

# CAS Overview Class of 2021

**Creativity:** arts, and other experiences that involve creative thinking

**Action:** physical exertion contributing to a healthy lifestyle

**Service:** an unpaid and voluntary exchange that has a learning benefit for the student

CAS enables students to enhance personal and interpersonal development through experiential learning. It is designed to be a journey of self-discovery. CAS involves purposeful activities that challenge students and lead to reflection and personal learning. CAS activities may not replicate other parts of the student's Diploma Program work. CAS is not formally assessed, but student documentation is required to obtain the IB diploma.

As a result of their CAS experience as a whole, including reflections, there should be evidence that students have:

- increased their awareness of their own strengths and areas for growth
- undertaken new challenges
- planned and initiated activities
- worked collaboratively with others
- shown perseverance and commitment in their activities
- engaged with issues of global importance
- considered the ethical implications of their actions
- developed new skills

## Requirements:

- Planning, acting, documenting, and reflecting upon activities
- Approximately 150 hours balanced among Creativity, Action, and Service
- Students should be involved in at least one project involving teamwork that integrates two or more of creativity, action, and service, and is of significant duration.
- Evidence of achievement of the eight learning outcomes
- Present all of the before mentioned requirements in a CAS Portfolio (using Book Creator)

## Steps:

- Attend large group meetings junior year (August, September, and as needed)
- Submit a CAS Planning Form for each activity, including at least one project:  
<https://forms.gle/AC9pNLuXjsqpnGWv7>
- Attend 2 small group/individual consultations junior year (November/December and March/April)
- Reflect on each activity and document that reflection (see below for more information)
- Produce evidence of sufficient reflection for each activity
- Attend 1 small group/individual consultation senior year (September/October)
- Maintain a CAS Portfolio and submit by Feb 1 of senior year

## Details about reflections:

- Reflections can be presented/submitted in many forms (e.g., blog, written/typed journal, annotated photo diary, audio diary, video diary, etc.)
- The length of reflections should be relative to the significance of the activity
- The content of reflections will vary but must include evidence that the learning outcomes (indicated on the planning form) have been achieved
- Each activity requires reflection in order for it to "count"
- Reflections for each activity will be a compilation of short/small entries (minimally: beginning, middle, end)

## CAS Student Checklist Class of 2021

**Creativity:** exploring and extending ideas leading to an original or interpretive product or performance

**Action:** physical exertion contributing to a healthy lifestyle

**Service:** collaborative and reciprocal community engagement in response to an authentic need

My CAS Program	Y/N?	Notes/Date
Evidence of planning of a CAS program		
Regular commitment over at least 18 months to CAS		
Understanding and ability to use the CAS stages when planning CAS experiences		
Balance between creativity, activity, and service		
At least one planned project undertaken over at least one month		
Evidence of achieving all seven learning outcomes		
<ul style="list-style-type: none"> <li>• Evidence of identification of strengths and areas for personal growth (LO1)</li> </ul>		
<ul style="list-style-type: none"> <li>• Evidence of undertaking new challenges and developing new skills in the process (LO2)</li> </ul>		
<ul style="list-style-type: none"> <li>• Evidence of initiating and planning a CAS experience (LO3)</li> </ul>		
<ul style="list-style-type: none"> <li>• Evidence of commitment and perseverance in CAS experiences (LO4)</li> </ul>		
<ul style="list-style-type: none"> <li>• Evidence of demonstrating te skills and recognizing the benefits of working collaboratively (LO5)</li> </ul>		
<ul style="list-style-type: none"> <li>• Evidence of engagement with issues of global significance (LO6)</li> </ul>		
<ul style="list-style-type: none"> <li>• Evidence of recognizing and considering the ethics of choices and actions (LO7)</li> </ul>		
Reflections completed on significant CAS experiences		
CAS interview 1 completed		
CAS interview 2 completed		
CAS interview 3 completed		
CAS portfolio completed		

# CAS Stages

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

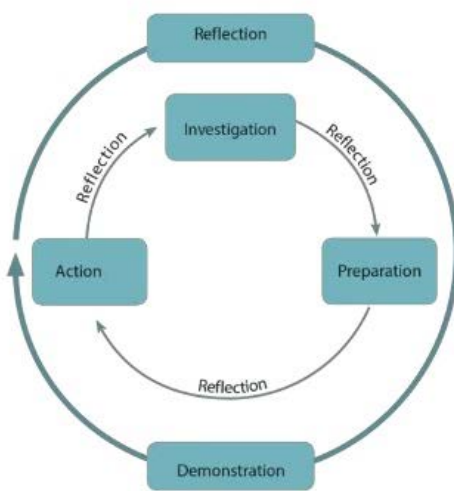
These CAS stages represent a process and sequence that can assist students in many aspects of their life. They follow a process whereby they investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what they have done along the way, and demonstrate their understandings and the process. By applying these stages to CAS, students have a reliable yet flexible structure they can then apply to future situations with confidence.

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.

## CAS stages! Steps towards an effective CAS experience

**\*You must show EVIDENCE of having moved through the five CAS stages during the completion of your CAS Project.**



*Investigation: When you identify your interests, skills and talents to be used in considering opportunities for CAS experiences.*

*Preparation: When you 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.*

*Action: When you implement your idea or plan.*

*Reflection: When you describe what happened, express feelings, generate ideas, and raise questions*

*Demonstration: When you make explicit what and how you learned and what you accomplished.*

## CAS Personal Profile Jumpstart

<p>What are your talents?</p>	<p>What do you enjoy doing?</p>
<p>What skill or talent would you like to improve?</p>	<p>What are you already doing that could be part of your CAS program?</p>
<p>Describe a time when you helped someone else or helped with a cause.</p>	<p>About what issues do you have concern or feel most passionate?</p>
<p>Are there any local clubs or community associations in which you could be involved?</p>	<p>What would you like to learn more about?</p>
<p>What have you always wanted to try but haven't yet?</p>	<p>What are your concerns/worries regarding the completion of a CAS program?</p>

## CAS Project Proposal Form

Student project leader(s)			
Members			
Title of project			
Focus of project			
How we are following the CAS stages	For each CAS stage, describe either what has been done or what you plan to do.		
Investigation			
Preparation			
Action			
Reflection			
Demonstration			
Name of organization the project is organized with or for, if applicable			
Contact person at organization, contact phone and email, if applicable			
Teacher or other external supervisor, if applicable			
Anticipated dates of CAS project			
Risk assessment required?	Yes/No	Risk assessment completed?	Yes/No
Student signatures			
CAS adviser signature/date			
Principal signature (if required)/date			

