

M25 Creativity, Activity and Service Handbook

Class of 2025 Handbook for DP Years 1 and 2



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Message from the IB Coordinator

Dear DP Student,

Welcome to the IB's Diploma Programme! We are excited to welcome you to the first year of your DP journey and look forward to learning and growing with you.

I will serve as your DP Coordinator as well as your Creativity, Activity and Service (CAS) Coordinator. Any questions or concerns you have regarding CAS, please reach out to me and we'll get it figured out.

Please make sure that you carefully read through the CAS Handbook and bookmark it. It will be a valuable resource for you.

Managebac is the online system we will use to "manage" all aspects of the IB DP, including CAS. Managebac will allow you to record your CAS experiences and to conduct your reflections and get your supervisor's approval. Please make sure that you check Managebac regularly.

The CAS component of the IB DP is an important one that allows you to invest in yourself by honing your talents and cultivating your interest. It also allows you to link your learning from your subjects and TOK to real-world experiences. I love hearing the stories of how you've been able to learn and grow in your knowledge and skills. CAS is the documentation of you developing yourself into a "whole" person that allows you to become more self-aware and create a sense of identity while fostering international-mindedness.

CAS is an expectation of the IB DP Programme and is one of the elements that factors into your receiving your IB Diploma.

I look forward to reading and hearing of your CAS experiences. Let's be in touch soon.

Sincerely,

Ms. Davis & the MPHS IB Community

IB CAS Coordinator/DP Coordinator:	Ms. Davis Email: salliem.davis@cms.k12.nc.us
IB Connect(ED) Office:	Main Office: AG140

What is CAS?

Creativity, activity, and service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning.

CAS is organized around three strands:

CAS Strands:

CAS Strands		
<u>Creativity</u>	<u>Activity</u>	<u>Service</u>
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 Type: Direct, indirect, advocacy, & research
CAS experiences may cover more than one strand. <i>E.g. Planning a sports event for disadvantaged children may involve both service and activity.</i> <i>E.g. Choreographing a performance that prompts the work of a non-profit organization may involve creativity, activity and service</i>		

CAS aims to develop students who:

- Enjoy and find significance in a range of CAS experiences
- Purposefully reflect upon those 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, sustain and collaborative CAS projects
- Understand they are members of local and global communities with responsibilities towards each other and the environment

Video: <https://youtu.be/inXcVxw1Ga8?si=p0Q2rDZttf05Ye1H>



What are CAS Experiences?

A CAS experience is a specific event in which the student engages with one or more of the CAS strands. It can be a single event or an extended series of events.

A CAS experience must:

- Fit within one or more of the [CAS strands](#)
- Be based on personal interest, skill, talent or opportunity for growth
- Provide opportunities to develop attributes on the IB Learner Profile

Video: [CAS Experiences](#)



Learning Outcomes

Through CAS experiences, you are to achieve the following learning outcomes:

#	Learning Outcome
1	Identify your own strengths and develop areas for personal growth
2	Demonstrate that you have undertaken challenges and developed new skills in the process
3	Demonstrate how to initiate and plan a CAS experience

4	Show commitment to and perseverance in your CAS experiences
5	Demonstrate the skills and recognize the benefits of working collaboratively
6	Demonstrate engagement with issues of global significance
7	Recognize and consider the ethics of choices and actions

Learning Outcome Descriptors

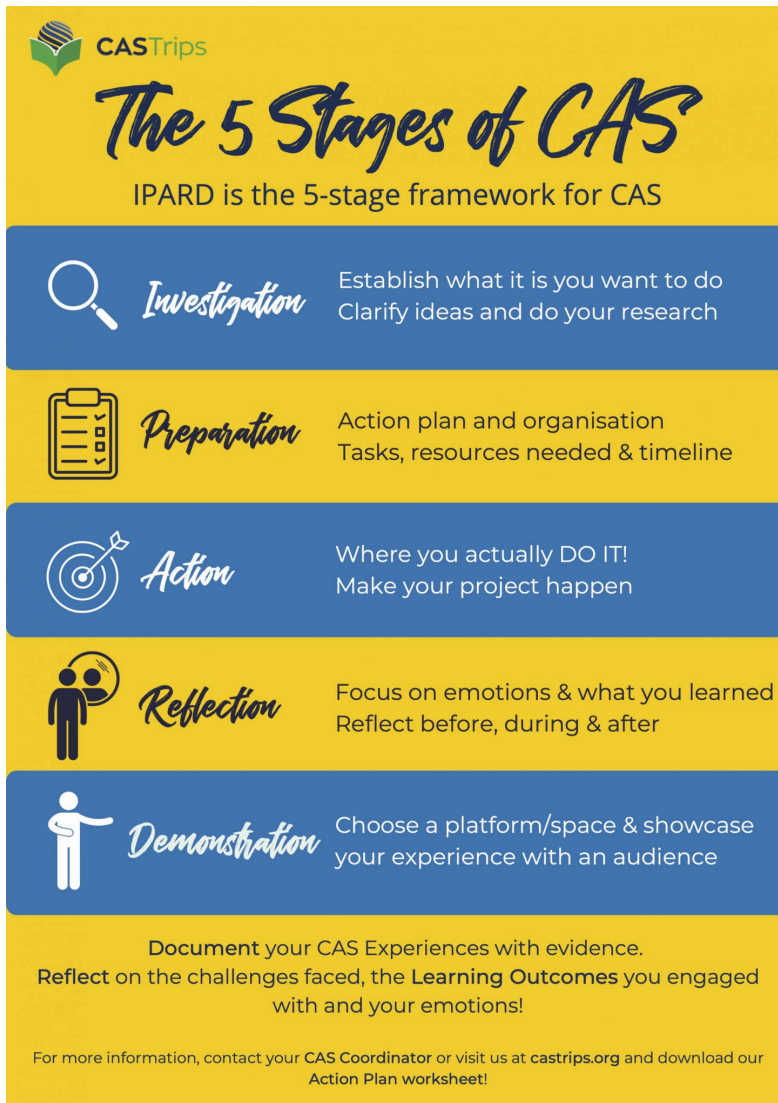
#	Learning Outcome	The student:
1	Identify your own strengths and develop areas for personal growth	<ul style="list-style-type: none"> • Is aware of own strengths and weaknesses • Is open to improvement and growth opportunities • Is willing to participate in different experiences • Is able to undertake a thoughtful self-evaluation • Is able to see themselves as individuals with various abilities and skills, some more developed than others
2	Demonstrate that you have undertaken challenges and developed new skills in the process	<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
3	Demonstrate how to initiate and plan a CAS experience	<ul style="list-style-type: none"> • Is able to articulate and use the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS plan or CAS project • Demonstrates knowledge and awareness by building on 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 responsible attitude to CAS project planning • Is able to develop a coherent action plan

4	Show commitment to and perseverance in your CAS experiences	<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 • Gets involved in long-term CAS experiences and CAS project
5	Demonstrate the skills and recognize the benefits of working collaboratively	<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 a group • Readily assists others • Is able to identify
6	Demonstrate engagement with issues of global significance	<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 take 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 • Develops awareness and responsibility towards a share humanity
7	Recognize and consider the ethics of choices and actions	<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, clothes 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.

Stages of CAS

Video: [5 Stages of CAS](#)



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What is NOT CAS?

What you cannot do to count as CAS:

- Receive any sort of payment for the CAS experience/project	- Use household chores as a CAS experience/project
- Receive a grade for the CAS experience/project	- Proselytize

What is a CAS Project?

A CAS project is a collaborative series of sequential CAS experiences lasting more than one month. This could mean planning an event (you need to have several communication/meetings to make sure the event happens), running a club, or even doing an Eagle Scout project.

Video : [The CAS Project](#)



What is a CAS interview?

CAS interviews are three formal interviews held with your IB CAS Coordinator.

These interviews at MPHS are done via google forms. Here's the schedule:

Interview #	Description	Link:	Due date
Interview #1 Junior Class	Personal interest development & CAS planning	Managebac	October 1, 2024
Interview #2 Senior Class	Reflection on CAS journey Next steps	Managebac	October 1, 2024
Interview #3 Senior Class Project Instructions	Reflection on CAS	Managebac	May 15, 2025

Reflections

CAS requires you to reflect on significance experiences throughout to inform problem-solving and choices. Reflection is the way we transform our experiences into learning and knowledge. You will hear about reflection time and time again while studying in the IB, and that is because it is an essential part of the Diploma Programme.

Reflection Directions:

1. Decide what [CAS strand\(s\)](#) for the [CAS experience](#).
2. Decide what [learning outcome\(s\)](#) you want to meet (or met) during your [CAS experience](#).
3. Consider how you felt and what you learned before, during and after the [CAS experience](#). It may help to complete the chart:

Learning outcome	Before	During	After

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4. Answer at least one of these questions to start reflecting:
 - a. **What happened:** Students retell memorable moments, identify what was important or influential, what went well or was difficult, obstacles and successes.
 - b. **How do I feel?** Students articulate emotional responses to their experiences.
 - c. **Ideas?** Notation of any generative possibilities.
 - d. **Questions?** What can be discovered about people, processes or issues?
5. Use at least 2 of the [reflection prompts](#) to generate a paragraph response to indicate what you learned about yourself and the world through your CAS experience/project.

Reflection Prompts:

Learner Profile Reflection prompts:

- How do my choices and actions model empathy, compassion and respect for others?
- How does this CAS experience encourage creative and critical thinking?
- To what extent do my CAS experiences allow me to become principled?
- How does my CAS experience allow for intellectual and physical risk-taking in a supportive environment?

Learning Outcomes prompts:

- 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 this CAS experience?
- Did this CAS experience help you to consider issues of global importance? How?
- What was easy to achieve in this learning outcome? Why?
- What challenges did you face, and how did you overcome them?
- Use the [learning outcome descriptors](#) for further prompts.

Optional Video: [Considering Reflection](#)



CAS Portfolio

All of these experiences and reflections are kept in a CAS portfolio. At MPHS, we keep this in [Managebac](#). It is an online programme (free to you) that requires a login. Here you'll be able to record your CAS experiences and reflect on the learning outcomes you've achieved.

CAS Requirements At a Glance:

<ul style="list-style-type: none">• Meet all 7 learning outcomes at least once
<ul style="list-style-type: none">• Do (at least) 6 CAS experiences<ul style="list-style-type: none">• Plan – Record in Managebac and get approval from Ms. Davis (a blue thumbs up on Managebac)• Reflect – Consider what did you learn from the experience based on the learning outcome that you chose• Review – Get an adult to verify the experience. Usually Ms. Davis (On managebac, referred to as supervisors)
<ul style="list-style-type: none">• Do a CAS Project<ul style="list-style-type: none">• Plan – A CAS experience that incorporates at least two strands• Approval from Ms.Davis (a blue thumbs up on Managebac)• Reflect – Consider what did you learn from the experience based on the learning outcome that you chose

<ul style="list-style-type: none"> • Takes a month to complete (beginning with planning, execution and reflection)
<ul style="list-style-type: none"> • Demonstrates a habit of CAS (Over 2 years) <ul style="list-style-type: none"> • (At least) 3 experiences recorded in Year 1 • CAS Project planned in Year 1 • (At least) 3 experiences recorded in Year 2

How to Record CAS in my portfolio

Creativity, activity and service (CAS) is intended to be a collection of enjoyable and challenging experiences determined by you to extend your abilities.

WHO needs to do CAS?: Every student enrolled in the Diploma Programme is required to complete a CAS Portfolio.

What is a CAS Portfolio?: A CAS Portfolio is where you'll record your CAS experiences & CAS Project and reflect upon them. You'll keep your CAS Portfolio online in Managebac.

Recording CAS experiences in your CAS Portfolio:

- Step 1: Plan your CAS experience
- Step 2: Write up (record) your CAS experience in your CAS portfolio on Managebac. Identify an adult who is "in charge" of the experience. It's okay to put down Ms. Davis as your supervisor.
- Step 3: Do the CAS experience. Review the [ICARD stages of CAS](#)
- Step 4: Login to Managebac. Complete your reflection on the CAS experience
- Step 5: Send your supervisors a form to verify you completed & learned something from your CAS experience.
- Step 6: Repeat these steps for each of your CAS experiences and project.

Step 1: Plan your CAS experience

Step 2: Write up (record) your CAS experience in Managebac. Identify an adult who is "in charge" of the experience. It's okay to put down Ms. Davis as your supervisor.

1. Login to Mangebac.
2. Navigate to CAS
3. Click ADD EXPERIENCE
4. Complete the chart by filling in the following information:

Select Activity from a Group	This is not a function yet
Experience name	Title your experience by its number. E.g. CAS Experience #3 or CAS Project
Activity type (Creativity, Activity, Service)	Decide what type(s) of CAS your experience is
CAS Project box	Check this box if this is your CAS Project.
Type of Service (Direct, Indirect, Advocacy, Research)	If this is service, decide what type of service it is
Approaches (ongoing, school-based, community-based, individual)	Choose how you've done your experience. Was it a one and done? Do you do this often? (e.g. I'm on the tennis team and I go to practice everyday after school.) Is this done with your community? Did you do this on your own?
Start Date	When did you start doing this experience?
End Date	When will you end this experience?
Supervisor Name	What adult is in charge of this experience?
Supervisor Title	What do you call them? (Mr, Dr. Ms., Coach, Pastor, Rabbi, Imam, etc)
Supervisor email	What is an email address you can use to contact them?
Supervisor contact number	This isn't necessary if you have an email address
Description and goals	What will you be doing in this activity? Explain and describe with as much detail as you can.
Select your learning outcomes	What learning outcomes do you hope to meet through this activity?

Example of the form on Managebac:

The screenshot shows the 'New Experience' form on the Managebac platform. The form is titled 'New Experience' and has a close button (X) in the top right corner. It contains the following sections and fields:

- Select Activity From a Group:** A dropdown menu.
- Experience Name:** A text input field.
- Activity Type:** Three buttons: Creativity (red), Activity (blue), and Service (green).
- Type of Service Action:** Four radio buttons: Direct (blue), Indirect (orange), Advocacy (red), and Research (blue).
- Approaches:** Four radio buttons: Ongoing (orange), School-based (green), Community-based (blue), and Individual (purple).
- Start date:** A date picker showing September 18, 2022.
- End date:** A date picker showing September 18, 2022.
- Supervisor Name:** A text input field.
- Supervisor Title:** A text input field.
- Supervisor E-mail:** A text input field.
- Supervisor contact number:** A text input field.
- Description and Goals:** A large text area for describing the experience.
- Please select your targeted learning outcomes:** A section with six checkboxes and icons:
 - Strength & Growth
 - Challenge & Skills
 - Initiative & Planning
 - Commitment & Perseverance
 - Collaborative Skills
 - Global Engagement

Step 3: Do the CAS experience.

Step 4: Login to Managebac. Complete your reflection on the CAS experience

CAS Portfolio Due Dates

To assist you in meeting the 18 month requirement and manage your time, the school has established these due dates for your CAS Portfolio

Due dates at a glance:

Year 1	
CAS Interview #1	October 1, 2024
CAS Experience #1	December 20, 2024
CAS Experience #2	February 15, 2025
CAS Experience #3	April 15, 2025
CAS Project	June 1, 2025
Year 2	
CAS Interview #2	October 1, 2024
CAS Experience #4	December 20, 2024
CAS Experience #5	February 15, 2025
CAS Experience #6	April 15, 2025
CAS Interview #3	May 15, 2025

Self-Management for CAS Portfolio

To Do	Date completed
<ul style="list-style-type: none"> Familiarize yourself with the CAS handbook 	<ul style="list-style-type: none"> Read the CAS handbook & watched the videos
<ul style="list-style-type: none"> Write down the CAS due dates in your planner 	<ul style="list-style-type: none"> Wrote down all the dates in my planner Made a wall poster for my room/study space
<ul style="list-style-type: none"> Complete CAS Interview #1 by October 1, 2024 	<ul style="list-style-type: none"> Completed the form on:
<ul style="list-style-type: none"> Plan, Do, and record your CAS #1 Experience in Managebac by December 20, 2024 	<ul style="list-style-type: none"> Experience form filled out: Reflection form filled out: Supervisor form sent:
<ul style="list-style-type: none"> Plan, Do, and record your CAS #2 Experience in Managebac by February 15, 2025 	<ul style="list-style-type: none"> Experience form filled out: Reflection form filled out: Supervisor form sent:
<ul style="list-style-type: none"> Plan, Do, and record your CAS #3 Experience in Managebac by April 15, 2025 	<ul style="list-style-type: none"> Experience form filled out: Reflection form filled out: Supervisor form sent:
<ul style="list-style-type: none"> Plan, Do, and record your CAS Project in Managebac by June 1, 2024 	<ul style="list-style-type: none"> Experience form filled out: Reflection form filled out: Supervisor form sent:
<ul style="list-style-type: none"> Complete CAS Interview #2 by October 1, 2024 	<ul style="list-style-type: none"> Completed the form on:
<ul style="list-style-type: none"> Plan, Do, and record your CAS #4 Experience in Managebac by December 20, 2024 	<ul style="list-style-type: none"> Experience form filled out: Reflection form filled out: Supervisor form sent:
<ul style="list-style-type: none"> Plan, Do, and record your CAS #5 Experience in Managebac by February 15, 2025 	<ul style="list-style-type: none"> Experience form filled out: Reflection form filled out: Supervisor form sent:
<ul style="list-style-type: none"> Plan, Do, and record your CAS #6 Experience in Managebac by April 15, 2025 	<ul style="list-style-type: none"> Experience form filled out: Reflection form filled out: Supervisor form sent:
<ul style="list-style-type: none"> Complete CAS Interview #3 by May 15, 2025 	<ul style="list-style-type: none"> Completed the form on:

Self-Assessment for CAS Completion

My CAS Programme		
	Y/N?	Notes: Date:
Evidence of planning a CAS programme?		
Regular commitment over at least 18 months to CAS		
Understanding ability to use the CAS stages when planning CAS experiences		
Balance between creativity, activity & service		
At least one planned project undertaken over at least one month		
Evidence of achieving all seven learning outcomes		
LO1: Evidence of identification of strengths and areas for personal growth		
LO2: Evidence of undertaking new challenges and developing new skills in the process		
LO3: Evidence of initiating and planning a CAS experience		
LO4: Evidence of commitment and perseverance in CAS experiences		
LO5: Evidence of demonstrating the skills and recognizing the benefits of working collaboratively		
LO6: Evidence of engagement with issues of global significance		
LO7: Evidence of recognizing and considering the ethics of choices and actions		
Reflections completed for CAS experiences		
Supervisor reports sent		
CAS interview #1 complete		
CAS interview #2 complete		
CAS interview #3 complete		
CAS portfolio complete		

Appendix

CAS Strands
Creativity
Exploring and extending ideas, leading to an original or interpretive product or performance

Creativity Examples (Not limited to...)

Theater
Write a script for a play
Participate in a community-theater groups
Design or participate in awareness-raising performances for NGOs.
Form a performance group
Run a children's theater group
Organize an improvisation theater group
Learn how to perform magic and put on a magic show
Music
Join a choir or participate in a musical
Play a musical instrument in a band or orchestra
Learn to play a musical instrument or take vocal lessons
Form a music group, band, etc.
Perform for clients in aged-care homes
Conduct a choir or a band
Host a musical event at school
Visual Art
Produce personal artworks
Paint a mural for the walls of a local school or childcare center

Design posters for school advertising particular events
Curate the school art gallery
Do photo shoots for NGOs or senior citizens
Produce the school yearbook (digital or hard copy)
Enter a local art or photography competition
Teach art for early childhood or primary school
Dance
Join a ballet or tap class
Choreograph a school production
Run a school-based dance class
Perform as a dancer in a school production
Participate in annual school performers' showcase
Teach a junior dance class
Organize a dance flash mob
Design Technology
Participate in a design projects to improve the local community
Oversee a project for school
Participate in council competitions
Design and create furniture
Assist an NGO with designing a website or provide content for its website
Help a local hospital or clinic with a redesign
Film
Create an awareness-raising video for an NGO
Create a promotional footage related to a specific cause
Make a documentary film
Join the school publicity/media group
Create a video archive for a local historical society
Plan a film series for a senior center, school etc.
Organize a film event for a cause to raise awareness and funds
Fashion
Organize a recycled clothing or clothes swap group to benefit charity

Participate in a group that designs clothes from sustainable materials
Organize a school-based fashion show
Run a knitting group and create items of clothing for a cause
Learn how to be a salesperson at a clothing charity
Start sewing a collaborative to make outfits for children in need
Design reusable shopping bags with fashion flair
Graphic Design
Design and produce children's toys
Design information booklets or pamphlets for a specific NGO, club, organization
Design storyboards for a specific purpose
Create logos and designs for t-shirts with environmental messages
Assist an NGO with designing a website or provide content for its website
Creative Writing
Attend a course in journalism/writing/poetry
Edit a school newspaper or bulletin or do the same for a senior center
Create children's books for schools in need of those resources
Organize a creative writing workshop
Write a novella or a novel
Start a poetry project
Cooking
Cook for a locally based international festival
Organize a World Teachers Day breakfast at school
Create a recipe book
Run a cooking class
Make a "how to cook" video series
Document the results of cooking a new, challenging recipe once a week
Business
Produce items for a school fair
Support a group that raises money for small business loans for undeveloped countries
Run workshops for NGS to give them ideas for creative awareness-raising or more efficient business practices
Run business-type events to train students in running a business

Help a local start-up develop a business plan
Information Technology
Teach basic ICT skills
Join a technology club at school
Design digital books
Design and maintain a website for an NGO (club, organization etc.)
Mathematics
Join a math group and participate in school competitions
Run a problem-solving group at school
Tutor students in math
Design math/logic puzzles for junior students
Sports
Coach a junior sports team
Design a training schedule for a sports team
Design individual training programmes for specific junior players on a team
Incorporate skills from other sports into training, for example, rugby circuits into netball training
Environmental systems and societies
Design a recycling project for the school
Investigate the use of energy in the school and provide a proposal for more efficient energy usage
Create a school-based enviro-garden
Participate in designing a community garden
Oversee a school landscaping project
Investigate ways to limit water consumption at school

CAS Strands
Activity
Physical exertion contributing to a healthy lifestyle

Activity examples (Not limited to...)

General Sports
Football (America)
Football (soccer)
Basketball
Athletics
Gymnastics
swimming
Tennis
volleyball
badminton
Table tennis
Darts
Bowling
Curling
Hockey
Skiing
Martial arts
Boxing
Diving
Cycling
Tumbling
Acrobatics
Wrestling
Jai-alai

Handball
Netball
Racquetball
Squash
Polo, water-polo
Frisbee, ultimate frisbee
kick-boxing
yoga
Fencing
Dance
Ballet
Jazz
Modern
Street dance
Ballroom
Salsa, Latin
Dance-a-thon participation
Twirling
Cheerleading
Gardening and nature
Farming
Rock climbing, mountaineering
Planting trees
Digging, irrigation and drainage
Hiking, trekking
Survival training
Animals
Equestrian competitions, horse and stable care and maintenance, riding and jumping lessons
Farm animal handling, care and shows, competitions
Fishing sports
Dog shows, competitions, training and care

Animal husbandry
Birding
Extreme sports
Skydiving
Rappelling
Bungee jumping
Base jumping
Paragliding
Personal fitness
Running
Weight training, body building
Cardio workout
Spinning
Punching bag workout
Jumping Rope
Trampoline
Yoga
Music
Marching band
Drumming
Parade
Skating
Ice skating
Roller skating, roller-derby, rollerblading
Skateboarding
Longboarding
Motor Sports
Dirt biking, motocross
Pit-stop crew
Auto mechanics
Motorcycle touring

Rally driving, navigating
Aviation
Piloting, flying
Fliding
Ballooning
Water sports/Boating
Waterskiing
Parasailing, kite-sailing
Sailing
Wakeboarding
Surfing
Kayaking, canoeing
Rowing
Scuba and snorkeling
Free-diving
Rafting
White water rafting

CAS Strands
Service
Collaborative and reciprocal community engagement in response to an authentic need

Understanding the Service strand:

Four Kinds of Action for Meaningful Service

Direct service: Student interaction involves people, the environment, or animals	Indirect service: Students do not see the recipients of indirection service, but they can verify their actions will benefit the community
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	or environment
Advocacy: Students speak (or do work) on behalf of a cause or concern to promote action on an issue of public interest	Research: Students collect information through varied sources, analyze data and report on a topic of importance to influence policy or practice

Examples:

Direct service: Student interaction involves people, the environment, or animals
With people
Coaching children in sports
Delivering meals to people living with a medical condition
Leading resume-writing workshops for people
Organizing or assisting at a blood drive
Playing music with elders to have an exchange of skills to learn about each other's music preferences and talents
Distributing plants at a farmers market to promote home-grown container gardens
Serving food at a soup kitchen
With the environment
Restoring a stream
Preparing the soils and beds for an elementary school garden and planting it with the children
Growing seedlings for distribution
Installing raised-bed gardens
Establishing a recycling programme at city hall
Making a storm-water garden
With animals
Helping at an animal shelter with data entry and dog-walking
Assisting with a pet adoption outreach program at a community event
Leading a workshop on pet care
Setting up a turtle sanctuary in partnership with a community organization

Indirect service:

Students do not see the recipients of indirect service, but they can verify their actions will benefit the community or environment

Student interaction involves people, the environment, or animals

With people

Assembling a photo exhibit about poverty for a gallery

Preparing meals in a soup kitchen

Taking part in a walk-a-thon to raise money for humanitarian causes

Preparing activity kits for children for an emergency shelter

Writing brochures for organizations

Assisting with the creation of a museum exhibit

Making exercise videos to give to homeless shelters

Creating a newsletter for a retirement community

Recording audio books for people who are visually impaired

With the environment

Preparing signage for a local wetland

Rowing seedlings for distribution

Initiating a school compost to reduce food waste in landfills

Creating a website with information about flora and fauna for a local park

With animals

Making zoo toys for animals

Collecting needed supplies for a wildlife rescue center

Baking dog biscuits for an animal shelter

Making coloring books on local endangered animals for elementary schools with protection tips

Advocacy:

Students speak (or do work) on behalf of a cause or concern to promote action on an issue of public interest

With people

Leading a town hall meeting on solar energy

Organizing a letter-writing campaign for a cause

Hosting a speaker and film series to raise awareness for the community

Creating comic strips to teach about emergency safety and readiness

Planning a conference to raise awareness about education equity

With the environment

Providing reusable water bottles to replace single-use bottles

Creating public service announcements on energy reduction in homes

Organizing a flash mob to teach about recycling

Promoting a “just use less” campaign to reduce quantities of what is put in the trash and recycling bins

With animals

Making beach signs to protect local waterways from rubbish

Dressing as animals at risk for a public event

Creating posters, videos and public service announcements to promote animal adoption for a shelter

Research:

Students collect information through varied sources, analyze data and report on a topic of importance to influence policy or practice

With people

Assisting with a city-wide needs assessment by running focus groups

Conducting hands-on research about how interaction improves quality of life for residents at an elderly care facility

Preparing a public service outreach process to identify local veterans willing to be interviewed, and then conducting the interviews for a historical society

Learning about the history of people buried in a cemetery from the 1800s to support a local museum

With the environment

Using photography to collect images that inform about the first flush from a storm drain by your school
Interviewing administrators at local landfills to learn about community habits that support collections of trash to recycle and food waste for composting
Analyzing items collected in a community or beach clean-up to develop a campaign that prevents the items from being littered again
With animals
Conducting a behavior study of zoo animals or shelter animals
Monitoring numbers of stray animals, combining findings with interviews and surveys to determine opinions of advocates, opponents and the general public and offering recommendations to improve local policies
Assisting with tracking and monitoring of butterfly migratory paths

Solidifying my understanding:

Means: How do I define these strands?	Learning What can I learn from these strands?
<ul style="list-style-type: none"> ● Creativity: ● Activity: ● Service: 	<ul style="list-style-type: none"> ● Creativity: ● Activity: ● Service:
Fun How could I have fun in these strands?	Questions: What questions do I have about these strands?
<ul style="list-style-type: none"> ● Creativity: ● Activity: ● Service: 	<ul style="list-style-type: none"> ● Creativity: ● Activity: ● Service:

Reflection: CAS is enjoyable and engaging.

If this statement is true, how would you approach CAS?

Learning outcome Scenarios

#	Learning Outcome
1	Identify your own strengths and develop areas for personal growth
2	Demonstrate that you have undertaken challenges and developed new skills in the process
3	Demonstrate how to initiate and plan a CAS experience
4	Show commitment to and perseverance in your CAS experiences
5	Demonstrate the skills and recognize the benefits of working collaboratively
6	Demonstrate engagement with issues of global significance
7	Recognize and consider the ethics of choices and actions

A CAS Student:	Learning Outcome	Reason
<ul style="list-style-type: none"> Joins the school's basketball team 		
<ul style="list-style-type: none"> Aims to complete level 3 of a piano exam 		
<ul style="list-style-type: none"> Creates a website for an organization from scratch using design software 		
<ul style="list-style-type: none"> Enters a national short story competition 		
<ul style="list-style-type: none"> Competes at a gymnastic tournament 		
<ul style="list-style-type: none"> Is a cast member in the school's theater show 		
<ul style="list-style-type: none"> Starts or runs a school club 		
<ul style="list-style-type: none"> Takes weekly flute lessons for more than 18 months 		
<ul style="list-style-type: none"> Participates in a language study tour 		
<ul style="list-style-type: none"> Creates a number of artworks 		
<ul style="list-style-type: none"> Learns to play the guitar 		
<ul style="list-style-type: none"> Serves lunch at a homeless shelter 		

Ethical Decisions in CAS

In each of these scenarios, what would you do?

1. Student commitment to a CAS experience

A student is deciding whether or not to meet his commitment to a CAS service experience. This student has agreed to help out at an aged care residence on a weekly basis; however, he just received an invitation to a concert to hear a favorite band. What does this student need to consider? How does this dilemma relate to personal responsibility?

2. Student attitude towards CAS experiences

A student signs up for a campus clean up to go along with friends; however, during the clean up the CAS advisor notices this student is hardly participating. Does the student's attitude influence the outcomes? Should the motivation for participation be to fulfill the requirement or to find something meaningful and of interest?

3. Student actions during a CAS experience

Students wanting to provide resources about health care for a refugee center neglected to learn about the population's traditional practices before the visit. The host agency suggested they return better prepared for the next visit. In what ways are students expected to be more aware of cross-cultural contexts and sensibilities and how their actions might impact others?

4. Student collaboration during a CAS experience

Two students have been neglecting practice and not showing up regularly to participation a sporting team that is part of their ongoing commitment to activity in CAS. In what ways do students honoring their agreements support and encourage others? How does individual student responsibility to his or her peers lead to true collaboration?

5. Student addressing rules and legal requirements during a CAS experience

A student neglected to satisfy the necessary legal checks before arriving at a preschool to work with children. What is the student's responsibility to ascertain if any inductions, training or legal checks must be satisfied before arriving at an agency?

Quick Links for Managebac tutorials:

[Adding and editing a CAS experience](#)

[CAS Quick Start Video](#)

[Obtaining CAS Supervisor Reviews](#)

[Analyzing your CAS progress](#)