



# **CAS Handbook for IB Diploma Programme Students**



**CAS Co-Coordinator: Jennifer Leonard and Debbie Fees**

## What is CAS?

CAS is one of three parts of the “core” of the IB Diploma Programme, along with TOK and EE. Successful completion of CAS is a requirement of the IB Diploma.

CAS is organized around the three strands of creativity, activity and service defined as follows:

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance
- Activity—physical exertion contributing to a healthy lifestyle
- Service—collaborative and reciprocal engagement with the community in response to an authentic need

When done in a thoughtful and meaningful way, CAS should be fun and enjoyable! This is your opportunity to try new things, explore, and grow as an individual. Rather than merely be a list of random activities, CAS encourages you to collaborate with peers, set personal goals, and truly apply the Learner Profile in an individualized way. It is meant to be a journey to self-discovery. It is YOUR programme – you decide what you would like to experience! CAS can and should be fun!

## Purpose of CAS

The CAS program aims to develop students who:

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

## CAS Components

In order to successfully complete CAS, you will need to:

- Complete and document CAS **experiences** over a span of **18 months** (beginning in fall of junior year; CAS experiences are completed regularly until the spring of senior year)
- Show a **balance** of Creativity, Activity, and Service experiences
- Meet with your CAS advisor periodically. At least 3 documented **interviews** are required over the 18 months. Your advisor is a resource for you to ask questions, collaborate on ideas, approve your project, and make sure that you are on track for CAS completion.
- Purposefully create your own CAS experiences in a way that you have met **all 7 learning outcomes**.
- Complete a CAS **project**.
- Complete a **portfolio** that provides evidence of CAS experiences and growth.
- Complete **reflections** on your CAS experiences to demonstrate connection to the learning outcomes, growth, and personal awareness.

## CAS Experiences

A CAS experience is a specific event in which you engage with one or more of the three CAS strands. A CAS experience can be a one-time event or may be an extended series of events.

- For example, playing a pick-up game of basketball in the park is a one-time “activity” experience; playing on the school basketball team is an extended experience. Participating in Paint Night is a “creativity” experience, as is taking piano lessons on Saturday mornings.

A CAS experience must:

- fit within one or more of the C-A-S strands
- be based on your personal interests, skills, talents, or be an opportunity for growth
- not be used or included in your Diploma course requirements
- not be used or applied toward any other requirements (cannot “double dip” toward Scouts rank requirement, NHS service requirement, etc.)

To further decide on a CAS experience, the following questions may be useful:

- Will the experience be enjoyable?
- Does the experience allow for development of my 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?
- Which CAS learning outcomes may be addressed?

### Creativity

Creativity in CAS provides you with the opportunity to explore their own sense of original thinking and expression. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. You are encouraged to move beyond your comfort zone – try something new and maybe even unconventional!

Examples of creativity experiences:

- |   |                         |
|---|-------------------------|
| ▪ Drama                                       | ▪ Exploring photography |
| ▪ Dance                                       | ▪ Making a documentary  |
| ▪ Painting/drawing                            | ▪ Creating a website    |
| ▪ Design (fashion, web, computer-based, etc.) | ▪ Singing               |
| ▪ Create a new recipe                         | ▪ Making crafty gifts   |
|   | ▪ Playing an instrument |

### Activity

Activity promotes lifelong healthy habits related to physical well-being. These experiences may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle.

Examples of activity experiences:

- Surfing
- Swimming
- Hiking
- Tai Chi
- Tennis
- Personal gym program
- Zumba
- Soccer

Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit. As with all CAS experiences, you should look for and reflect on moments of personal significance or inspiration.

## Service

Service is often seen as one of the most transforming elements of CAS by promoting students' self-awareness. The aim is for students to understand their capacity to make a *meaningful* contribution to their community and society. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions.

All service must evolve beyond doing for others to engaging with others in a shared commitment towards the common good. (Therefore, picking up trash is *not* service as defined above.) Meaningful service requires:

- understanding the complexities of issues such as poverty, illiteracy, aging, isolation, health or environmental sustainability that underlie an identified need
- verifying the need for the service
- interacting with individuals or groups in the community during all stages of the service experience in a way that aligns with their rights and dignity

Examples of service experiences:

- Providing peer tutoring to other students
- Planning an international day of recognition
- Taking an active role in a community or school club
- Getting involved in an organized beach clean-up
- Organizing a petition to a local government group
- Volunteering in a hospital or nursing home regularly
- Starting a recycling program
- Designing and hosting a community film viewing, followed by discussion
- Teaching computer skills to those in need
- Raising funds for a community garden
- Working in an animal shelter
- Writing picture books to teach a language
- Nurturing tree seedlings for planting
- Create a video on sustainable water solutions
- Compile information and educate your community about how to reduce litter

# Learning Outcomes

Rather than merely logging hours, student completion of CAS is based on the achievement of the seven CAS learning outcomes. Some learning outcomes may be achieved many times, while others may be achieved less frequently. Not all CAS experiences have to lead to a CAS learning outcome. **Students must provide evidence, through reflections in their CAS portfolio, of having achieved each learning outcome at least once.**

## Learning Outcomes:

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

### Learning outcome 1: Identify own strengths and develop areas for growth

The student:

- is aware of own strengths and weaknesses
- is open to improvement and growth opportunities
- is able to propose activities according to own interests and talents
- is willing to participate in different activities
- is able to undertake a thoughtful self-evaluation
- is able to see themselves as individuals with various abilities and skills, some more developed than others.

### Learning outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process

The student:

- participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences
- is willing to become involved in unfamiliar environments and situations
- acquires new skills and abilities
- increases expertise in an established area
- shows newly acquired or developed skills or increased expertise in an established area.

### Learning outcome 3: Demonstrate how to initiate and plan a CAS experience

The student:

- is able to articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences
- demonstrates knowledge and awareness by building on a previous CAS experience
- shows initiative by launching a new idea or process
- suggests creative ideas, proposals or solutions
- integrates reflective thoughts in planning or taking initiative

- is aware of roles and responsibilities when designing an individual or collective CAS experience
- shows responsible attitude to CAS project planning
- is able to develop a coherent action plan taking into account the aim or purpose, activities and resources.

#### **Learning outcome 4: Show commitment to and perseverance in CAS experiences**

The student:

- demonstrates regular involvement and active engagement with CAS experiences and CAS project
- is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
- demonstrates adaptability to uncertainties and changes
- gets involved in long-term CAS experiences and CAS project.

#### **Learning outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively**

The student:

- shares skills and knowledge
- listens respectfully to proposals from peers
- is willing to take on different roles within a team
- shows respect for different points of view and ideas
- makes valuable contributions
- is responsible for participating in the group
- readily assists others
- is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences.

#### **Learning outcome 6: Demonstrate engagement with issues of global significance**

The student:

- recognizes the global implications of local issues
- is able to identify global issues in the local or national community
- shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
- gets involved in CAS projects addressing global issues in a local, national or international context
- develops awareness and responsibility towards a shared humanity.

#### **Learning outcome 7: Recognize and consider the ethics of choices and actions**

The student:

- recognizes ethical issues
- is able to explain the social influences on one's ethical identity
- takes into account cultural context when making a plan or ethical decision
- identifies what is needed to know in order to make an ethical decision
- articulates ethical principles and approaches to ethical decisions
- shows accountability for choices and actions
- is aware of the consequences of choices and actions regarding self, others involved and the community
- integrates the process of reflection when facing an ethical decision
- shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.

## CAS Portfolio

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS and to document completion of all 7 Learning Outcomes. The portfolio should include:

- **Logs:** charts or lists of CAS experiences that document your ongoing balanced approach to CAS
- **Reflections:** documentation that explains how a learning outcome was attained, as well as thoughts about your personal growth. (see Reflection section in this document for more details)
- **Evidence:** photos, letters, signatures, etc. that provide proof that experiences were completed
- **Forms:** these help to document your completion of the requirements of CAS (meetings, project approval, etc.)

The portfolio is usually an organized binder, though digital formats may be used (see your advisor).

## Meetings with CAS Advisor

There are three documented “interviews” you must have with your CAS advisor.

- The first interview is at the beginning of the CAS program (September)
- The second interview is at the end of the first year (May)
- The third interview is at the end of the CAS program (March of senior year)

During these interviews, your advisor will make sure that you understand the expectations about CAS, answer any questions you might have, provide feedback on ideas you may have, provide approval for projects or other experiences as needed, and check in to make sure you are on track with all CAS requirements. These meetings are meant to support you in your journey through CAS.

Your advisor will also hold additional group meetings to share ideas and clarify questions.

Feel free to reach out to your advisor at any time if you have a question or need individual approval of an experience or project.

## CAS Project

All CAS students must be involved in at least one CAS project. The project requirements are:

- The project must be a minimum of one month's duration, from planning to completion.
- The project must involve collaboration between a group of students or with members of the wider community, with all members being contributors.
- The project must accomplish at least one learning outcome.
- It should show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making.
- The CAS project must address at least one strand of CAS. You are encouraged to combine two or all three strands.
- Students must get their project idea approved by their advisor before proceeding with project implementation.

### CAS stages

Throughout CAS experiences, and especially during the CAS project, students should strive to implement the five CAS stages:

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. Consider the safety and well-being of all who are involved.
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 may assist with revising plans, learning from the experience, and making connections between growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
5. Demonstration: Students make clear 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.

### Examples of CAS Projects:

- Creativity: A group of students plans, designs and creates a mural.
- Activity and Service: Students organize and participate in a charity dodgeball tournament.
- Service: Students set up and conduct tutoring for other students in need.
- Creativity and activity: Students choreograph a routine for the school musical.
- Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.
- Creativity, activity, and service: Students rehearse and perform a dance production for a community retirement home.

# Reflection

Reflection is central to building a deep and rich experience in CAS. Reflection allows students to:

- connect a CAS experience to a Learning Outcome
- deepen learning
- consider relevance of experience
- explore personal and group values
- recognize the application of knowledge, skills, and attributes
- identify strengths and areas for development
- gain a greater understanding of self and others
- place an experience in a larger context
- generate relevant ideas and questions
- consider improvements in individual and collective choices and actions
- transfer prior learning to new situations
- generate and receive constructive feedback
- develop the ongoing habit of thoughtful, reflective practice.

*Students are not expected to reflect on every CAS experience; they should identify moments worthy of reflection.*

**A reflection must be completed and included in your CAS portfolio to give clear evidence that you have achieved each of the seven CAS learning outcomes.** *It is recommended that you complete a reflection when you have achieved a learning outcome for the first time.* You do not have to complete a reflection each time you achieve that same learning outcome again, but you are encouraged to reflect if you had a meaningful experience.

A typical format for a written reflection would include:

- a brief summary of the experience
- how you felt during the experience
- how you have developed as a result of the experience
- evaluating your actions or choices
- which learning outcome(s) you achieved ,
- explanation to support the claim of learning outcome completion, and any insights or extensions you wish to add.

While many students prefer to complete a written reflection, you may wish to consider other formats: videos, recorded conversations, online blog, journal, comic strip, painting, etc.

## Glossary of CAS Terms

Advisor - the teachers or staff member who provides ongoing support and advice to individual or groups of CAS students in relation to their CAS programme.

CAS Coordinator - the person(s) who is given overall responsibility for establishing and overseeing the school's CAS program

Experience - a specific event in which the student is involved with one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Global - having a significance or reference that extends beyond a local context or relates to the whole world. CAS students are encouraged to see the connections between their local experiences and a global context.

Learning outcomes - Learning outcomes specify what a CAS student is able to do at some point during his or her CAS programme. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

Portfolio – A collection of evidence of involvement in CAS experiences and reflections upon them that show the learning outcomes have been achieved.

Project - All CAS students undertake a CAS project involving teamwork that integrates one or more of the strands of creativity, activity and service. Duration is a minimum of one month. The project provides opportunities to develop and advance skills particularly related to collaboration and sustained relationships, and enables students to develop and refine plans in response to any problems that arise, and to reflect on their progress and outcomes.

Reflection - a process of exploration of personal thoughts and feelings that informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

Strands - In CAS, there are three strands for experiences: creativity, activity and service.

## SUSSEX ACADEMY CAS AGREEMENT

**(Prior to beginning CAS, this form must be completed.)**

**NAME:** \_\_\_\_\_

Statement:	Initial:	Date:
I have carefully read the CAS handbook and I fully understand the CAS requirements.		
I know who the CAS Coordinators are and how to contact these individuals.		
I know who my CAS advisor is and how to contact him/her.		
I know I can always discuss CAS issues and concerns with my CAS advisor or any member of the CAS team.		
I am aware of the 18-month timetable and will follow it.		
I am responsible for my own CAS plan.		
I know I must try and maintain a balance between Creativity, Activity, and Service in my experiences and project.		
My parents/guardians are aware of the CAS component and its' requirements.		
I know that I must have a responsible adult supervisor (who is not a family member) for the project I undertake.		
I understand that my CAS advisor and parent/guardian must sign the Proposed Activity Form prior to the start of the CAS project.		
I will maintain a log of my experiences and keep it updated at least every 2 weeks.		
I will keep all forms, reflections, and evidence in my portfolio.		
I know I must have preapproval for my CAS project.		
I am aware that I must complete an evaluation form upon completion of the project.		
I have copies and know where to locate additional copies of all necessary CAS forms.		
I clearly understand that without satisfactory and timely completion of CAS, I will not be awarded the IB Diploma.		

I fully understand the requirements of CAS:

Student Name Printed: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Name Printed: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

CAS Advisor Name Printed: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# SUSSEX ACADEMY STUDENT PROPOSED CAS PROJECT (Complete Prior to Beginning Project)

Student's Name: \_\_\_\_\_

### Proposed CAS Project Information

Proposed Project Description \_\_\_\_\_  
\_\_\_\_\_

\*\*Supervisor Name: \_\_\_\_\_

Supervisor phone # \_\_\_\_\_ Supervisor email: \_\_\_\_\_

\*\*The supervisor attesting to the completion of this activity: (The supervisor cannot be your parent and should be someone other than your CAS Advisor.)

Approximate # of hours proposed for activity: \_\_\_\_\_

Approximate beginning date: \_\_\_\_\_ Approximate ending date: \_\_\_\_\_ (minimum 1 month required)

Select one or more categories for this project: \_\_\_ Creativity \_\_\_ Activity \_\_\_ Service

### Learning Outcomes

Place checkmark(s) next to the learning outcome(s) that you plan to achieve during this CAS project.

- \_\_\_\_\_ 1) Identify own strengths and develops 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.

### Collaborating with Others

Describe how you will be collaborating with others on the project.

\_\_\_\_\_

### Signatures

I have reviewed this CAS proposal and have determined that it is consistent with the CAS guidelines, and therefore approve this CAS proposal.

Student Name Printed: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Name Printed: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

CAS Advisor Name Printed: \_\_\_\_\_ Signature: \_\_\_\_\_ Date \_\_\_\_\_

*It is the student's responsibility to have a parent's permission and adult supervisor at all CAS endeavors that are not school-sponsored activities. Sussex Academy does not officially sponsor any outside CAS activities and students will assume their own risks for these events.*

**SUSSEX ACADEMY STUDENT CAS PROJECT SUPERVISOR FORM**  
**(When you have completed your project, submit this completed form,  
 your typed reflection if needed, and your evidence to your advisor.)**

**Completed by CAS Student**

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

Project Description: \_\_\_\_\_

Actual # of hours proposed for activity: \_\_\_\_\_

Actual beginning date: \_\_\_\_\_ Actual ending date: \_\_\_\_\_ (minimum 1 month required)

**Learning Outcomes Mastered (Completed by CAS Student and CAS Project Supervisor)**

Note to CAS Student: Sign your initials next to the Learning Outcomes that you feel that you have satisfied in this CAS Project.

Note to individual who supervised CAS project: The student that you supervised needs to satisfy 7 Learning Outcomes in their CAS program. Below you will find a list of these Learning Outcomes. The CAS student has signed his/her initials next to the Learning Outcomes that he/she feels that have been mastered during this CAS project. Please sign your initials next to the Learning Outcomes in which the student has been exposed to and in your opinion has satisfied in this project.

LEARNING OUTCOMES	STUDENT INITIALS Completed by CAS Student	INITIALS OF INDIVIDUAL WHO SUPERVISED CAS PROJECT Completed by CAS Project Supervisor
Identify own strengths and develops areas for growth		
Demonstrate that challenges have been undertaken, developing new skills in process		
Demonstrate how to initiate and plan a CAS experience		
Shows commitment to and perseverance in CAS experience		
Demonstrates the skills and recognize the benefits of working collaboratively		
Demonstrate engagement with issues of global significance		
Recognize and consider the ethics of choices and action		

**Completed by CAS Project Supervisor**

Punctuality: Excellent Good Poor (Circle One)

Attendance: Excellent Good Poor (Circle One)

Comments: \_\_\_\_\_

**Signatures**

Student Name Printed: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

CAS Project Supervisor Name Printed: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

CAS Advisor Name Printed: \_\_\_\_\_ Signature: \_\_\_\_\_ Date \_\_\_\_\_

## SUSSEX ACADEMY CAS Frequently Asked Questions

### Which forms and evidence do I need for a CAS experience?

<b>CAS Experience</b>
Hour Log
Typed Reflection Describing Learning Outcomes (only required if you met a learning outcome)
Evidence

### Which forms and evidence do I need for a CAS project?

<b>CAS Project</b>
Proposal Form (complete prior to beginning project)
Supervisor Form (complete after project is finished)
Typed Reflection Describing Learning Outcomes You Met (complete after project is finished)
Evidence

### What must be in my portfolio?

- CAS Handbook
- CAS Agreement
- Hour Log
- CAS Project Proposal Form
- CAS Supervisor Form for Project
- Typed Reflections (at least one reflection for each of the 7 Learning Outcomes)
- Evidence

### When is everything due?

#### CAS 2-Year Calendar

Month	Year 1	BOTH	Year 2	
<b>September</b>	-Individual Meeting with Advisor -Complete CAS Agreement	Log CAS Experiences Every 2 Weeks and Complete CAS Project	-Group Meeting with Advisor -Hour Log Due	
<b>October</b>				
<b>November</b>				
<b>December</b>	-Group Meeting with Advisor -Hour Log Due			-Group Meeting with Advisor -Hour Log Due
<b>January</b>				
<b>February</b>				
<b>March</b>	-Group Meeting with Advisor -Hour Log Due			-Individual Meeting with Advisor -CAS Portfolio Due No Later than March 15
<b>April</b>				
<b>May</b>	-Individual Meeting with Advisor -Hour Log with Signatures Due			
<b>Summer</b>				