

CAS Strands

CAS stands for Creativity, Activity and Service. It is one of three essential strands of the Diploma Programme. The spirit of CAS matches our school's mission statement to be a **“caring and inclusive community of lifelong learners working together to foster personal growth and excellence.”**

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

Learning Outcomes for CAS

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

All seven outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated multiple times in a variety of experiences and experiences may demonstrate multiple outcomes. Evidence of these outcomes will be included in the reflection.

*A CAS experience must:

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student's Diploma course requirements

“Don't ask yourself what the world needs; ask yourself what makes you come alive. And then go and do that. Because what the world needs is people who have come alive.”

~ Howard Thurman

CAS Requirements

Successful completion of CAS is a requirement for the award of the IB Diploma. Requirements include:

- The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity and service.
- All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.
- Completion of CAS is based on student achievement of the seven **CAS learning outcomes**. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.
- Students engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.
- Students undertake a **CAS project** of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem solving, and decision-making. The CAS project can address any single strand of CAS or combine two or all three strands.
- Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.
- There are three formal documented **interviews** students must have with their CAS coordinator. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview at the end of the CAS programme.
- CAS emphasizes **reflection** which is central to building a deep and rich experience in CAS. Reflection 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.

Responsibilities of the CAS Student:

- approach CAS with a proactive attitude
- develop a clear understanding of CAS expectations and the purpose of CAS
- explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- determine personal goals
- discuss plans for CAS experiences with the CAS coordinator
- understand and apply the CAS stages where appropriate
- take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
- maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes

- understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- demonstrate accomplishments within their CAS programme
- communicate with the CAS coordinator in formal and informal meetings
- ensure a suitable balance between creativity, activity and service in their CAS programme
- behave appropriately and ethically in their choices and behaviours

Responsibilities of the CAS Coordinator:

- The CAS Coordinator is responsible for the implementation and advancement of the CAS programme:
 - Familiarize students, colleagues, parents and the wider community with CAS
 - Promote the importance of CAS to students, colleagues, parents and the wider community
 - Identify safety issues
 - Periodically engage in interviews with students
 - Report completion/non-completion of CAS to the IB
- Works directly with the CAS students
 - Educate students on all aspects of the CAS programme
 - Educate students on the meaning and purpose of the CAS learning outcomes
 - Assist students with clarifying and developing the attributes of the IB learner profile.
 - Support students in understanding ethical concerns and international-mindedness
 - Develop purposeful reflection skills
 - Provide feedback on student reflections
 - Provide ongoing support and guidance to students
 -

Responsibilities of the CAS supervisor:

- Be familiar with the elements of the CAS programme
- Be responsible for student safety and risk management
- Provide students with guidance, support and feedback on the CAS experience
- Encourage reflection
- Comment on the student's engagement with the CAS experience if required

CAS Stages

The CAS stages 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.

Investigation - students identify their interests, skills and talents to used in considering opportunities for CAS experiences

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

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.

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.