



IB CAS

Student Guide



A.C. Flora High School

This guide was written using information from previous IB coordinators as well as information taken **directly** from IB's published extended essay guide: *Creativity, Activity, Service Guide, International Baccalaureate Organization, 2015.*

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What is CAS?

Creativity, Activity and Service (CAS) is part of the IB diploma core, which also includes TOK and the Extended Essay. Successful completion of CAS is a requirement for earning the IB diploma. It is an opportunity for you to set goals for yourself, grow and take risks, engage in activities that you enjoy, all in an effort to help you develop areas of the IB learner profile.

The CAS program aims to develop students who are:

- Reflective thinkers—they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- Willing to accept new challenges and new roles
- Aware of themselves as members of communities with responsibilities towards each other and the environment
- Active participants in sustained, collaborative projects
- Balanced—they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences
- Caring, open-minded individuals

CAS comprises three equally important strands:

- **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

**** You should balance your CAS experiences equally among the three CAS strands. ****

Your CAS programme will consist of a series of experiences over the course of the next 18 months. You will also complete at least one CAS project (for a minimum duration of one month) as well as three interviews. You will record your CAS experiences in your CAS Portfolio, which you will keep on ManageBac.

What are the requirements of CAS?

1. Students begin the CAS programme once they have formally begun the Diploma Programme. CAS experiences should be completed on a regular basis.
2. Students will complete a CAS portfolio on ManageBac in order to document their progress through the CAS programme. The portfolio will include various CAS experiences and at least one project along with evidence (pictures, video, flyers, etc.) and reflections for each experience.
3. Over the course of the CAS programme, each student should have addressed each of the seven learning outcomes as well as show evidence of the five CAS stages.

What are 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.

You do not have to address a CAS learning outcome with each experience, but you should address all learning outcomes **at least once** upon the completion of your CAS programme. When you select a learning outcome or several learning outcomes for an experience, you should show evidence of having achieved that learning outcome in your reflection.

How many CAS experiences should I complete at A.C. Flora?

You should complete at least **four** CAS experiences with reflections per nine weeks. In addition, you will complete at least one CAS project over the next 18 months. **Your CAS experiences must be entered over a period of time, meaning you should not enter them all during the same week. I will not accept any CAS experiences the last week of the nine weeks. Please plan carefully and do not procrastinate.**

How will my CAS grades be determined?

You will receive two grades in your TOK class for your CAS experiences/reflections. They will appear as CAS experiences 1/2 and CAS experiences 3/4.

You will receive a grade of:

- **100 for 2 experiences**
- **50 if one experience is missing or incomplete – Incomplete experiences may be corrected to regain lost points.**
- **– 10 points for each experience that is not uploaded with all required evidence by the deadline**

Student Responsibilities

As an IB student, you are responsible for making sure you understand the information contained in the CAS student guide. If you have any questions, you should contact Mr. Keller immediately. You should submit your CAS experiences and reflections by the deadlines indicated in the CAS Timeline. If Mr. Keller comments on your entries in ManageBac and asks you to make changes, you should do that before the grading deadline. You should ensure that you are addressing the seven learning outcomes and the three strands (Creativity, Activity and Service) over the course of the CAS programme. Once you have completed a CAS experience or your project, you should ensure that your work is sent to the CAS supervisor for review. You should work cooperatively with your group members on your CAS project and inform Mr. Keller if any challenges arise that might require help.

CAS Supervisor Responsibilities

In many cases, your CAS experience and/or project will come under the direct supervision of an adult (who is not a family member), and that adult will serve as the CAS Supervisor for that experience. For CAS experiences that are not directly supervised by an adult (who is not a family member), Mr. Keller will serve as the CAS Supervisor. The supervisor will ensure that you complete the CAS experience according to IB's expectations and provide guidance to help you be successful with your CAS work. The supervisor will also review your experience and reflections upon the completion of your experience and indicate if you have achieved the stated goals and learning outcomes for your work.

As the CAS Coordinator, Mr. Keller will provide you with feedback on all your CAS experiences and reflections and in some cases ask you to make changes to your work. Mr. Keller will also oversee progress related to your CAS project and will conduct three interviews over the course of the CAS programme. He will also let you know if there are areas of your CAS portfolio that need to be addressed whether it be a specific learning outcome or a CAS strand. At the end of the CAS programme, Mr. Keller will inform IB if you have successfully completed all CAS requirements.

The CAS Project - Introduction

You must also complete at least one CAS project over the course of your time in the A.C. Flora IB Diploma Programme. Your CAS project is an integral part of your CAS programme at A.C. Flora. It allows you to plan and collaborate with others in order to create a long-term experience that supports IB's mission and helps you develop as an IB learner.

A meaningful CAS project should:

- have a clear purpose and goal.
- have a duration of at least one month.
- address one or more of the three CAS strands.
- **demonstrate how the five CAS stages were followed.**
- address one or more of the CAS learner outcomes.
- be a collaborative effort involving other IB students or members of the community.
- provide its participants with the opportunity to reflect on the project and its impact.

Below are some examples of CAS projects within the three strands and combination of strands:

Creativity – Plan and create a work of art for the community.

Activity – Start a fitness group for students that promotes healthy activities and meets regularly in order ensure progress towards fitness goals.

Service – Create a community closet for students at your school who may need access to clothing.

Service / Activity – Students plan and maintain a garden with members of the school / community.

Creativity / Service / Activity – Plan and choreograph dances for the dance marathon fundraiser and participate in the event.

What makes a good CAS experience?

A good CAS experience is one that offers the opportunity for real growth and reflection. There are several guidelines that should be applied to any proposed CAS experience.

A CAS experience should involve:

- one or more of the CAS strands
- a personal interest, skill, talent or opportunity for growth
- opportunities to develop the attributes of the IB learner profile
- real, purposeful activities with significant outcomes
- personal challenge – tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning

Ask yourself the following questions:

- Does the CAS experience fit the definition of CAS?
- Is the CAS experience worthwhile?
- Does it have a real consequence?
- Will the experience be enjoyable?
- Does the experience allow for development of personal interests, skills and/or talents?
- What new possibilities or challenges could the experience provide?
- What might be the possible consequences of your CAS experience for you, others and the environment?
- Have you planned it?
- Have you reflected upon it?
- Which **CAS learning outcomes** may be addressed?

A CAS experience is NOT

- Religious or political projects that are exclusive instead of inclusive
- An activity where there is no responsible adult on site to evaluate your performance
- A CAS experience where the participant is paid, e.g. babysitting
- A CAS experience where students have already done or are doing the CAS experience as an academic requirement
- Chores or something you did around the house to help a family member or friend
- A CAS experience, which harms someone or another living creature
- Any dangerous CAS experience
- Any class, activity or project that is already part of the Diploma Programme
- Simple, tedious and repetitive work
- A passive pursuit, e.g. museum, theatre, exhibition, concert visits
- Activities that cause division amongst different groups in the community

Remember: A CAS experience can be a single event or a series of events over time.

Source: *BRIS CAS Handbook*

The CAS Portfolio (ManageBac)

You will maintain a CAS portfolio that illustrates your journey through the CAS programme. At A.C. Flora, you will use ManageBac as a means for organizing the portfolio. Once logged in to the ManageBac platform, navigate to the 'CAS' tab, where you can submit information related to your CAS experiences. It will include three sections: **Profile**, **Experiences**, and **Evidence**.

Profile:

- Interest, skills, goals
- Experiences that you currently engage in or would like to engage in
- Explanation of your goals and how you will accomplish the learning outcomes

Experiences:

- Descriptions of experiences you undertook
- Reflections on how you grew and accomplished your goals

Evidence


- Evidence of your achievement or involvement
 - o Pictures, video, emails, documents, certificates, journals, etc.

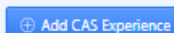
Your CAS profile

Your CAS Personal Profile is a way for you to introduce yourself and talk about your goals related to CAS. **Your first assignment for CAS will be to create your CAS Personal Profile.** Directions for completing your profile are at the end of the student guide. Please make sure you follow them carefully before uploading your profile to ManageBac.

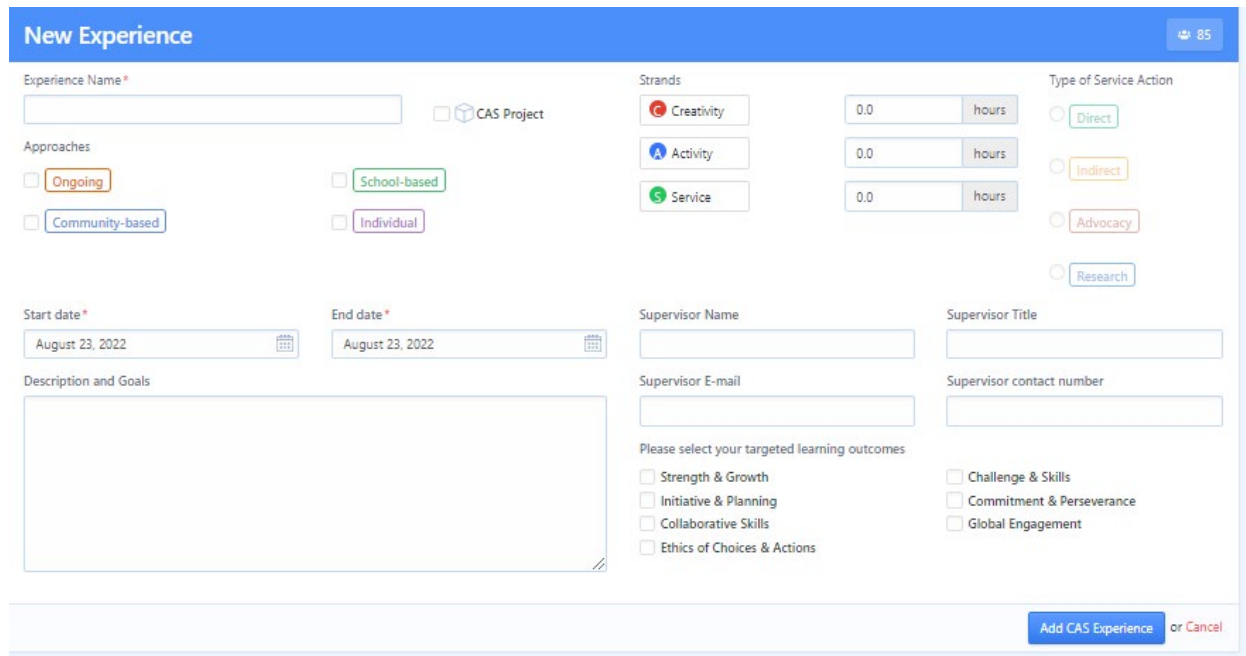
Entering your CAS experience in ManageBac

Before you complete a CAS experience, you will do the following: Go to ManageBac, and click on the

CAS icon . Then look in the top right-hand corner of the page and click on “add CAS experience”



. That will bring up the following window:



1. Give your experience a title.
2. Select the approach:
 - a. *Ongoing* for an experience that will take place over an extended period of time
 - b. *Community-based* if it is around your community
 - c. *School-based* if it takes places within school walls
 - d. *Individual* if you will only complete the experience once
3. Select the strand(s) (Creativity, Activity or Service) that apply and indicate the number of hours
4. If Service is one of the strands you select, indicate the type of service action by selecting one of the “bubbles.”
5. Provide a start and end date. For an ongoing experience, provide a range of dates. For an individual experience, the start date and end date will be the same.
6. Indicate the supervisor for your CAS experience. This must be an adult with direct knowledge of your CAS experience. **It CANNOT be a parent, friend, or other family member.**
7. Provide an email and contact number for the supervisor.
8. Select the learning outcome(s) that you will address.

9. Complete the Description and Goals for this experience.
 - In the Description and Goals box, you will answer the following questions:
 - What are you going to do for this experience?
 - Why are you undertaking this experience?
 - Why is it important?
 - What are your goals?
 - How do you plan to accomplish your goals.
10. Finally, click on “add CAS experience” in the bottom right-hand corner.

After you complete your CAS experience, you will click on the experience in ManageBac and add your reflections and evidence.

The screenshot shows the 'Reflections & Evidence' section of the ManageBac interface. At the top, there are three tabs: 'Summary', 'Reflections & Evidence' (which is active), and 'Supervisor Review'. Below the tabs is a section titled 'Add New Reflection & Evidence' with five buttons: 'Journal', 'File', 'Video', 'Website', and 'Photos'. The 'Journal' button is highlighted with a blue border. Below these buttons is a rich text editor with a toolbar containing icons for bold, italic, strikethrough, underline, link, bulleted list, numbered list, indent, decrease indent, link, and unlink. The text area contains the placeholder 'Start typing here...'. Below the text area is a section titled 'Outcomes' with four checkboxes: 'Identify own strengths and develop areas for growth', 'Show commitment to and perseverance in CAS experiences', 'Demonstrate that challenges have been undertaken, developing new skills in the process', and 'Demonstrate the skills and recognize the benefits of working collaboratively'. At the bottom right of this section is a blue button labeled 'Add New Entry' and a red link labeled 'or Cancel'. Below the 'Outcomes' section is a section titled 'For each of your activities, you will want to show evidence of:' with a bulleted list: 'planning and organisation', 'effort and commitment', 'active reflection', and 'personal development and achievements'. Below this is another section titled 'To guide your reflection, you may consider the following at different stages of an activity (prior to starting, during, and after completion):' with a bulleted list of seven questions: 'What do you perceive and notice?', 'How do you feel being involved?', '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 apply any lesson to your life more generally?', and 'What did you learn from this activity, and how might you extrapolate from this to apply any lesson to your life more generally?'.

For this section of your portfolio, you will be asked to do two things:

1. Reflect on your CAS experience
2. Provide evidence of your experience

Reflection is an important part of the CAS programme and should be evident in your portfolio. There should be at least one written reflection for each CAS experience. If you complete an ongoing experience, you will write **multiple** reflections (early, middle and final). The reflection should explain what you learned, how you grew, and how you addressed the learning outcomes you selected. More details about how to write a good reflection can be found in **Reflecting on your CAS experiences**.

You should always collect evidence of your involvement and achievements in CAS. That evidence could be pictures, video, or other files/documents and should be including under the appropriate link on the reflections and evidence page.

NOTE: When you undertake an experience for “activity” on your own, you need to provide evidence for each experience. If you are running/jogging a run tracker or distance tracker is acceptable. When exercising, a fitness tracker is acceptable if you are not with a coach or trainer. Screen shots of the tracker should be taken and uploaded to ManageBac in order to receive credit for the experience.

Submitting your CAS experience for review

After you have completed your CAS experience, written your reflection, submitted all necessary evidence and addressed any concerns I may have brought up, you should send your supervisor an electronic review form. If you have correctly entered your supervisor’s email address, this is a fairly easy process. Simply click on the activity for which you want to send the review. On the CAS experience screen, click on the “request supervisor review” button. Please inform your supervisor that you are sending the form so s/he will know to expect it.

Reflecting on your CAS experiences

As an IB learner, you are asked to reflect regularly about your learning, yourself, the world and others. Your ability to reflect on your CAS experiences is a crucial element of CAS. After you complete an experience, you will ask yourself questions about the experience in order to promote personal growth. The quality of your reflection will help the coordinator determine if you have successfully addressed your learning outcomes. Therefore, it is extremely important for you to put time and thought into answering the questions below when writing your reflections:

- 1. First, provide a brief summary of what you did for the CAS experience. If it's a game/match that you played, describe how that game/match went. If it's a painting that you're doing, describe what you're painting and why. Make sure the reader of your reflection, understands what you did BEFORE you begin answering the reflection questions.**
2. Why was your CAS experience a valuable one? How does it relate to your personal goals and/or your skills and interests?
3. How did this experience help you achieve the desired learning outcome(s)?
4. In what ways are you being challenged to think differently about yourself and others?
5. What changes did you make during this CAS experience in order to improve it? What changes would you make if you were to attempt this experience again?
6. Explain how this experience helped you develop one or more of the attributes of the IB learner profile.
7. How did you feel about your CAS experience?
8. How might you use what you learned in the CAS experience in the future?

Your reflections can take many forms. Many of you will choose to complete a written reflection, but you may also choose others ways to reflect. Videos, songs, or poems are just a few examples of how you can enhance your reflections. Photos are useful in documenting your experiences, but cannot replace one of the reflection types listed above (written reflections, videos, songs, etc.).

How to write a good reflection for your CAS experience

Be careful. Your reflection should not simply be a summary of what you did and how you liked it. You definitely should include a summary of what you did, but it should go deeper than that (see reflection questions on above). You should also talk specifically about how you accomplished your goals and the learning outcomes you selected for the experience. In addition, you will reflect in depth about other aspects of the experiences. Below are two examples of reflections.

Reflection #1:

I had a good time completing this experience. We got together and played ultimate frisbee for 30 minutes. There were 10 of us, so we had enough to play a small game. My team lost by three points, but it was fun because it gave me the chance to interact with new people and be active. I worked on my passing and my receptions. I had fun, and I definitely would do this again.

The above reflection is too brief and does not explain how the person accomplished goals or the learning outcomes. The reflection questions have not been answered.

Reflection #2

For this experience, I started working out my legs. I did some squats, leg curls and extensions, calf raises and lunges. Since I was a little sore, I decided to do lighter weight than usual, and the workout only lasted about one hour. One of my goals for this experience was to challenge myself and undertake a new experience. Since I have never worked out before this year, it was definitely a challenge. It was hard to motivate myself to do it, so I also had to look at ways to stay motivated. That's when I had the idea to form a group with other students so that we could all motivate each other. Doing that helped us all stay involved and committed to our goals. The experience is valuable because it has helped my friends and I demonstrate perseverance. I have been working out for 4 weeks now, which I believe show my commitment to this experience and can already see a difference; my squats have increased by 10 lbs. and my bench by 10 lbs. Despite not having a lot of time, we stuck to our schedule and found a way to work towards our goals. This experience has given me confidence that I can overcome other difficulties outside of strength training. For example, I since I know I can push through some minor discomfort to gain physical strength, I feel like I can do the same in my classes. For the next reflection, I plan on talking about my progress in my upper body strength. (258 words)

The above reflection gives a brief summary of the experience. It addresses progress towards goals and learning outcomes. Specific mention of the learning outcomes is present. Several reflection questions have been answered.

Planning and Completing the CAS Project

Students must undertake a CAS Project of at least one month's duration that shows initiative, demonstrates perseverance, and develops skills such as collaboration, problem-solving, and decision-making.

The CAS project should:

- use all of the CAS stages, i.e. investigation, preparation, action, reflection, and demonstration
- relate to one or more strands of Creativity, Activity and Service
- have a clear purpose and goals. What is our mission and what are our goals?
- organize roles and collaboration. Who is responsible for each part of the project?
- identify the learning outcomes that you aim to achieve
- regularly reflect on your progress and amend your plan accordingly
- document your progress and demonstrate your outcome
- show leadership but collaborate with others, i.e. fellow students, the A.C. Flora community, the local community
- identify resource needs, budget, location, supervisors etc.

Service projects that build purposeful relationships between students and community members are potentially the most rewarding for all concerned. However, the need must be authentic, the contribution must be relevant, and the benefit must be mutual.

A CAS project can address any single strand of CAS, or combine two or all three strands. The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

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

All CAS projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS project. Students will likely identify more outcomes, or modify expected outcomes during the CAS project and/or at its completion. A minimum of one month is recommended for a CAS project, from planning to completion. CAS projects of longer duration can provide an even greater scope and opportunities for all participants and should be 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 program.

The Role of Fundraising

Service projects may involve an element of fundraising as well as raising awareness. **However, fundraising is not a requirement of the CAS project.** Fundraising must be undertaken in a reflective manner. If you are simply fundraising, this is not CAS. Service does not mean simply giving money. You must seek to engage when possible in direct service. For instance, if you are working with a charity dealing with a certain disease, you need to do research on the disease, even volunteer at a center in order to better understand what it is all about and why it is more important for more research to be done.

Think carefully about your choice of a charity organization.

- Why is this charity significant for you?
- How did you choose this charity to support?
- What have you learned about its mission?
- Why does this charity exist and need money?
- For international projects, what are the social, economic and social conditions in the country in which it operates?
- What is the money donated used for?

Any fundraising must be approved by the CAS Coordinator and school administration, and remember, fundraising goes beyond bake sales!

- Organize and International Food cook-off evening for school community!
- Plan a Charity concert night - show off your talents for a good cause!
- Make and sell crafts at holiday fairs
- Bracelet and/or t-shirt sale to promote your CAS project
- Valentine candy and roses sale
- Flea market or bring and buy sale
- Car wash
- Sponsored run/walk
- Sponsored sporting events, i.e. golf, tennis

Source: *BRIS CAS Handbook*

A checklist for your CAS project

Use the directions above and the brief checklist below to ensure you have included all the necessary elements when writing your CAS project description and reflections.

1. CAS project proposal is included in the “description and goals” box. You may copy and paste elements from the proposal you submitted to this box.
2. 4-5 reflections are included that demonstrate the 5 CAS stages as well as how the selected learning outcomes were achieved. There should be an initial “planning” reflection, two to three intermediate reflections and a final reflection. The final reflection should be written once you have completed the project.
3. Appropriate evidence has been provided. Pictures and/or video of your group at work. Documents, letters attesting to your participation in the project.
4. Supervisor review has been requested and completed.

The Five CAS Stages

The five CAS stages are an integral part of the CAS programme. Evidence of the five stages should appear throughout your CAS portfolio in your descriptions and reflections. As you are writing about your CAS experiences and project, keep the five CAS stages in mind and ensure that you discuss them in an intentional way.

The five CAS stages are as follows:

- 1. Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
- 2. Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
- 3. Action:** Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.
- 4. Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
- 5. Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

NOTE: Investigation is often overlooked. You need to communicate why a CAS experience or project is important or relevant BEFORE you undertake it.

CAS Project Ideas

Below are some ideas for CAS projects that have either been started by previous IB classes or need to be started due to community needs. If you would like to undertake one of the projects below, please contact Mr. Keller.

Note: Projects in bold need to have a group that can complete them before I approve other projects.

1. EMS Closet – this is a community clothing closet that provides second-hand clothing to families in need.
2. NorthStar Center of Hope – one of the major initiatives of this organization is providing a food bank to those in need in our community.
3. Foster Parent Closet @ Epworth Children’s Home – provide donations for children ages 0-5 (clothing, car seats, toys, etc.)
4. Campus cleanup – Undertake planning and cleanup sessions to keep our campus litter free and beautiful
5. **Student tutoring center – organize and provide tutoring service for other students at Flora**
6. Healthy living bulletin board – Help organize and decorate the bulletin board across from the nurse’s office. Contact school Nurse for details.
7. **IB community outreach and advertising – spread the word of the things we do in our IB programme through our website and other social media platforms.**
8. Gardening club – See Ms. Purdy
9. **Senior Night – See Mrs. Davis and Mrs. Dallas**
10. **Senior Sunrise – Plan and advertise the end-of-year senior gathering, which will take place in May.**
11. **PALS – Lunch buddies w. special needs classes**
12. Babysitting for teachers – Helping take care of teachers’ children during professional development or teacher workdays.
13. **IB – Community Building Committee – Plan and create activities that build community between IB students (Big brother, big sister / Trunk or Treat / The IB Christmas party)**
14. **Souper Bowl of Caring – Students organize for donations to be received and packaged in January/February before the Super Bowl.**
15. Others to be added in the future.

CAS Project Proposal (prompts)

To get your project approved, you will need to write a CAS project proposal. The prompts below will help you. **Please organize your project proposal into the following sections and answer the prompts below:**

- **My Research**
 - I/We have researched the following _____ and found that there is a need for...
- **My Plan and Project**
 - My plan is...
 - My project is called: "..."
- **Collaboration**
 - I will be working with the following students and/or organization...
- **My Role (this section should be different for each group member)**
 - My role is...
 - My group members' roles are...
- **Time Frame**
 - My project will take place from....until.... (MINIMUM ONE-MONTH START TO FINISH)
 - I will gauge whether my project is successful when...
 - I will communicate with Mr. Keller via ManageBac and in person as I go through this process. **I understand that without a CAS project, I will not fulfill the requirements of the IB diploma.**

Your CAS project proposal should include your name and your group members' names on the top of the front sheet.

You are allowed to work with your group members when writing your project proposal. I suggest assigning a different section to each group member and then sharing the work in your group. This is the only time you are allowed to turn in the same work as other classmates.

EACH MEMBER should upload a copy of the group's proposal to calendar in ManageBac. You should save the file as Lastname_Firstname_CASProjectProposal.

A well-written CAS project proposal will be detailed and clear. When reading it, your IB coordinator should understand why you have chosen to attempt this project, what your plan is and how you will organize yourself and group members. Evidence of planning and collaboration must be clear, both in your proposal and in the reflections that you will write over the course of your project.

There is an example of a CAS project proposal on the following page.

CAS Project Proposal (example)

Below is a completed example submitted by a student in another IB school. Use this and the questions above as a guide when completing your own project proposal.

MY RESEARCH

I'm very passionate about STEM education for students, especially underrepresented demographics in the field such as women and ethnic minorities. I have taken computer science for three years and have noticed a steady increase in the number of girls taking the class; however, I have failed to see any significant increase in the number of Hispanic students who have chosen to take the class. Being of Cuban heritage and after researching the subject of Hispanic underrepresentation in STEM, I find it imperative that our high school make a greater effort to encourage Hispanic participation in STEM electives, such as computer science. In 2011, Hispanics only comprised 7% of the STEM workforce even though Hispanics have been shown to be equally as likely as White students to major in STEM subjects. Graduation rates with STEM degrees take a similar trend: in 2010, only 16% of Hispanic students who began college as STEM majors actually completed a STEM degree. One of the major reasons for this under-representation is that only about two-thirds of Latino students nationwide have access to advanced math and science offerings in school, and many students and families are not aware of the opportunities available for them in STEM.

MY PLAN AND PROJECT

Even at schools as technologically-advanced and oriented as our high school, there is still a significant lack of Hispanic participation in the field of computer science. This could be due to lack of awareness, discouragement from peers, or understanding of the American job markets and the demand for computer scientists. I want to introduce the basics of computer science to Hispanic students at our school who are interested in learning about new subjects. I believe I could make a difference in this area by using my fluency in Spanish to bring computer science to middle school and high school students who may not have reached the proficiency in English to take a computer science class at either school. I, of course, do not want to discourage other potential students who cannot speak Spanish from learning more about the field, so I'd like to offer workshops in both English and Spanish, depending on demand by the student body. My plan will be called: "Computer Science for Native Spanish Speakers" and "Coding made easy." The latter will be geared toward English speaking students who may think it's too late to start on a computer science track in Middle School or High School.

COLLABORATION

I will be working with faculty to coordinate this project. My hope is that faculty at our school will help spread awareness of these workshops and encourage students to attend. For example, I know Ms. X could recommend many Hispanic students who may be interested in taking the workshops. Additionally, the computer science teachers could also encourage their students to take the workshops and offer extra credit for those students who attend. This will be an extra-curricular activity that will take place after school, and I intend to request a classroom to host the meetings. The room should contain sufficient seating as well as a white board and working projector. It would be ideal for my computer science teacher, Mr. Y, to oversee the project and donate his classroom to the meetings. Other students

who are proficient in computer science and/or Spanish-speaking will be encouraged to serve as tutors as well.

MY ROLE

My role, as well as the role of my potential group members, will be to teach rudimentary Java to eager students. Java is considered the building block for most modern programming languages and is the sole language taught in both AP and IB Computer Science classes. By exposing the students to the basics, I hope to encourage young students to take these classes once they begin their high school studies. Alternatively, I hope students gain knowledge from the lessons and take interest in other fields of STEM. If my peers express interest in collaborating on the project, we can make a lesson plan for each meeting that will specify which concept will be covered for each lesson. Concepts that will best prepare students for high school computer science include an explanation of classes, methods, variables, and other basic data structures. We can also try to make the lessons more interactive and fun by offering prizes or rewards to students who can solve a program the fastest/create an original program. This will incentivize students to come to the meetings and engage at the meetings as well.

TIMEFRAME

This project would ideally take place over the course of four weeks in the months of September and October (September 17th to October 17th). Ideally, the lessons would be every Tuesday for an hour to an hour and a half after school. At the end of the fourth week, I will gauge whether my project has been successful through student and supervisor feedback. I can design a survey to ask the students if they enjoyed the lessons, what they would change, what they want to learn more about, if they plan on taking computer science in high school, etc. I will communicate with Mr. Keller via ManageBac and in person as I go through this process. **I understand that without a CAS project I will not be able to fulfill the requirements for my IB diploma.**

CAS Personal Profile (directions)

Directions: Your CAS Personal Profile will be a short essay. The essay should be in the format listed below, and each part should be at least one paragraph (some may be more).

Upload this personal essay to your PORTFOLIO on ManageBac. This essay should be named LastName_firstname_CASPersonalProfile.

Part 1: Introduce yourself. Include logical details such as your name. What are your interests (in or out of school)? What are your talents? Tell the reader about YOU and your life. You do not have to include extremely personal details if they make you uncomfortable, but spend some time explaining who you are.

Part 2: What are you already doing that can be a part of CAS? Be specific and explain how the activity can be considered Creativity, Activity, or Service. How will you incorporate this into your CAS experience?

Part 3: What are you *not* doing that you would like to begin doing as a part of CAS? Again, be specific and explain how the activity or activities can be considered Creativity, Activity, or Service? What are your goals with this and how will you begin?

Part 4: What challenges do you face pertaining to CAS? What will be hard? How will you overcome the challenge?

Part 5: Conclude. In this conclusion explain why CAS is important, restate how you will incorporate your interests, talents, and passions into CAS, and summarize.

Questions to build your CAS Personal Profile

The following questions may be answered to help you write your CAS Personal Profile.

1. What are your main interests? How can you incorporate these interests into your CAS programme?
2. What do you enjoy doing after school? Could this be part of any CAS experience?
3. What are your personal goals? How could they be achieved through CAS?
4. What do you expect to gain from CAS? What do you hope to accomplish?
5. How can you advance your skills and talents through CAS?
6. What school, community or other groups or teams are you already involved in?
7. Have you had any previous experiences that you would view as CAS?
8. How could something you do currently (for example, swimming) be made into a CAS experience with new opportunities to add skills and meet challenges?
9. What do you think your role could be in effecting change for the better?
10. What issues of local significance concern you most? How could you address these in your CAS programme?
11. How do these local issues also have global significance?

How to upload your CAS personal profile

NOTE: Name all files that you upload in the following way: *lastname.firstname.assignment*. Only upload .doc or .pdf. If you're using a Mac, you must save as one of those options and not submit in 'pages' format.

1. Log in to ManageBac.
2. Click on 'calendar' tab on the left side of your screen on ManageBac.
3. Find the deadline for the CAS Personal Profile.
4. Click on the deadline.
5. Upload your file.

IB DP CAS Timeline – Class of 2026

IMPORTANT: All students are required to complete CAS experiences and reflections every quarter. Students must also complete one CAS project that meets all the requirements explained in the CAS student guide. Students should familiarize themselves with the CAS student guide, as many answers to questions can be found in the guide.

Due dates	Required items	Due to
Beginning of the year	CAS Meeting with Mr. Keller <ul style="list-style-type: none"> Meeting in your TOK class to introduce CAS. 	//
Sept. 6, 2024	CAS Personal Profile due <ul style="list-style-type: none"> Upload your personal profile to ManageBac. Follow the directions in the CAS student guide regarding format and questions to be answered. 	ManageBac
Sept. 13, 2024	<u>DEADLINE</u> to submit first two Q1 CAS experiences and reflections <ul style="list-style-type: none"> You should submit your CAS experiences with evidence and reflections by this day. Make sure you follow the guidelines from the CAS student guide regarding your reflection. 	ManageBac
Oct. 1, 2024	<u>DEADLINE</u> to submit last two Q1 CAS experiences and reflections <ul style="list-style-type: none"> You should submit your CAS experiences with evidence and reflections by this day. Make sure you follow the guidelines from the CAS student guide regarding your reflection. 	ManageBac
Oct. 18, 2024	CAS Project Proposal Due <ul style="list-style-type: none"> Refer to the CAS project proposal section of the CAS student guide. Together with your project group members, submit your proposal. Members are permitted to turn in identical copies but each member must turn in a copy with her/his name on it. 	ManageBac
Nov. 1, 2024	<u>DEADLINE</u> to submit first two Q2 CAS experiences and reflections <ul style="list-style-type: none"> You should submit your CAS experiences with evidence and reflections by this day. Make sure you follow the guidelines from the CAS student guide regarding your reflection. 	ManageBac
Dec. 6, 2024	<u>DEADLINE</u> to submit last two Q2 CAS experiences and reflections <ul style="list-style-type: none"> You should submit your CAS experiences with evidence and reflections by this day. 	ManageBac

	<ul style="list-style-type: none"> • Make sure you follow the guidelines from the CAS student guide regarding your reflection. 	
Feb. 2, 2025	<p><u>DEADLINE</u> to submit first two Q3 CAS experiences and reflections</p> <ul style="list-style-type: none"> • You should submit your CAS experiences with evidence and reflections by this day. • Make sure you follow the guidelines from the CAS student guide regarding your reflection. 	ManageBac
Feb. 3-6, 2025	<p>CAS Interview #1</p> <ul style="list-style-type: none"> • Interviews will be scheduled throughout the school day. Be prepared to talk about your progress and goals. 	Mr. Keller
Mar. 6, 2025	<p><u>DEADLINE</u> to submit last two Q3 CAS experiences and reflections</p> <ul style="list-style-type: none"> • You should submit your CAS experiences with evidence and reflections by this day. • Make sure you follow the guidelines from the CAS student guide regarding your reflection. 	ManageBac
Apr. 4, 2025	<p><u>DEADLINE</u> to submit first two Q4 CAS experiences and reflections</p> <ul style="list-style-type: none"> • You should submit your CAS experiences with evidence and reflections by this day. • Make sure you follow the guidelines from the CAS student guide regarding your reflection. 	ManageBac
May 2, 2025	<p><u>DEADLINE</u> to submit last two Q4 CAS experiences and reflections</p> <ul style="list-style-type: none"> • All supervisors reviews are complete. • You should submit your CAS experiences with evidence and reflections by this day. • Make sure you follow the guidelines from the CAS student guide regarding your reflection. 	ManageBac
Aug. 2025	<p>CAS Interview #2</p> <ul style="list-style-type: none"> • Interviews will be scheduled throughout the school day. Be prepared to talk about your progress and goals. • Give update on your project and ensure that project reflections are updated. 	Mr. Keller
Sept. 2025	<p><u>DEADLINE</u> to submit first two Q1 CAS experiences and reflections</p> <ul style="list-style-type: none"> • You should submit your CAS experiences with evidence and reflections by this day. • Make sure you follow the guidelines from the CAS student guide regarding your reflection. 	ManageBac
Oct. 2025	<p><u>DEADLINE</u> to submit last two Q1 CAS experiences and reflections</p>	ManageBac

	<ul style="list-style-type: none"> You should submit your CAS experiences with evidence and reflections by this day. Make sure you follow the guidelines from the CAS student guide regarding your reflection. <p><u>1st CAS Project DEADLINE - Quiz grade</u></p> <ul style="list-style-type: none"> Project Proposal is submitted on ManageBac to the description 	
Nov. 2025	<p><u>DEADLINE to submit first two Q2 CAS experiences and reflections</u></p> <ul style="list-style-type: none"> You should submit your CAS experiences with evidence and reflections by this day. Make sure you follow the guidelines from the CAS student guide regarding your reflection. <p><u>2nd CAS Project DEADLINE - Test grade</u></p> <ul style="list-style-type: none"> Project Proposal is submitted on ManageBac to the description Appropriate evidence is included (pictures, video, emails, letters, flyers, etc.) Satisfactory progress has been made 2 reflections have been written. Refer to the CAS student guide regarding requirements for the CAS project. 	ManageBac
Dec. 2025	<p><u>DEADLINE to submit last two Q2 CAS experiences and reflections</u></p> <ul style="list-style-type: none"> You should submit your CAS experiences with evidence and reflections by this day. Make sure you follow the guidelines from the CAS student guide regarding your reflection. 	ManageBac
Feb. 2026	<p><u>DEADLINE to submit first two Q3 CAS experiences and reflections</u></p> <ul style="list-style-type: none"> You should submit your CAS experiences with evidence and reflections by this day. Make sure you follow the guidelines from the CAS student guide regarding your reflection. <p><u>DEADLINE to complete CAS project.</u></p> <ul style="list-style-type: none"> Project Proposal is submitted on ManageBac to the description Appropriate evidence is included (pictures, video, emails, letters, flyers, etc.) Satisfactory progress has been made 4-5 reflections have been written. The last reflection is a summative reflection that looks over the successes and challenges of the project. Supervisor review has been completed. Refer to the CAS student guide regarding requirements for the CAS project. 	ManageBac

<p>Mar. 2026</p>	<p><u>DEADLINE</u> to submit last two Q3 CAS experiences and reflections</p> <ul style="list-style-type: none"> • You should submit your CAS experiences with evidence and reflections by this day. • Make sure you follow the guidelines from the CAS student guide regarding your reflection. 	<p>ManageBac</p>
<p>Mar. 2026</p>	<p>CAS Interview #3</p> <ul style="list-style-type: none"> • Interviews will be scheduled throughout the school day. The final interview will be conducted by CAS project groups. All group members will participate at the same time. Be prepared to talk about your CAS experiences and your project. 	<p>Mr. Keller</p>
<p>Mar. 2026</p>	<p><u>DEADLINE</u> to complete all CAS related work</p> <ul style="list-style-type: none"> • Failure to complete ALL CAS work by this deadline could result in having your diploma eligibility revoked. 	<p>ManageBac</p>
<p>Mar. 2026</p>	<p>Mr. Keller submits your CAS status to IB</p>	

Works cited

Creativity, Activity, Service Guide, March 2015. International Baccalaureate Organization

CAS Handbook 2019-2021 – Creativity, Activity, Service, 2019. Baton Rouge International School.