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St. Nicholas

Diploma Programme Creativity, Activity, Service Handbook

at Alphaville

Revised and approved: May 2024

www.stnicholas.com.br

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The Nature of CAS

As a cornerstone of our educational values, CAS lets students embody the attributes of the [IB learner profile](#) in tangible ways. It helps them develop various skills and attitudes through diverse experiences, **fostering self-expression and understanding of their role in the community**. CAS enhances both **personal and interpersonal growth, tailored to individual interests, skills, perspectives, and backgrounds**.

The following six elements are important for implementing and developing a CAS programme.

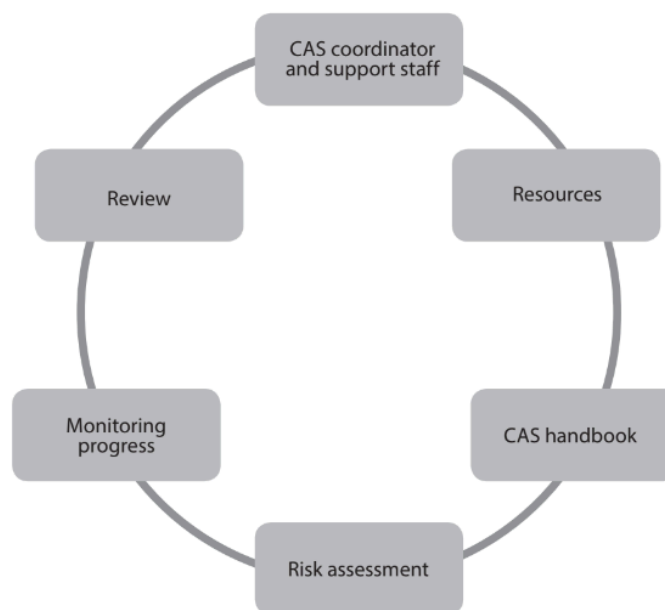


Figure 6
 The six elements of a CAS programme

CAS focuses on three main areas: **creativity, activity, and service**:

- **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.

Completing CAS is essential for earning the IB Diploma. While not formally graded, students reflect on their CAS experiences and compile evidence in portfolios showcasing their achievements in **seven learning outcomes**. CAS starts at the beginning of the Diploma Programme and continues for at least **18 months**, with a balance between its **three strands**.

All CAS students are required to maintain and complete a **CAS portfolio**. The portfolio contains evidence of **CAS experiences and reflections**, serving as proof of meeting the **seven CAS learning outcomes**. CAS experiences can be a single event or may be an extended series of events.

Moreover, students undertake a CAS project of **at least one month's duration** that challenges them to demonstrate initiative, and perseverance, and develop various skills like collaboration and problem-solving. The CAS project can address any single strand of CAS, or combine two or all three strands.

The CAS framework includes stages like **investigation, preparation, action, reflection, and demonstration**. Students are required to have **three formal interviews** with their CAS coordinator or adviser: at the beginning, end of the first year, and conclusion of the CAS programme.

Emphasizing **reflection**, CAS encourages students to deeply engage with their experiences. Reflection aids in understanding strengths, exploring ideas, and areas for growth, and helping students apply prior learning to new situations for richer learning experiences.

CAS learning outcomes

Student completion of CAS depends on meeting the seven CAS learning outcomes within an 18-month period. These outcomes define what students should be capable of achieving during their CAS journey. Engaging in meaningful CAS experiences helps students acquire the skills, attributes, and insights necessary to fulfill these learning outcomes.

While some outcomes may be met multiple times, others might be achieved less frequently. Not every CAS activity necessarily leads to a learning outcome. Students are required to present evidence in their CAS portfolio demonstrating they have **achieved each learning outcome at least once**. The CAS coordinator collaborates with students to determine the appropriate evidence for each outcome. Typically, students' reflections serve as the primary evidence showcasing their achievement of the seven CAS learning outcomes.

Learning Outcomes	Descriptors
1. Identify own strengths and develop areas for growth	<p>Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.</p> <p>The student</p> <ul style="list-style-type: none"> ● 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

	<ul style="list-style-type: none"> • 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.
<p>2. Demonstrate that challenges have been undertaken, developing new skills in the process</p>	<p>A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.</p> <p>The student:</p> <ul style="list-style-type: none"> • 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.
<p>3. Demonstrate how to initiate and plan a CAS experience</p>	<p>Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.</p> <p>The student:</p> <ul style="list-style-type: none"> • 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 a responsible attitude to CAS project planning • is able to develop a coherent action plan taking into

	account the aim or purpose, activities and resources.
4. Show commitment to and perseverance in CAS experiences	<p>Students demonstrate regular involvement and active engagement in CAS.</p> <p>The student:</p> <ul style="list-style-type: none"> • 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.
5. Demonstrate the skills and recognize the benefits of working collaboratively	<p>Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.</p> <p>The student:</p> <ul style="list-style-type: none"> • 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.
6. Demonstrate engagement with issues of global significance	<p>Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally, or internationally.</p> <p>The student:</p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • develops awareness and responsibility towards a shared humanity.
<p>7. Recognize and consider the ethics of choices and actions</p>	<p>Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.</p> <p>The student:</p> <ul style="list-style-type: none"> • 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 Strands

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

In the CAS program, creativity encourages students to delve into original thinking and expressiveness, drawing from their unique talents, interests, and emotions. Students have the freedom to explore various creative outlets, such as visual arts, digital design, writing, and culinary arts, expanding from traditional to innovative approaches. Those skilled in specific creative fields, like music or painting, are urged to deepen their expertise by setting new challenges and goals. Their creative accomplishments can be showcased through recordings, presentations, or exhibitions, rather than merely appreciating others' works. While Diploma courses can inspire creativity, the experiences should remain separate from the course requirements. Reflection on creative engagements is crucial, allowing students to find personal insights and use creative means through art, music, a brief narrative, a blog posting, photos, a skit, or other methods for students to reflect.

There are many approaches to creativity, such as:

- Ongoing creativity: Some students might already be involved in ongoing creative activities, either within school groups or external clubs. While they can continue these pursuits, there's also an opportunity to encourage further growth and expansion in their chosen creative fields.
- School-based creativity: Students are encouraged to participate in meaningful creativity and to explore their own sense of original thinking and expression. In school, there may well be appropriate creativity opportunities in which the students can engage. This could manifest in school-based CAS projects, club activities, scheduled creative sessions, or other opportunities that the institution provides.
- Community-based creativity: Engaging in creativity within the local community can deepen students' understanding of interpersonal relationships. Creativity experiences are most successful when completed with a regularity that builds and sustains relationships while allowing the growth of the students' talents, interests, passions, emotional responses, and imagination. Regular participation in community-based activities, like joining a theatre group, contributing to community art, or taking cooking classes, not only nurtures their talents but also fosters lasting relationships.
- Individual creativity: Students may decide that they wish to engage in solitary creativity experiences such as composing music, developing a website, writing a compilation of short fiction stories, designing furniture, creating arts and crafts, or painting a series of portraits. These solitary endeavors benefit from sustained engagement over time, allowing students to set and work towards personal goals. If necessary, a risk assessment should be conducted before undertaking these individual creative projects.

Activity: Physical exertion contributing to a healthy lifestyle

The "Activity" strand aims to promote lifelong healthy habits related to physical well-being. This encompasses a range of activities from individual and team sports to aerobic exercises, dance, outdoor activities, and fitness training, all aimed at fostering a healthy lifestyle. Students are urged to engage regularly and at an appropriate level to experience genuine challenges and benefits.

Schools are responsible for accommodating students from diverse backgrounds or with disabilities, ensuring inclusivity in physical activities. Every CAS participant must meet the foundational requirement of engaging in physical activities conducive to a healthy lifestyle, tailored to individual needs.

For students already active in suitable activities, there's encouragement to further their involvement. They can set new personal goals, explore diverse training approaches to improve their existing sports skills, or even venture into new sports. Dedicated athletes might opt for a structured training regimen. As with all CAS components, reflection on their activity engagement helps students identify moments of personal significance and inspiration, prompting deeper introspection.

There are many approaches to activity, such as:

- Ongoing activity: Some students might already be involved in ongoing physical activities through school teams, clubs, or personal exercises. While continuing these activities, students are encouraged to set personal goals aligned with CAS principles, and there's room to expand their involvement if suitable.
- School-based activity: Students are encouraged to participate in meaningful activity that benefits their physical well-being. In school, there may well be appropriate activity opportunities in which the student can engage such as sports clubs, curricular activities, or scheduled sports sessions. Students can also initiate new activities like basketball or tennis, involving other CAS participants or fellow students.
- Community-based activity: Engaging in activities within the local community enhances students' awareness of interpersonal relationships. Instead of isolated events, regular participation in community-based groups like running clubs, dance classes, or sports groups fosters deeper relationships and promotes physical well-being.
- Individual activity: Some students prefer solitary physical activities like gym workouts, cycling, swimming, or strength training. These activities benefit from consistent and extended engagement, allowing students to set and work towards personal fitness goals. Before embarking on such activities, a risk assessment should be conducted, if necessary.

Service: Collaborative and reciprocal engagement with the community in response to an authentic need

The "Service" component of CAS focuses on fostering students' understanding of their potential to contribute meaningfully to their communities. Through service activities, students apply personal and social skills in real-world scenarios, enhancing decision-making, problem-solving, initiative, responsibility, and accountability. Service plays a pivotal role in CAS, promoting self-awareness, facilitating diverse interactions, and nurturing international-mindedness. Utilizing the CAS stages is advised for effective service experience development.

As with all CAS experiences, reflection is essential. Students reflect on their service engagement, identifying moments of personal significance or inspiration that prompt deeper reflection and understanding.

Service learning

Service learning in CAS involves students applying their knowledge and skills to address community needs. This research-based approach encourages students to initiate service activities related to previous curriculum topics. By leveraging skills, understandings, and values acquired through their studies, students connect academic disciplines with real-world service experiences. Service learning allows students to build upon their prior knowledge, fostering a deeper understanding and connection between academic learning and community service.

Four types of service action

Students participating in the CAS programme are encouraged to involve themselves in various service actions to diversify their experiences.

These actions can be categorized into four types:

1. **Direct Service:** This involves direct interaction with people, animals, or the environment. Examples include tutoring individuals, collaborating on community gardens with refugees, or volunteering at an animal shelter.
2. **Indirect Service:** In this type of service, students may not directly see the beneficiaries, but their efforts have had documented or otherwise measurable benefits for the community or the environment. Activities can include redesigning a non-profit's website, creating educational picture books, or nurturing tree seedlings for planting.
3. **Advocacy:** Students advocate for causes or issues to encourage public action. This can involve launching awareness campaigns on topics like hunger, performing plays promoting respect over bullying, or producing videos about sustainable water solutions.
4. **Research:** Students gather and analyze information to influence policies or practices. This might involve conducting environmental surveys, studying animal migration patterns, identifying ways to reduce litter in public areas, or conducting social research through interviews on topics like homelessness or unemployment.

Approaches to service

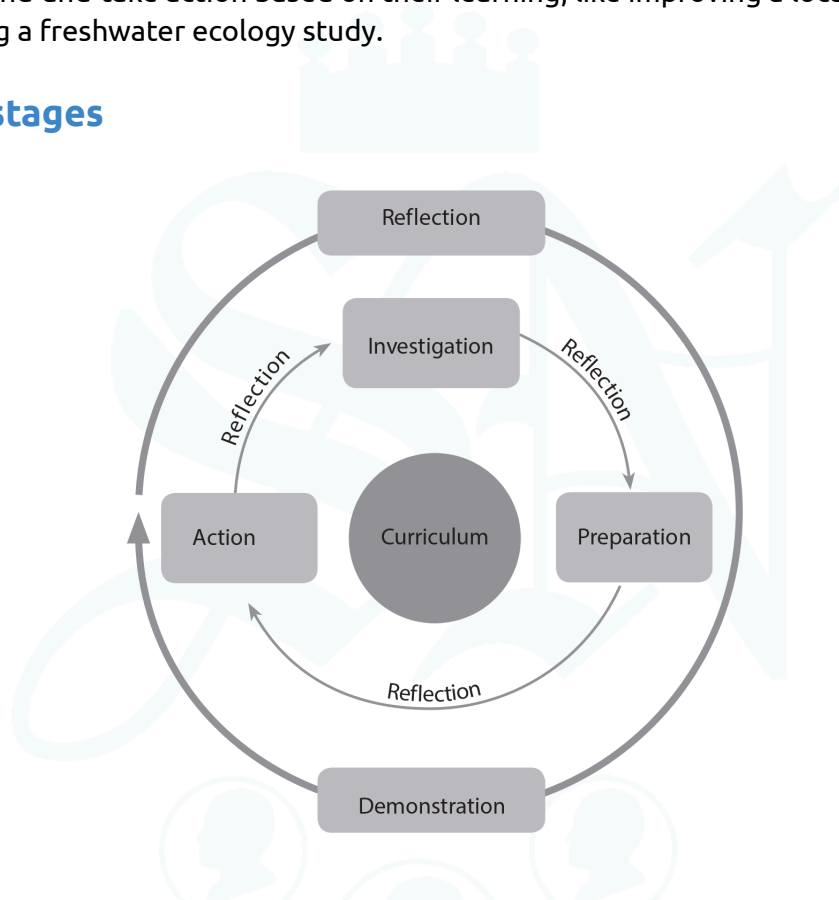
Service approaches encompass various methods that offer students diverse ways to engage meaningfully with their communities.

- **Ongoing Service:** Students commit to a long-term plan addressing a recognized need, fostering perseverance and understanding of social issues. They see how their efforts, combined with others, contribute to positive change.
- **School-Based Service:** While students are urged to engage in community-focused service, meaningful opportunities within the school should not be overlooked. Authentic needs should be identified and addressed, with experiences in school potentially paving the way for broader community involvement, such as tutoring.
- **Community-Based Service:** Engaging in local service enhances students' awareness of social issues. Regular interactions with community members foster deeper relationships and mutual benefits, moving beyond one-off engagements to sustained involvement, like regular visits to a retirement facility.
- **Immediate Need Service:** In response to urgent situations, students may act swiftly to assess and address needs. Post-service, students can delve deeper into understanding root causes, potentially committing to ongoing assistance, like environmental initiatives.
- **Fundraising:** Before fundraising, students should understand the organization and issues they're supporting. Utilizing their interests and skills, students can plan and execute fundraising activities, ensuring transparency and advocacy for the cause.
- **International Service:** Local service should precede international involvement. For international service, understanding the genuine needs and background is crucial. If

direct communication isn't feasible, collaboration with reputable agencies is recommended. Schools should conduct risk assessments and ensure alignment with IB mission and CAS requirements.

- **Volunteerism:** Students often engage in service activities organized by peers, schools, or external entities. Prior knowledge and preparation increase the meaningfulness and impact of student contributions. Using the CAS stages before volunteering enhances the experience.
- **Curriculum-Driven Service:** Teachers integrate service learning opportunities into their curriculum. While not all students may act on these opportunities, they can respond and take action based on their learning, like improving a local water system during a freshwater ecology study.

The CAS stages



The CAS stages offer a structured framework that empowers students to enhance their self-awareness and gain insights into their learning processes. This approach encourages students to venture into new and unfamiliar challenges, allowing them to adapt and employ various learning styles. Additionally, the CAS stages foster the development of communication and collaboration skills, enabling students to work effectively with others. Through these stages, students can recognize and experience personal growth while embodying the attributes of the IB learner profile

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 of 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, assist with revising plans, learn from the experience, and make explicit connections between their growth, accomplishments, and 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 responses from others.

Using the CAS stages for service learning

Utilizing the CAS stages is advised for students participating in service learning experiences. Service activities should encompass investigation, preparation, and action to address a recognized community need. Reflecting on key experiences aids in problem-solving and decision-making, while demonstration allows for sharing the outcomes. The CAS stages tailored for service learning provide students with a structured and supportive framework. As students navigate through these stages, they can apply the skills and knowledge acquired from their academic studies to enhance their service experiences. For singular CAS experiences, students may begin with investigation, preparation, or action. For ongoing CAS experiences, beginning with the investigation is advised. In these ongoing experiences, the action stage may lead students back to investigation or preparation as they further develop, expand, and implement new or related ideas.

CAS Experience

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands.



Figure 2
 CAS experiences

CAS experience can be a single event or an extended series of events. A CAS project is a collaborative series of sequential CAS experiences lasting at least one month.

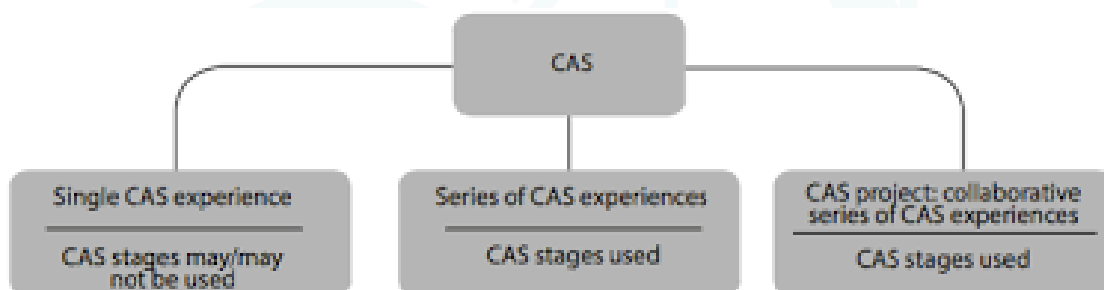


Figure 3
 CAS experiences and stages

A meaningful CAS programme should incorporate a series of planned activities for a more engaging experience. CAS experiences can encompass one or more CAS strands. For instance, a mountain hike falls under the "Activity" strand as a singular experience. Planning multiple visits to a nursing home constitutes a series of "Service" experiences. Similarly, organizing a community basketball tournament involves both the "Activity" and "Service" strands, offering a comprehensive CAS experience.

Guidelines for CAS experiences

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

To further assist students in deciding on a CAS experience, the following questions may be useful for students to consider.

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

While it is not necessary for each CAS experience to address a CAS learning outcome, upon completion of the CAS programme, CAS students are required to present evidence demonstrating achievement of all CAS learning outcomes.

New versus Extended activities (*experiences*)

A NEW activity is defined as: A new experience for you that allows for your *growth in one or more of the Learning Outcomes*.

Involvement in new activities could look like the following:

- Taking up a new sport or other physical skill that you have little or no prior experience in.
- Participating in a new form of creative expression in which you have no prior experience, such as learning to play a new musical instrument, acting in a play, or learning a new art technique.
- Participating in a new community service activity that you have never done before, such as serving food at a food kitchen, tutoring in an after-school program, or volunteering at an animal shelter.

An EXTENDED activity is defined as: An activity that you have prior or current experience in but that allows for *expansion of your knowledge, experience or participation in one or more of the Learning Outcomes*. Extending, developing or sharing your prior experience or current involvement in creative, physical or service activities could look like the following:

- Extended Creativity: Plan and execute a community mural; tutor younger/less proficient students in a musical instrument; or design and set up a web page for a charity organization.
- Extended Action: Create and implement a skills improvement plan for your school volleyball team; plan and lead a basketball clinic for elementary students; or choreograph and perform an original dance.
- Extended Service: Plan and implement a community awareness campaign, drive or fundraiser for your cause/charity; recruit, coordinate and support new volunteers for your cause/charity; or identify and make improvements to an existing community service program.

The CAS project

CAS projects are structured, collaborative experiences encompassing creativity, activity, and service strands, with at least one being mandatory. CAS projects promote initiative, perseverance, teamwork and crucial skills such as cooperation, problem-solving, and decision-making. Structured with clear purposes and objectives, students select specific learning outcomes to guide their roles and responsibilities, often adjusting expectations as the project progresses. Projects involve group or community collaboration, with students assuming diverse roles reflecting their interests and talents. Following CAS stages ensures meeting project requirements, which can focus on one or multiple strands. A minimum one-month duration is recommended, though longer projects are encouraged for greater opportunities.

Examples of CAS projects:

- 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 Fiesta Junina or the Cheerleading ECA.
- 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.

CAS project form

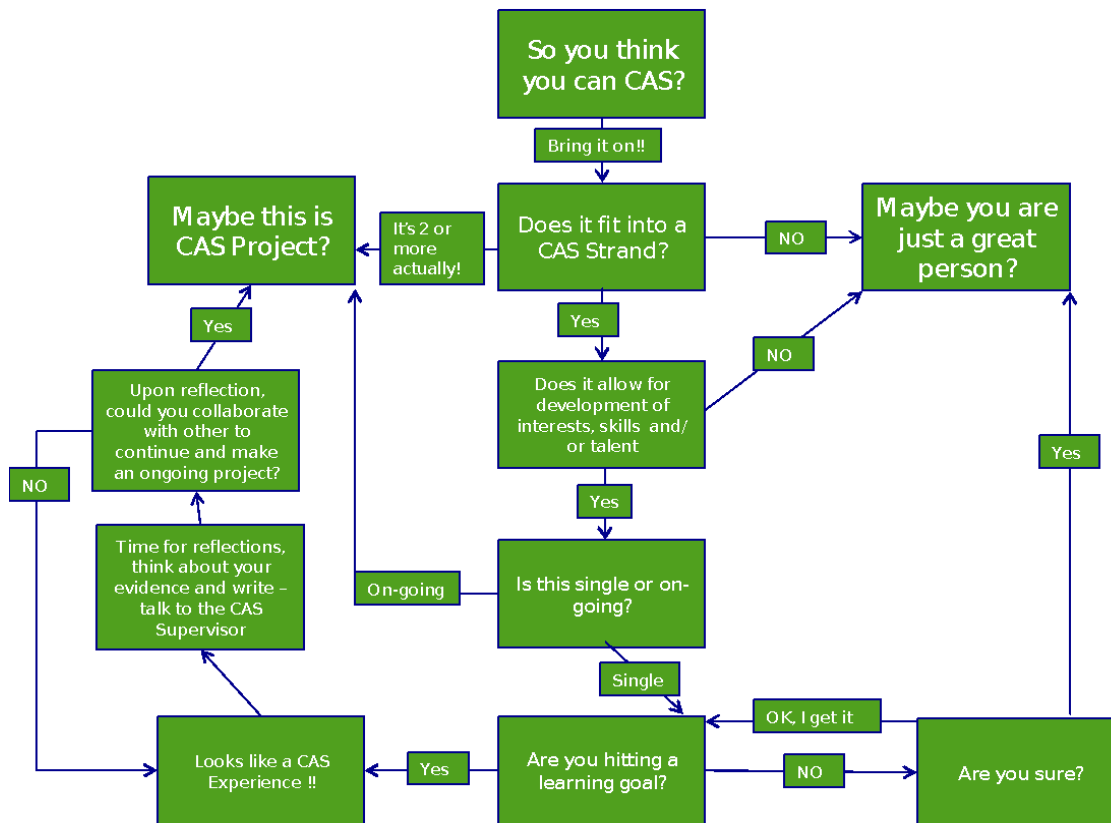
Every CAS student must be involved in at least one CAS Project and fill out the [CAS Project Form](#). An acceptable project satisfies the following basic requirements:

- Evidence of significant planning by the Student (to be uploaded to Managebac)
- Involves teamwork and collaboration
- Address one or more of Creativity, Activity and Service. Students are advised to integrate no more than two of them for their project.
- Commitment: at least one month duration and longer recommended

Choosing a CAS experience/project

Choose your CAS projects and experiences according to your interests but remember that they must meet the CAS guidelines detailed below.

- Have measurable goals: This means that you clearly state your goals before beginning and provide valid evidence of them at the end.
- Entail planning and organization: This means that you complete and submit a proposal to your advisor, prior to beginning, which considers the time, resources and skills needed for success.
- Be documented and verifiable: This means that you use ManageBac to record progress and timely feedback/reviews.
- Involve you in learning new skills and meeting new challenges: This means that you are doing something you have never done before, or expanding your current abilities, knowledge or practices to new areas or levels.
- Demonstrate effort and commitment: This means that you show commitment to achieving the goals you have set by investing the necessary time, energy and attention.
- Show reflection and self-review: This means that you evaluate your own participation using the 7 Learning Outcomes to demonstrate your achievements and reflect upon your personal development.



Each subject group of the Diploma Programme can contribute towards CAS. The examples below are only suggestions; teachers and students can create their own authentic connections where possible.

Subject Groups	CAS experiences
Group 1 Language and Literature	Students could engage in creative writing, produce audiobooks for the blind, or write a movie and produce it. Other examples on page 50 of the CAS teacher support material guide.
Group 2 Language acquisition	Students could provide language lessons to those in need, develop language guides using technology or raise awareness of the culture of the language being studied through a website or other forms of communication. Other examples on page 51 of the CAS teacher support material guide.

<p>Group 3 Individuals and Societies</p>	<p>Students could record the oral histories of people living in elderly residential facilities and create family memoirs, create a social enterprise addressing a community need or collaborate on a community garden. Other examples on page 51 of the CAS teacher support material guide.</p>
<p>Group 4 Sciences</p>	<p>Students could form an astronomy club for younger students, help maintain a nature reserve or promote physical participation in school groups. Other examples on page 52 of the CAS teacher support material guide</p>
<p>Group 5 Mathematics</p>	<p>Students could teach younger children how to overcome mathematical challenges, maintain financial accounts for a local charity or plan a mathematics scavenger hunt at school to highlight the importance of mathematics in everyday life. Other examples on page 53 of the CAS teacher support material guide</p>
<p>Group 6 Arts</p>	<p>Students could take dance lessons that lead to a theatrical performance, participate in a community art exhibition or community initiatives (such as performances or photo exhibits) for hospitals or aged-care facilities. Other examples on pages 53-54 of the CAS teacher support material guide</p>

Thinking globally and acting locally

Below are recommendations to demonstrate engagement with issues of global significance (learning outcome 6), which can serve as inspiration for students crafting their individual CAS programmes. These suggestions offer potential avenues for CAS experiences and projects:

- Raising awareness of a global issue through a focused campaign
- Participating in organized global issue projects
- Supporting local programmes engaged in specific educational campaigns
- Assisting local communities in integrating the principles of sustainable development
- Developing sustainability projects at school or in the local community, such as recycling bins and saving energy
- Planning and implementing a school waste-management policy
- Leading awareness events at school about air pollution
- Becoming involved in the delivery of a computer-literacy project in a local community
- Developing an urban community garden

Reflection

Reflection plays a pivotal role in enriching the CAS experience. Fostering a reflective culture enables students to understand and choose suitable methods and timing for introspection. Reflecting on their choices and actions allows students to better explore their skills, strengths, weaknesses, and areas needing improvement. It encourages them to apply prior learning to new situations, enhancing problem-solving abilities, cognitive processes, and deepening understanding. Furthermore, reflection helps students contemplate how their CAS experiences might shape their future opportunities.

The overarching intention of reflection in CAS includes the opportunity for students to:

- deepen their understanding of learning.
- assess the relevance of their experiences.
- explore personal and collective values.
- recognize how knowledge, skills, and attributes are applied.
- identify personal strengths and areas for growth.
- enhance their understanding of self and others.
- situate their experiences within a broader context.
- generate pertinent ideas and questions.
- consider improvements in individual and collective decision-making and actions.
- apply prior learning to novel situations.
- solicit and provide constructive feedback.
- cultivate the ongoing practice of thoughtful reflection.

Elements of reflection

The reflective process in CAS involves four key elements:

- **Describing what happened:** Students recount significant moments, highlighting their significance, successes, challenges, and obstacles encountered.
- **Expressing feelings:** Students articulate their emotional responses to these experiences.
- **Generating ideas:** Students reconsider their choices and actions to enhance self-awareness and understanding of the situations.
- **Asking questions:** Inquiry into people, processes, or issues encourages deeper reflection and ongoing exploration.

Time for reflection

Reflection in CAS is about quality, not quantity, allowing students the freedom to choose when, how much, and in what manner they reflect. They're encouraged to select moments of significance for reflection rather than feeling obligated to reflect on every experience.

Various approaches can aid in this process:

- Selecting significant moments, such as moments of discovery, mastering a skill, facing challenges, evoking emotions, or celebrating achievements, as the basis for reflection.

- Reflecting during or after CAS experiences to identify important moments, discuss learning outcomes, acknowledge personal growth and achievements, and plan for future experiences.
- Engaging in group reflection with peers to uncover shared insights.
- Reflecting at different stages of CAS experiences to deliberate on planning, opportunities, expectations, challenges, progress, and personal growth.

Reflection can take diverse forms, tailored to each student's preferences and meaningful exploration of their experiences.

For instance:

- Using photographs taken while hiking as prompts for written reflection.
- Collaborating on a song that captures experiences helping children.
- Dramatizing a poem to express the sense of creative endeavor.
- Creating a short video summarizing a CAS experience.
- Developing a poster highlighting aspects of a shared experience.

Encouraging personalized and enjoyable reflection facilitates self-discovery, fostering connections, awareness of choices and consequences, and empathy towards one's and others' experiences. Reflection can manifest through various mediums such as paragraphs, dialogues, poems, comic strips, performances, letters, photographs, dances, or others. Students derive greater meaning when incorporating their interests, skills, and talents, whether keeping reflections private or sharing them.

While some reflections may remain personal, students should decide which to include in their CAS portfolio, ensuring they demonstrate progress toward achieving the seven CAS learning outcomes.

TIPS FOR POSTING REFLECTIONS ON ManageBac

JOURNALS: (authentic narration)

- Entries should be in real time or reflect real time activities. The dates of entries are recorded on the website. Entries should be timely to be reflective.
- Three entries are required, with the initial entry symbolizing the beginning, the second marking the midpoint, and the third signifying the conclusion. In each of the entries, the indicated CAS learner outcomes should be discussed, specifically referring to the language of the outcome. For example, "I experienced a new challenge when...."

PHOTOS: (individual and/or group images)

- If the activity is to be done with a team or group, then the photo should include all of the members interacting as a team or group. A posed team or group photo that represents the activity is also acceptable.

- If the activity represents individual participation, the photo should present you engaged in a real time activity.
- Two type photos are acceptable evidence: individual and team/club/group.
- Captioning is available. However, the caption cannot explain the learning outcomes indicated; the outcomes should be obvious from the image.

FILES: (name indicated)

- All uploaded files should be easy to access, download, and WORK.
- If you scan a document as evidence (like a certificate of completion), it must be legible and clearly provide evidence of your participation using appropriate attribution (your name, dates, official organization).
- Powerpoints are acceptable evidence as long as there is bonafide attribution to you and/or your photo is appropriately included.

WEBSITES: (name and/or image indicated)

- Websites can be used to verify the purpose or goals of the organization in which you are involved.
- A website alone, however, does not provide clear evidence of your participation unless there is a photo of you or attributed credit to you that is easily identifiable and accessible.

YOUTUBE and VIDEOS: (images)

- YouTube can provide evidence and documentation for individual or group performances. You must be clearly visible in action in this video.
- Any video used as documentation must present you in a real time event representing the activity. You must be clearly visible in any video. Videos should not exceed 3 minutes.

BLOGS: (images/authentic narration)

- Blogging is an easy way to complete real time journaling, reflecting, and photo captioning in a timely manner. If an activity is re-documented, use a different format for additional evidence.

CAS Portfolios

CAS participants are required to maintain a portfolio to document their engagement with CAS and their progress towards achieving the seven CAS learning outcomes, as well as the development of IB learner profile attributes. The portfolio serves as a planning tool, reflection journal, and evidence collection platform, though it is not formally assessed.

The CAS coordinator communicates with students via Managebac and/or email, and it's crucial for students to regularly check these platforms for updates. Students are responsible for maintaining current reflections and evidence in their Managebac portfolios. The CAS coordinator and adviser ensures that students' portfolios remain updated and relevant, representing a comprehensive overview of their CAS journey. During the three scheduled CAS interviews, portfolios are reviewed to offer guidance and encouragement, with notes from these meetings documented briefly and added to the portfolio. Any concerns about a student's ability to complete their CAS requirements should be promptly documented, and appropriate actions taken. While the IB does not mandate a specific format for the CAS portfolio, a three-part structure— "Profile," "Experiences," and "Evidence"—could be helpful, aiding students in understanding their engagement, reflecting on experiences, and providing evidence of involvement.

CAS progress form

Students are required to use the [CAS progress form](#) to register their progress. This form serves as a comprehensive tool for documenting their activities and achievements throughout the CAS journey. It ensures accountability and facilitates reflection on their growth and contributions.

CAS interviews

There must be a minimum of three interviews between a student and the CAS coordinator/adviser where student progress is discussed and appropriate encouragement and advice is given. The interviews should occur at least twice in the first year of the Diploma Programme and once in the second year. Feedback from these interviews is recorded by the CAS coordinator/adviser. They are recorded using the CAS progress form. Any concerns regarding the successful completion of the CAS programme are noted promptly, with necessary actions taken. The completion decision for each student is recorded on IBIS as specified in the Handbook of Procedures for the Diploma Programme.

The initial interview, held at the beginning of the Diploma Programme, ensures students understand CAS requirements, learning outcomes, and portfolio expectations. It also explores students' interests and ideas for CAS experiences, determines portfolio format, and reviews CAS stages. While students' existing awareness of CAS is acknowledged, the interview aims to confirm understanding and assist with plans. Discussions during the initial interview focus on encouraging students to pursue activities they genuinely enjoy while also challenging them to step out of their comfort zones and set targets for personal growth. For instance, students are prompted to consider how their existing skills or interests can be stretched and applied to serve a public purpose or foster creativity.

Questions for the first interview

Understanding

- Do you have any questions or concerns about CAS?
- Which aspect of the programme excites you the most? Which aspect seems most challenging?

- What do you most hope to achieve from CAS?
- How do you think your CAS programme will enable you to grow? How do these areas of growth apply to the attributes of the IB learner profile?
- What have you learned about the CAS stages, and how can the stages help you in CAS?
- How will you plan for an equal distribution of CAS strands across your CAS experiences?
- What organizational and time-management strategies do you have in place to ensure that CAS remains an ongoing focus of your IB journey?

Student Interests

- What are your main interests? How can you incorporate these interests into your CAS programme?
- What are your personal goals? How could they be achieved through CAS?
- How can you advance your skills and talents through CAS?
- How could something you do currently (for example, swimming) be made into a CAS experience with new opportunities to add skills and meet challenges?
- What do you think your role could be in effecting change for the better?
- What issues of local significance concern you most? How could you address these in your CAS programme?
- How do these local issues also have global significance?

Plans for CAS

- Have you made any plans for creativity? Activity? Service? For each, what are you hoping to learn or do you have skills you want to develop?
- Have you researched any groups that you could become involved in for any of the CAS strands? What are you doing to expand your options?
- What ideas do you have for a CAS project? Are these ideas worth developing for a month or more? What additional ideas do you have or backup plans if this is not viable?
- Who will you work with for your CAS project?

CAS Learning Outcomes

- Can you summarize each of these learning outcomes in your own words?
- From the plans you already have, do you see any opportunities that may be helpful in meeting these learning outcomes?
- What learning outcome appears as something you will easily be able to complete?
- What learning outcome might present a significant challenge?
- What learning outcome might you address in the first six months of your CAS programme?

Evidence of CAS

- Have you thought of how you will keep evidence (and the types of evidence) that you are engaging with CAS and are meeting the CAS outcomes?
- How often do you plan to use your CAS portfolio?

- How will you reflect on your CAS experiences? Are there any preferred ways you like to reflect? (Note: The student may require suggestions or examples to develop a more diverse approach to reflection.)
- How can you keep track of your plans and meeting the learning outcomes through your portfolio?

The second interview

The second CAS interview, typically conducted towards the end of the first year of the Diploma Programme, offers an opportunity to determine students' perceptions of CAS as enjoyable and conducive to personal growth, offering a range of valuable experiences. Its primary aim is to evaluate their progress in CAS, ensuring a balanced commitment across creativity, activity, and service strands while achieving the intended learning outcomes. Students are encouraged to discuss their involvement, roles, and responsibilities in ongoing or upcoming CAS projects. Additionally, the interview provides an opportunity to review evidence of students' CAS activities documented in their portfolios. The CAS coordinator/adviser offers feedback on selected reflections, facilitating a deeper understanding of how students' experiences align with the learning outcomes and encouraging varied approaches to meaningful reflection.

Progress

- What has been a highlight of creativity? Activity? Service?
- What do you hope to achieve most from CAS? How can you do this?
- What have you developed for your CAS project—your goals, who are you collaborating with, whether the project involves creativity, activity and/or service, your roles and responsibilities, and your progress to date?
- What have been the biggest challenges for your CAS involvement, and how have you overcome them?
- Where might you need support at this time?
- Have you ensured an equal balance across the three CAS strands? If not, how will you rectify this?

Evidence of CAS

- What have you learned from your involvement in CAS?
- How have you used reflection to gain insights or understandings?
- Do some of your reflections include the four elements—what happened, how you feel, ideas, and questions?
- Does your collected CAS evidence show ongoing CAS involvement? Are there ways in which this could improve?
- In what ways have your CAS experiences, including your project, assisted you in achieving one or more learning outcomes?

Verbal reflection

- Outline a skill that you have strengthened or developed from engaging in a CAS experience.
- Explain something that has happened in CAS that provoked some strong emotions (“I was really excited when...”; “I was sad when...”; “I was really happy when...”).

- Choose a learning outcome and discuss your evidence of achieving it, and what stands out as most significant and memorable.

The third interview

The summative CAS interview is scheduled towards the conclusion of the Diploma Programme (DP). Its focus lies in students' demonstration of their fulfillment of CAS learning outcomes, alongside an overview of their entire CAS journey. Furthermore, students are encouraged to reflect on their personal growth from various angles, encompassing enjoyment, self-awareness, achievements, challenges, broader insights into the world, and the potential implications for their future decisions and actions. The student's CAS portfolio serves as a key reference during this interview.

CAS Programme

- What did you most enjoy about CAS?
- Did you manage to reach your goals?
- What was your greatest challenge in CAS? How did you overcome this?
- What have you achieved through CAS?
- What have you learned about balancing your time with your choices and commitments?
- How did knowing the CAS stages assist you? Where else can you apply these CAS stages in future learning or in life in general?
- How do you already apply what you have learned from CAS in your daily life? How can this continue as you make future choices?
- Looking ahead, have any new goals emanated from your CAS programme?
- How did you integrate the three CAS strands in your overall programme?
- Describe your CAS project: how you planned, who collaborated, your roles and responsibilities and the results of your collaboration. How were your expectations met or exceeded?

Evidence from CAS

- What has the role of reflection been in your whole CAS programme? Describe any way your experience with reflection has been helpful and memorable.
- How could you use something similar to a CAS portfolio in future endeavours?
- In what ways has the process of reflection and collecting evidence of your CAS experiences helped you?
- develop the attributes of the IB learner profile? What would you do differently?

CAS learning outcomes

- How did you improve and develop your planning skills?
- What did you learn about yourself and others?
- What have you learned through working in collaboration with others?
- What abilities and skills did you develop most significantly in CAS?
- Did CAS help you to consider issues of global importance? How?
- Which learning outcome did you find most easy to achieve? Most difficult to achieve?
- What qualities did you discover and develop? What areas for growth were evident?

- What challenges did you face, and how did you overcome them?

Closing

- What could be improved about the way CAS is organized in school?
- What advice do you have for upcoming CAS students regarding making CAS enjoyable, sustained over time and meaningful?
- Five years from now, what will you remember most about your CAS programme?

Roles and responsibilities

CAS coordinator

The CAS coordinator is the key to the success of a CAS programme. The CAS coordinator is knowledgeable about the role of CAS in the Diploma Programme. The CAS coordinator is the nominated member of staff who facilitates understanding of CAS and oversees the effective implementation of CAS experiences, working directly with students, staff, CAS advisers and CAS supervisors. The CAS coordinator is responsible for reporting the progress of CAS students to the Diploma Programme coordinator.

CAS coordinators are ultimately responsible for determining whether students have met the CAS learning outcomes at the end of the Diploma Programme, and for reporting as required by the Handbook of procedures for the Diploma Programme.

Responsibilities of the CAS coordinator

Implementation and advancement of the CAS programme to:

- 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 (risk assessment and child protection)
- develop a school-specific CAS handbook and resources
- administer the CAS budget
- manage CAS records and reports
- periodically engage in interviews with students
- report on student progress to school and parents
- promote and publicize student achievements in CAS
- develop and maintain CAS policy statements
- provide leadership for the CAS team
- provide professional development and supervise CAS advisers where appropriate
- ensure consistency across the programme through ongoing contact with CAS advisers inform and work with outside providers in their involvement in CAS experiences
- report completion/non-completion of CAS to the IB on IBIS.
- Support CAS advisers in their responsibilities

CAS Advisor

As a CAS Advisor, you are expected to encourage, develop, and support students in their efforts to succeed in CAS. All Secondary teaching staff are expected to be available to participate in CAS and assist students.

Responsibilities of CAS advisers:

- thoroughly familiarize yourself with your school's CAS handbook and timelines.
- 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 through individual interviews, group discussions and teaching strategies (see the CAS teacher support material (CAS TSM) for examples)
- provide feedback on student reflections
- assist students in identifying personal and group goals
- discuss goals and achievements in regular meetings
- provide ongoing guidance and support to students
- monitor the range and balance of experiences undertaken by individuals
- advise and monitor progress towards meeting the CAS learning outcomes
- periodically review students' CAS portfolios
- meet each student in three formal documented interviews.

CAS students are expected to:

- to be thoroughly familiarized with the school's CAS handbook and timelines.
- 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 and/or CAS adviser
- take part in a variety of experiences, some of which are self-initiated.
- 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/adviser and/or CAS supervisor 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.

- meet with your CAS coordinator or adviser according to the timeline, at least three times over the duration of your CAS programme. Be sure to come prepared.
- initiate or engage in at least one CAS project in collaboration with others that extends over at least one month.
- use the CAS stages as much as possible when considering, planning and undertaking your CAS experiences and project.

A student checklist for CAS

Utilize the [student CAS checklist](#) to self-assess your progress in the CAS program. This checklist provides a structured framework for evaluating your involvement in Creativity, Activity, and Service initiatives. It aids in identifying areas of strength and areas for further development, fostering a deeper understanding of your contributions to the CAS program.

Sample term/semester reporting on CAS

DP year 1 (end of semester 1)	DP year 1 (end of semester 2)
<p>Report comments:</p> <ul style="list-style-type: none"> • CAS proposals have been satisfactorily completed. • CAS proposals have not been satisfactorily completed. • CAS experiences have occurred in all three strands • Sufficient progress has been made on the CAS portfolio. • Progress on the CAS portfolio is not satisfactory. • Reflections include aspects of cognitive and affective expression regarding significant moments in CAS. <p>Note: For semester 1 DP year 1, if progress on CAS is unsatisfactory, a letter is sent home to parents.</p>	<p>Report comments:</p> <ul style="list-style-type: none"> • CAS progress is satisfactory at this stage. • CAS progress is not satisfactory at this stage. • CAS experiences have occurred in all three strands • Good progress has been made on the CAS portfolio • Sufficient progress has been made on the CAS portfolio. • Progress on the CAS portfolio is not satisfactory. • Reflections include aspects of cognitive and affective expression regarding significant moments in CAS. <p>Note: For semester 2 DP year 1, if progress on CAS is unsatisfactory, a letter is sent home to parents.</p>

DP year 2 (end of term 1)	DP year 2 (end of semester 1)
<p>Report comments:</p> <ul style="list-style-type: none"> • CAS progress is satisfactory at this stage. • CAS progress is not satisfactory at this stage. • CAS experiences have occurred in all three strands • [Name of student] is on track to complete the CAS portfolio. • [Name of student] needs to work to complete the CAS portfolio. • Reflections include aspects of cognitive and affective expression regarding significant moments in CAS. <p>Note: If progress on CAS is unsatisfactory on the DP year 2 term 1 report, a letter is sent home to parents. Three workshops are organized throughout term 2 of DP year 2 to assist students with their completion of CAS.</p>	<p>Report comments:</p> <ul style="list-style-type: none"> • CAS progress is satisfactory at this stage. • CAS progress is not satisfactory at this stage. • CAS experiences have occurred in all three strands • [Name of student] is on track to complete the CAS portfolio. • [Name of student] needs to work to complete the CAS portfolio. • Reflections include aspects of cognitive and affective expression regarding significant moments in CAS. <p>Note: DP year 2 students at this school are expected to be close to finishing their CAS portfolios by the end of semester</p> <p>1. This means that they have had 18 months to complete CAS. The official CAS sign-off date for DP year 2 students is in week 5 of semester 2 DP year 2. If students have not completed their portfolio by the sign-off date then their progress is personally monitored by the CAS coordinator until finished. A letter is sent home to parents/guardians again if a student's CAS portfolio is unsatisfactory with a warning about the IB Diploma now being "at risk".</p>

CAS Calendar

CAS Calendar			
Year and phase	Expectations	Student Requirements	Evidence
DP year 1 Term 1	CAS planning and completion of proposal First CAS interviews	Students discuss proposal with CAS coordinator/adviser and parents.	Proposal approved and signed by student, parents and CAS coordinator/ adviser.
DP year 1 End of term 1	CAS experiences begun	Students have engaged in CAS experiences.	Progress comment on term 1 academic report
	CAS reporting		
DP year 1 End of semester 1	Project under way	Students show evidence of planning and progress on their project.	Completion of reflections and gathering of evidence
	Some CAS experiences completed	Some CAS experiences are finalized, including reflections, evidence and supervisor reports if available.	Completion of reflections and gathering of evidence.
	CAS reporting	Student interviews with CAS coordinator/adviser to discuss progress. Coordinator/adviser and student complete CAS checklist.	Progress comment on semester 1 academic report.
DP year 1 End of semester 2	Project completed	Project is finalized, including reflections, evidence and supervisor report if available.	Completion of reflections and gathering of evidence.
	Further CAS experiences completed	Further CAS experiences are finalized, including reflections, evidence and supervisor reports if available.	Completion of reflections and gathering of evidence.

	CAS reporting Second student interviews with CAS coordinator/adviser to discuss progress.	Coordinator/adviser and student complete CAS checklist.	Progress comment on semester 2 academic report; letter home to parents if unsatisfactory.
DP year 2 Semester 1 End of term 1	Project and most CAS experiences completed; progress evident on final CAS experiences	Project and most CAS experiences are finalized. Significant progress on remaining CAS experiences is evident.	Progress comment on semester 1 term 1 academic report; letter home to parents if unsatisfactory.
DP year 2 End of semester 1	Final CAS experiences completed. Summative CAS interview (third student interview)	CAS experiences are finalized, including reflections, evidence and supervisor reports if available.	Completion of reflections and gathering of evidence.
	Final CAS reporting .	CAS adviser reports on CAS completion	Completion comment on semester 1 academic report; letter to parents if unsatisfactory.
DP year 2 Semester 2, week 5	Official CAS sign-off	CAS project and all CAS experiences are complete, including: all reflections, all evidence and supervisor reports where available. Note: CAS coordinator/adviser signs off CAS portfolio using the CAS checklist. The CAS coordinator compiles a list of students whose portfolios are unsatisfactory and follows up until complete.	Completion of reflections and gathering of evidence; letter home to parents again if student CAS portfolio is unsatisfactory, with warning about IB Diploma now being “at risk”.

Bibliography

[International Baccalaureate Organization. \(2015\). Diploma Programme Creativity, Activity, Service Guide.](#)

[International Baccalaureate Organization. \(2016\). Creativity, activity, service teacher support material DP.](#)

