical reflection.

WHAT ARE THE REQUIREMENTS FOR THE CAS PROGRAMME?

The Responsibilities of the CAS Student

Students must give their CAS experiences, projects, reflections, and portfolios the attention they demand. To that end, students are required to:

- Cultivate a positive attitude toward the CAS programme
- Pursue a balance of creativity, activity, and service experiences during junior and senior years on a regular basis
- Reflect regularly on their values while keeping in mind the Rye Commitment, the IB Mission Statement, and the IB Learner Profile
- Take a leadership role in at least one CAS project
- Curate a portfolio containing reflections and other forms of evidence that the learner outcomes have been met
- Schedule and participate in three formal interviews with the CAS coordinator
- Maintain regular contact with the CAS coordinator between interviews
- Develop and work toward long- and short-term goals based on personal interests

The Responsibilities of the CAS Coordinator

The CAS coordinator supports students as they explore their skills and passions, learn about community needs - locally, and globally, and practice mental, physical, and spiritual self-care, and display their achievements in CAS programme. The most significant means of support is three required formal interviews during junior and senior year; however, the CAS coordinator is available to the students for the entirety of the CAS programme.

The CAS coordinator is responsible for reporting the progress of CAS students to the Diploma Programme coordinator. The CAS coordinator is ultimately responsible for determining whether students have met the CAS learning outcomes at the end of the Diploma Programme.

To complete the CAS programme, you need to meet the following seven requirements:

1. **Regular, habitual participation:** The CAS programme is designed to create an enjoyable, meaningful, regular experiences for you. It is expected that you spend 2.5

hours a week (on average) with your CAS engagements. CAS experiences should be challenging, set to develop new skills and of course, to have fun!

2. **Balanced portfolio:** You are expected to create a balance between the three “strands” of creativity, activity, and service. A balanced portfolio means that the time spent on a single strand does not exceed 40% of your whole programme. As a rule of thumb, you should aim for each experience to last at least 3 months or one quarter. You should also leave some time unplanned for spontaneous opportunities that come up. All experiences should be documented in a timely manner. **Keep track of everything!**
3. **An 18 month-long programme:** The programme lasts 18 months. In other words, you cannot finish earlier.
4. **Three formal interviews with the CAS Coordinator:**
 - a. Interview 1 - October: Together, you and the CAS coordinator will discuss the programme you made for CAS including the relation of the learning outcomes and the importance of reflections. You will also address the start of your portfolio.
 - b. Interview 2 - May: During this interview, the CAS Coordinator will check to see if the programme goals have been achieved and discuss the reflections made. Then, you will speak about what your plans are for senior year and look at the progress you have made with your portfolio.
 - c. Interview 3 - February: The final interview will include your final portfolio assessment and a discussion on how you can use the content of your portfolio for enrolling at colleges and universities or other follow up education.
5. **CAS Project:** At least one (and at most 2) of your experiences per DP year must meet the criteria for a project. The criteria are:
 - a. Collaboration with peers (other IB students)
 - b. Combine at least two “strands” of Creativity, Activity and Service
 - c. Show true impact
 - d. Explicitly use CAS stages as a planning and reflection tool and should be carefully documented
 - e. A minimum of one month from planning to completion
 - f. CAS project form submitted at the beginning to the CAS and DP Coordinator
6. **The Online Portfolio and the “Good Number of Reflections”:** Your Managebac portfolio is the touch base between the coordinator and you. You are expected to do the house-keeping regularly. We especially place an emphasis on properly setting up a CAS experience. We also expect you to use video, digital photography, and/or other creative evidence in the portfolio. You are allowed to work on paper, however, later on

the essential aspects must be scanned and uploaded. There is no “Good Number of Reflections.” You have to develop your sense of judgment to know when you are reflecting in an inspired fashion and when you are doing it just for completion.

7. **Learning Outcomes and IB Learner Profile Features:** Your CAS experiences need to meet learning outcomes. Your reflections are expected to show a connection between your goals, learning outcomes, and the IB learner profile. Keep in mind: think global, act local!

The CAS Portfolio

The IB requires that students keep a CAS portfolio uploaded to Managebac. This is a collection of reflections and evidence of experience to demonstrate engagement with CAS and the achievement of the Seven Learning Outcomes.

On Managebac, students should record their experiences and reflections. Photos and other records of participation can be uploaded. At the start of the student’s DP1 year, they will be given their login details to access Managebac and shown how to use it effectively.

- **Profile:** Here, students would include their goals, interests, skills and talents and plans for the CAS programme. At the start of CAS, students map their interests against the three strands of CAS to identify possible CAS experiences, creating a personal profile. They identify both short-term and long-term goals in their CAS programme. Throughout CAS, students should add their reflections regarding their ongoing personal development and self-awareness.
- **Experiences:** This section will chronicle a student’s journey in CAS, incorporating a variety of reflections, learning moments, personal achievements, significant opportunities and how he or she has utilized the CAS stages. This section would demonstrate that the student has actively engaged in his or her individual CAS programme.
- **Reflections and Evidence:** Students would place in this section the collected evidence of their involvement in the CAS cycle and their achievements. Evidence could include, but is not limited to, planning documents, letters, emails, certificates, acknowledgments of participation and achievements, photographs, videos, and so on. Students could correlate their involvement with the learning outcomes and extend their thoughts to future ambitions within and outside of the CAS programme.

How to Determine if an Experience is CAS?



A CAS experience can be a single event or may be an extended series of events. It must be distinct from, and may not be included or used in, the student's diploma course requirements.

A CAS experience...	A CAS experience is not...
<ul style="list-style-type: none"> • Fits in one or more strands • Is based on interests or skills • Gives an opportunity to develop the IB learner profile attributes (inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk-taker, balanced, reflective) • Is enjoyable • Allows reflection and growth • Allows learning outcome(s) to be addressed 	<ul style="list-style-type: none"> • Is part of the student academic programme • Is mundane and/or repetitive • Is part of a religious devotion or involves proselytizing • Is passive, such as visits to a museum • Has anything to do with the family or the holidays • Is raising money with no particular aim • Actually does not provide a service for other people

How does each subject group of the DP contribute towards CAS?

Though CAS experiences cannot be tied directly to the objectives of the DP courses, students can use their subject groups to help create CAS experiences.

THE FIVE 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 processes for CAS students as they consider what they would like to do in CAS, make plans, and carry out their ideas. The CAS stages apply to the three strands of creativity, activity, service, and the CAS project.



The Five CAS Stages

There are two parts as noted in the diagram. The center represented 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 experiences: **reflection and demonstration**.

The five stages are:

- **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.
- **Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specific resources and timelines, and acquire any skills as needed to engage in the CAS experience.
- **Action:** Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.
- **Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, 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.
- **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 informally or formally. Through demonstration and communication, students solidify their understanding and evoke responses from others.

THE 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 programme.** A minimum of one month is recommended for a CAS project, from planning to implementation.

A CAS project must:

- Be collaborative and can address any single strand of CAS, or combine two or all three strands
- Last at least one month from planning to completion
- Follow the 5 CAS stages with evidence of each
- Include a risk assessment

Seven Learning Outcomes

To complete CAS, students must be responsible for showing achievement in each of the **Seven Learning Outcomes**. Completion of each of the Seven Learning Outcomes shows each student's commitment to the 18 month CAS experience. All Seven Learning Outcomes must be met, along with a balanced amount of creativity, activity and service experiences, for a student to complete the CAS requirement. In order to meet these goals, students should be conducting a new CAS experience all through the DP programme over 18 months.

The Seven Learning Outcomes are:

- **Identify Own Strengths and Develop Areas for Growth:** Thinking about your own strengths and qualities: how did an activity help your self-awareness about your existing qualities and skills? Which of your own existing skills and qualities could and should you improve and develop in the future?
- **Demonstrate that Challenges have been Undertaken, Developing New Skills in the Process:** How was an activity a new challenge to you? What was unfamiliar or difficult about it, to make it a challenge for you? Which completely new skill did you develop, or which existing skill did you significantly improve, as a consequence of a CAS experience?

- **Demonstrate How to Initiate and Plan a CAS Experience:** Students can articulate the stages of conceiving an idea to executing a plan for a CAS experience or a series of CAS experiences. This may be accomplished in collaboration with other participants. Students should show your knowledge of and awareness by building on previous experience or by launching a new idea or process. Was an activity you are reflecting on planned and initiated by you right from the start of that activity? Did you initiate that activity or did you join an activity initiated by someone else?
- **Demonstrate the Skills and Recognize the Benefits of Working Collaboratively:** You should be able to identify, demonstrate, and critically discuss the benefits of and challenges of collaboration gained through CAS experiences. You can ask yourself: Did I work alone or did I collaborate with others? How did the collaboration go - what did I observe? **Note: one project, involving collaboration and the integration of at least two of creativity, activity, and service is required.**
- **Show Perseverance and Commitment in their Activities:** At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities. Did you show perseverance and commitment while doing a regular, weekly CAS activity, or was your participation irregular and occasional? Did you accept a share of the responsibility for dealing with problems that arise in the course of activities?
- **Engaged with Issues and Global Importance:** If you are able to join international projects (for example, during holidays) you may, but there are many global issues at a local or national level as well (i.e. environmental concerns, caring for the elderly). Think global, act local!
- **Recognize and Consider the Ethics of Choices and Actions:** Ethical decisions arise in almost any CAS experience (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with the CAS coordinator.

CAS REFLECTION GUIDELINES

A reflection must be completed within 1 week of the completion of the CAS Experience.

Reflection needs to be developed so that it comes naturally; your reflections will improve over time. Reflections and the process of showing evidence of your activities should be about the quality of the evidence and reflection that demonstrate your learning process.

The following are guiding questions that can help with your reflections:

1. Summarize what you/your group did in this experience/project and how you interacted with others.
2. Explain what you hoped to accomplish through this experience/project.
3. How successful were you/your group in achieving your goals? What difficulties did you encounter and how did you overcome them?
4. What did you learn about yourself and others through this experience/project? What abilities, attitudes, and values have you developed?
5. Did anyone help you think about your learning during this experience/project? If so, who helped and how did they help?
6. How did this experience/project benefit others?
7. How did your experience reflect the IB Learning Profile?
8. What might you do differently next time to improve?
9. How can you apply what you have learned in other life situations?

ADDITIONAL RESOURCES

- [CAS Timeline](#)
- [CAS Project Planning Guide](#)
- [CAS Planning Checklist](#)
- [CAS Log Sheet](#)
- [CAS Reflection Form](#)
- [Summary CAS Reflection Form](#)