

BELS | Bilkent Erzurum
Laboratory School



Creativity, Activity, Service
(CAS)

Student Handbook
(2016-2018)

Student's Name: _____



IB World School

The Nature of CAS

"...if you believe in something, you must not just think or talk or write, but must act."

(Peterson 2003)

CAS is the heart of the Diploma Programme.

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.



Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their **CAS portfolios** of achieving the **seven learning outcomes**.

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.

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.

Further, 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** as a framework for CAS experiences and the CAS Project.

There are three formal documented **interviews** students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS programme, the second at the end of first year, and the third interview is 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.

Aims

The CAS programme 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.

The Responsibilities of CAS Students

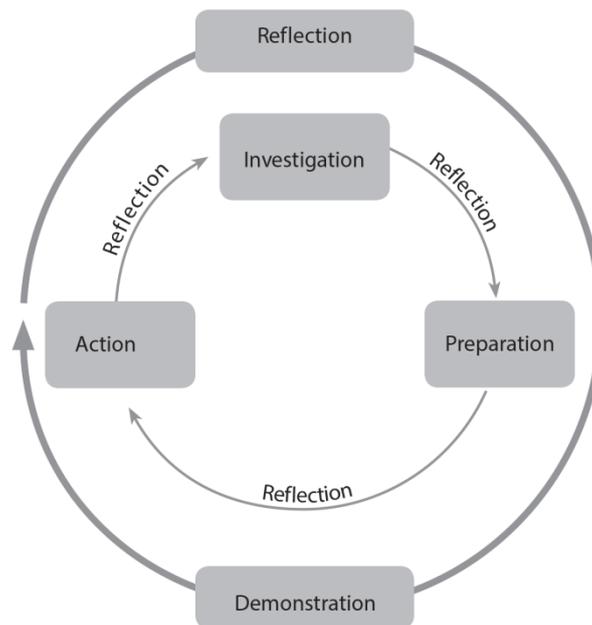
CAS students are expected to:

- 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
- 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/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.

CAS Learning Outcomes

Learning Outcome 1	Identify own strengths and develop areas for growth.
Descriptor	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
Learning Outcome 2	Demonstrate that challenges have been undertaken, developing new skills in the process.
Descriptor	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.
Learning Outcome 3	Demonstrate how to initiate and plan a CAS experience
Descriptor	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.
Learning Outcome 4	Show commitment and perseverance in CAS experiences
Descriptor	Students demonstrate regular involvement and active engagement in CAS.
Learning Outcome 5	Demonstrate the skills and recognize the benefits of working collaboratively.
Descriptor	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
Learning Outcome 6	Demonstrate engagement with issues of global significance.
Descriptor	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.
Learning Outcome 7	Recognize and consider the ethics of choices and actions.
Descriptor	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

CAS Stages



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 problemsolving. 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.

The CAS stages provide a framework that enables students to:

- increase self-awareness
- learn about learning
- explore new and unfamiliar challenges
- employ different learning styles
- develop their ability to communicate and collaborate with others
- experience and recognize personal development
- develop attributes of the IB learner profile.

Service Projects

It is recommended that students engage with different types of service within their CAS programme. These types of action are as follows.

- **Direct service:** Student interaction involves people, the environment or animals. For example, this can appear as one-on-one tutoring, developing a garden in partnership with refugees, or working in an animal shelter.
- **Indirect service:** Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment. For example, this can appear as re-designing a non-profit organization's website, writing original picture books to teach a language, or nurturing tree seedlings for planting.
- **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest. For example, this may appear as initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.
- **Research:** Students collect information through varied sources, analyse data, and report on a topic of importance to influence policy or practice. For example, they may conduct environmental surveys to influence their school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

CAS Projects

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. **CAS students must be involved in at least one CAS project during their CAS programme.**

The primary purpose of the CAS project is to ensure participation in sustained collaboration.

Through this level of engagement students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making.

A CAS project involves collaboration between a group of students or with members of the wider community. Students work as part of a team, with all members being contributors. A CAS project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities for individual students to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects.

All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met.

All CAS projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS project. Students will likely identify more outcomes, or modify expected outcomes during the CAS project and/or at its completion.

A minimum of one month is recommended for a CAS project, from planning to completion. CAS projects of longer duration can provide even greater scope and opportunities for all participants and should be encouraged. Students should aim to undertake their CAS project locally and, if possible, engage in more than one CAS project over the duration of their CAS programme.

As expected throughout CAS, students reflect on their CAS project experience. Due to the collaborative nature of the CAS project, having occasions to reflect with others can prove most informative and assist students in gaining insights into the process of their endeavour as well as personal growth.

Reflection

Elements of Reflection

Reflection is a dynamic means for self-knowing, learning and decision-making. Four elements assist in the CAS reflective process. The first two elements form the foundation of reflection.

- **Describing what happened:** Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- **Expressing feelings:** Students articulate emotional responses to their experiences.

The following two elements add greater depth and expand perspectives.

- **Generating ideas:** Rethinking or re-examining choices and actions increases awareness about self and situations.
- **Asking questions:** Questions about people, processes or issues prompt further thinking and ongoing inquiry

Time for Reflection

The preferred emphasis is for the student to determine key moments during CAS experiences that inspire reflection. The following approaches may be helpful.

- **Students choose significant moments as the basis for reflection, for example when:**
 - a moment of discovery is happening
 - a skill is mastered
 - a challenge is confronted
 - emotions are provoked
 - achievement deserves celebration.
- **Students reflect during or at the end of a CAS experience or series of CAS experiences, to identify important moments, discuss a possible learning outcome, recognize personal growth and achievements, and plan for their next CAS experience.**
- **Students engage in group reflection with their peers to discover shared insights.**
- **Students reflect at the beginning, during, and at the end of a series of CAS experiences. This enables students to deliberate on such elements as planning, opportunities, expectations, challenges, progress, and personal growth.**

Reflection offers students opportunities to understand the concept, process and value of CAS experiences. With experiences that add meaning and self-knowledge, students can adapt, adopt and integrate reflection into a lifelong practice.

Forms of Reflection

During CAS, the form of reflection must take into account student choice.

Reflection can appear in countless forms. CAS students should be able to identify forms of expression that have personal meaning and best enable them to explore their experiences. For example:

- A student might take photographs while hiking and use these to reflect in writing.
- Two students could compose a song describing how they helped children.
- A student might dramatize a poem to capture a feeling of creative endeavour.
- A student could produce a short video summarizing a CAS experience.
- A group of students create a poster highlighting aspects of a shared experience.

Examples of CAS Experiences

Creativity Suggestions

<u>Arts and crafts classes</u>	<u>Photography club</u>
<u>Oscars</u>	<u>Participation in school council</u>
<u>Playing an instrument</u>	<u>Dancing</u>
<u>Paper Marbling</u>	<u>Learning sign language</u>
<u>Model United Nations (MUN)</u>	<u>Painting (not walls)</u>
<u>Global Issues Network (GIN)</u>	<u>Pottery</u>
<u>Learning a new language</u>	<u>Woodworking</u>
<u>Musical, choral group</u>	<u>Talent show</u>

Activity Suggestions

<u>Team Sports</u>	<u>Yoga</u>
<u>Aerobics</u>	<u>Swimming</u>
<u>Badminton</u>	<u>Skating</u>
<u>Basketball</u>	<u>Kickboxing</u>
<u>Archery</u>	<u>Tennis</u>
<u>Ice skating</u>	<u>Volleyball</u>
<u>Dancing</u>	<u>Snowboarding</u>
<u>Horseback Riding</u>	<u>Scuba diving</u>

Service Suggestions

<u>Blood fellowship</u> Project	<u>Working with disabled</u>
« <u>They are waiting for us</u> » <u>Rehabilitation Center</u> Project	<u>Peer tutoring</u>
<u>Corridor Library</u> Project	<u>Sports camp volunteer</u>
<u>Kermes</u>	<u>Working with</u> NGO
<u>Sister School</u> Project	<u>Habitat for Humanity</u>
« <u>Flapping Through The Life</u> » <u>Birds</u> Project	<u>Reading books for blind people</u>
<u>Helping at elementary school</u>	<u>Food drive</u>
« <u>We are looking at the same sky</u> » <u>Gambia Project</u>	GIN

CAS: PROJECT 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 supervisor/adviser signature/date			
Principal signature (if required)/date			

STUDENT CHECKLIST FORM

Creativity	Activity	Service
Exploring and extending ideas leading to an original or interpretive product or performance	Physical exertion contributing to a healthy lifestyle	Collaborative and reciprocal community engagement in response to an authentic need

My CAS programme	Y/N?	Notes	Date
Evidence of planning of a CAS programme			
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"> • Evidence of identification of strengths and areas for personal growth (LO1) 			
<ul style="list-style-type: none"> • Evidence of undertaking new challenges and developing new skills in the process (LO2) 			
<ul style="list-style-type: none"> • Evidence of initiating and planning a CAS experience (LO3) 			
<ul style="list-style-type: none"> • Evidence of commitment and perseverance in CAS experiences (LO4) 			
<ul style="list-style-type: none"> • Evidence of demonstrating the skills and recognizing the benefits of working collaboratively (LO5) 			
<ul style="list-style-type: none"> • Evidence of engagement with issues of global significance (LO6) 			
<ul style="list-style-type: none"> • Evidence of recognising and considering the ethics of choices and actions (LO7) 			
Reflections completed on significant CAS experiences			
Supervisor reports supplied where necessary			
CAS interview 1 completed			
CAS Interview 2 completed			
CAS Interview 3 completed			
CAS portfolio completed			

CAS: PROPOSAL FORM

Name : _____ Grade: _____

Surname : _____

Activity : _____

Supervisor : _____

(If your supervisor is not a BELS member, write his/her phone number)

Phone no : _____ e-mail address: _____

Expected Week(s): _____

Start Date : _____ Place: _____

How will this activity be a new role for you?

Targeted Learning Outcomes (Put X)

	Learning Outcomes
	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 and perseverance in CAS experiences
	Demonstrate the skills and recognize the benefits of working collaboratively
	Demonstrate engagement with issues of global significance
	Recognize and consider the ethics of choices and actions

Recommendation Slip

I have no objection to _____

undertaking the above mentioned activity under my supervision as part of the CAS Program. I understand that I am responsible for evaluating the student's performance at the end of the activity as per the requirements of the IB Diploma Program.

Signature of Supervisor

Date