

# SAMUEL CLEMENS HIGH SCHOOL

## INTERNATIONAL BACCALAUREATE DIPLOMA CAS HANDBOOK



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Possible CAS activities and projects (indicate the difference)  
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# What is CAS?

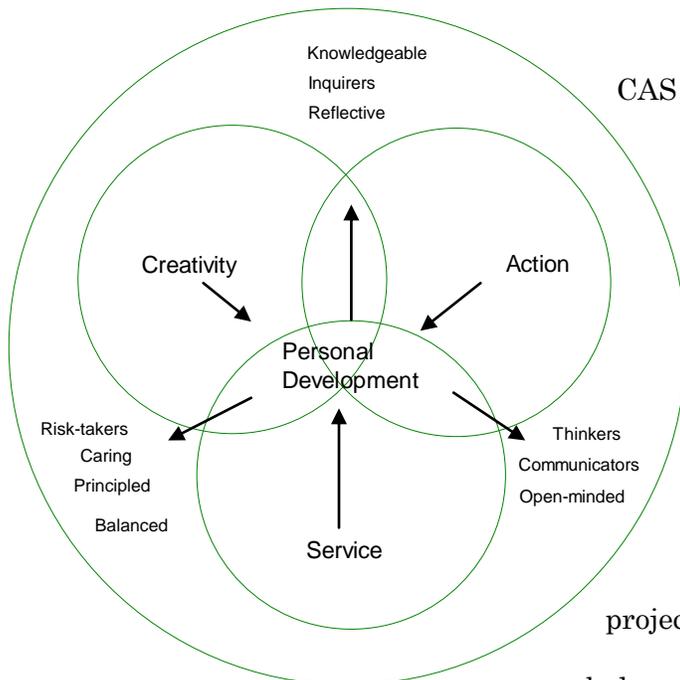
Creativity, action, service (CAS) should involve:

- real purposeful activities, with significant outcomes
- personal challenge – tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning

Realize several things about CAS:

- It is central to the IB programme. It is not peripheral; it is not on the outside; it is in the middle.
- **You cannot receive an IB diploma without successfully completing the CAS program.**
- When the coordinators consider whether or not you completed your CAS program, we ask one question: “Did the student meet all of the criteria necessary?” The ultimate evaluation of your CAS work is a simple “yes” or “no.”
- Participation in CAS activities/projects is not about "hour counting" or about simple volunteering opportunities, but about extending your learning through a variety of experiences.

## Aims



CAS aims to develop students who are:

- reflective thinkers – they understand their own strengths and limitations, identify goals and devise strategies for personal growth
  - willing to accept new challenges and new roles
  - aware of themselves as members of communities with responsibilities towards each other and the environment
- active participants in sustained, collaborative projects
- balanced – they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences

# What CAS is not

CAS activities and projects must not:

- be unsafe
- cause, or worsen, social divisions
- be trivial, mundane or repetitive
- include proselytizing
- be another part of your diploma program

The best way to determine if your activity or project would be considered CAS is to speak with your CAS coordinator or see the example of possible CAS activities/project in this handbook.

## Components

CAS contains three components: Creativity, Action, Service. Each experience must include at least one of these.

### Creativity

Arts and other experiences that involve creative thinking. This could involve doing dance, theatre, music, painting, sewing, or it could involve taking on a leadership role and designing a service project.

### Action

Physical exertion contributing to a healthy lifestyle including participation in expeditions, individual and team sports, camping trips, digging trenches for water, or physical activities outside of the normal curriculum.

### Service

Involves interaction with individuals or groups in the community. This may be a school, the local district, or it may exist on national and international levels. This is an unpaid and voluntary exchange that has a learning benefit for the student.

# Learning Outcomes

Your entire CAS experience; planning, activities and reflections, should display some evidence of achieving each of the following CAS learning outcomes:

**Increased your awareness of your own strengths and areas for growth-** You are able to see yourself as an individual with various skills and abilities, some more developed than others, and understand that you can make choices about how you wish to move forward.

**Undertaken new challenges-** A new challenge may be an unfamiliar activity, or an extension to an existing one.

**Planned and initiated activities-**Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects e.g. ongoing school activities in the local community, as well as in small student-led activities.

**Worked collaboratively with others-**Collaboration can be shown in many different activities such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.

**Shown perseverance and commitment in their activities-** At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.

**Engaged with issues of global importance-** Students may be involved in international projects but there are also many global issues that can be acted upon locally.

**Considered the ethical implications of their actions-**Ethical decisions arise in almost any CAS activity e.g. on the sports field, in musical composition, in relationships with others involved in service activities. Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS coordinators.

**Developed new skills-** New skills may be shown in activities that you have not previously undertaken, or in increased expertise in a specific area of an already established skill area.

# Student Responsibilities

As far as possible, IB Diploma Candidates should "own" their personal CAS program. With guidance from the coordinators, you should choose activities for themselves, initiating new ones where appropriate.

Throughout the 18-month CAS experiences you are required to:

- self review at the beginning of their junior year and set personal goals for what they hope to achieve through their CAS experience.
- plan, do and reflect (plan activities, carry them out and reflect on what they have learned)
- undertake at least one interim review and a final review with their CAS coordinator
- take part in a range of activities, including at least one project, some of which they have initiated themselves
- keep records of their activities and achievements
- show evidence of achievement of the eight CAS learning outcomes.

## Additional Requirements

- All experiences should have set tangible goals (SMART) that give you a focus and purpose to work towards.
  - **Specific**-Have you clearly defined what you are going to do?
  - **Measurable**-how will you demonstrate the extent to which you have achieved the goal?
  - **Achievable**-is your goal attainable for your current situation?
  - **Realistic**- Is your goal within your reach?
  - **Time**-do you have a specific timeline in which to complete your goal?
- Activities should happen on a regular basis for at least 18 months (September of year one to February of year two)
- Each activity must address at least one of the CAS Learning Outcomes and you must show evidence of achieving all eight across your entire portfolio.
- You must be involved in at least one project. CAS projects must involve:
  - working collaboratively with others
  - combine at least two of the three CAS components
  - activity over a sustained period of time (at least either one week of intense work or one month of more spread out effort.)

## Managebac

You will access and use this web-based program in order to:

- store all the information about their CAS activities, goals, evidence, supervisor reviews and reflections
- help you to seek authorization and advice on their activities
- record the content and suggestions discussed during your CAS Coordinator interviews.

# Evidence

In order to gain credit for CAS you must demonstrate "evidence" that you have achieved the eight learning outcomes.

Evidence includes all of the following:

- Detailed proposals. (See below for details)
- Photographs and/or video taken during the activity.
- Anything you produced as part of the activity (documents, fliers, art work, PowerPoint presentations, lesson plans, emails, etc).
- Copies of certificates, awards, medals, logbooks etc awarded during activity
- Focused reflections. (See below for details)
- Supervisor's reviews. (See below for details)

## Proposals

You must complete a proposal before you begin any activity or project. Ensure the description of your activity or project includes the following:

- What do you intend to do?
- When you do intend to do it, and how regularly?
- Where will it take place?
- Who will be involved in the activity with you?
- Why are you doing this activity? (This will be your goal(s))

Your goals for the activity should not be the learning outcomes? Whether or not you achieve your goals is not at all that relevant to accomplishing the learning outcomes.

Try to make your goals SMART:

**Specific.** Be exact about what you want to achieve.

**Measurable.** You should be able to tell whether or not you have accomplished it

**Attainable.** Pick something challenging but not impossible.

**Relevant.** It should be a goal helpful and interesting to you.

**Timed.** You must have a cutoff point when you will assess your achievement.

## Reflections

Reflections can be done in a variety of ways. You can obviously write it down but you could also record the audio of a group sharing and debriefing session, record a video diary of your own reflections, produce a photo essay or complete a piece of abstract art. You shouldn't feel restricted, but be creative!

If you are having difficulty reflecting, you can follow the "Four F's" guide.

**Facts**--Write a few sentences about what actually happened. Don't bore yourself with insignificant details, stick to the exciting or memorable aspects of the activity as this is where the learning is likely to be.

**Feeling**--Write a few sentences on how these aspects of your activity made you feel. Emotions are a key to learning so try to articulate them accurately.

**Finding**-- Write a few sentences about what you think about what happened. Think critically and analyze the events and emotions to see if you can figure out any important realizations, discoveries or learning.

**Future**-- Write a few sentences about what you are now going to do with what you learned about yourself, other people and the world.

## Supervisor Reviews

A written review from your supervisor explaining what you did and the effort and commitment you showed is an extremely important piece of evidence. Every activity and project you undertake must have a supervisor (an adult that is not an immediate family member). If you don't get one, then any other evidence you provide is not as well backed up. Supervisor reviews can be submitted via Managebac or on paper.

It is important to ask the person you wish to be your supervisor before you begin the activity and ensure they understand what will be required of them. There is a copy of the supervisor briefing form which you can use to explain to a supervisor what CAS is and their requirements during it and a review form for them to complete at the end of the experience at the end of this handbook. **Do not use the form on Managebac.**

# Timeline

Date		Date	
<b>10th grade</b>		<b>Year 2 (12th Grade)</b>	
<b>April</b>	Attend CAS information session	<b>September</b>	3rd CAS Plan meeting
<b>May</b>	Design a tentative CAS plan	<b>October-December</b>	Continue to undertake activities, collect evidence and write reflections
<b>Year 1 (11th Grade)</b>		<b>January</b>	You should be nearly done!
<b>August</b>	CAS program starts on the first day of school	<b>February</b>	End of the recommended 18 month CAS timeline. Final meeting with CAS Coordinator.
<b>September</b>	1st CAS Plan meeting with CAS Coordinator	<i>Although the 18 month period is over in February, it is understood that there will be CAS projects and activities will still be going on. For seniors it is highly recommended to have the bulk of your CAS requirements completed by February so that you may concentration on college applications, exams and class work.</i>	
<b>January</b>	2nd CAS Plan meeting		
<b>April</b>	Make an appointment to see CAS Coordinator if you are not on track		
<b>May</b>	Plan summer activities		
<b>June-August</b>	Vacation time for outside school CAS activities.		