



# LPHS

# CAS Handbook

Creativity  
Activity  
Service

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# The Nature of CAS

*"...if you believe in something, you must not just think or talk or write, but must act."* - Alec Peterson, 2003, describing the conviction of German philosopher Kurt Hahn

**The Short Version:** CAS is the part of the IB Diploma Programme that focuses on the development of the whole student, not just a student's academic advancement. CAS requires that students keep track of and meaningfully reflect on activities and projects that fall under the categories of Creativity, Activity, and Service. CAS should not be viewed as a "requirement" or another set of hoops to jump through; rather, CAS should be viewed as an opportunity for students to engage in meaningful and *enjoyable* activities and experiences that help them develop as citizens in the world.

## Aims

**CAS 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.

## CAS Strands

CAS consists of three strands. Each experience you engage in must include at least one of these strands:

Strand	Description
<b>Creativity</b>	Exploring and extending ideas leading to an original or interpretive product or performance.
<b>Activity</b>	Physical exertion contributing to a healthy lifestyle.
<b>Service</b>	Collaborative and reciprocal engagement with the community in response to an authentic need.

# Overview of CAS Expectations and Values

BALANCE	There should be a reasonable balance between <b>Creativity</b> , <b>Activity</b> , and <b>Service</b> . Some of your <b>experiences</b> must take place outside school.
PORTFOLIO	You are expected to maintain a <b>CAS Portfolio</b> as evidence of your engagement with CAS. The <b>CAS portfolio</b> is a collection of evidence that showcases your <b>CAS experiences</b> as well as your reflections on the <b>Learning Outcomes</b> .
CAS LEARNING OUTCOMES	Completion of CAS is based on your achievement of the seven <b>CAS Learning Outcomes</b> . Through your <b>CAS portfolio</b> , you must provide evidence that demonstrates achievement of each learning outcome.
CAS PROJECT	At least one of your <b>CAS experiences</b> should be a <b>CAS project</b> . This is a collaborative and sustained experience of at least one month's duration that challenges you to show initiative, demonstrate perseverance, and develop skills such as problem solving and decision making. Your <b>CAS project</b> can address any single strand of CAS, or combine two or all three strands. You should use the <b>CAS stages</b> as a framework for implementing your project.
INTERVIEWS	There will be three formal documented <b>interviews</b> that you will have with your <b>CAS Coordinator</b> .
CAS STAGES	You should use the <b>CAS stages</b> ( <b>investigation, preparation, action, reflection, and demonstration</b> ) as a framework for <b>CAS experiences</b> and the <b>CAS project</b> .
REFLECTION	CAS emphasizes reflection, which is central to building deep and rich experiences in CAS. Reflection informs your learning and growth by allowing you to explore ideas, skills, strengths, limitations and areas for further development and consider how you might use prior learning in new contexts.

# CAS Experiences: Criteria and Possibilities

## CAS Experiences and Projects MUST:

- ☐ Fit within one or more of the CAS strands.
- ☐ Be based on a personal interest, insight, skill, talent, or opportunity for growth.
- ☐ Provide opportunities to develop the attributes of the IB Learner Profile.
- ☐ Activities and projects can grow out of—but not be a part of—the student’s Diploma course requirements.
- ☐ Students should also consider the consequences of their CAS experience for themselves, others and the environment.

## CAS Experiences and Projects SHOULD:

1. Foster international-mindedness. It is important for you to ensure that at least some of your experiences require you to actively engage in issues of global Importance.
2. Develop self-awareness and a sense of identity. Through your experiences and your reflections it is important to try and evaluate yourself. Your strengths and areas for growth, your likes and dislikes, your moral principles etc.
3. Support—and be supported by—the academic disciplines. Can you think of experiences you can engage in that give you an opportunity to use and expand on the skills, knowledge, and experience you already have in an academic subject area? Can you think of where using these in a real-world setting will help you refine these? Examples may include:

GROUP/Subject	CREATIVITY	ACTIVITY	SERVICE
<b>GROUP 1</b> Studies in language and literature	Writing articles about CAS or CAS projects for school and local newspapers	Taking part in a ballet performance of <i>Romeo and Juliet</i>	Producing audiobooks for an organization serving people who are blind
<b>GROUP 2</b> Language Acquisition	Creative writing in the language being studied	Tutoring a student who speaks a different language	Providing language lessons to those in need
<b>GROUP 3</b> Individuals and Societies	Creating displays and planning an assembly on history, particularly of the area around the school	Attend a series of dance classes that explore movements from other cultures	Recording the oral histories of people living in a retirement home and creating family memoirs
<b>GROUP 4</b> Sciences	Creating posters for the school canteen to promote healthy eating and drinking	Helping measure fitness of athletes in a school sports team you are a member of	Raising awareness by monitoring air quality around the school
<b>GROUP 5</b> Mathematics	Creating a video series of “mathematics adventures” for younger children or for any high-school math topic	Conducting pre- and post-fitness assessment statistical analysis for a school team you are a member of.	Collecting and interpreting data for a school sports team
<b>GROUP 6</b> The Arts	Forming a band and performing at a function	Composing, choreographing and performing a dance routine.	Music instrument coaching for charities helping children

# Learning Outcomes

While it is not necessary for every CAS experience to address a CAS learning outcome, students are required to present evidence demonstrating achievement of all CAS learning outcomes at least once in their portfolio.

Learning Outcome: Students will...		Description of Outcome
LO 1	Identify your own strengths and develop areas for growth.	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
LO 2	Demonstrate that challenges have been undertaken, developing new skills in the process.	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.
LO 3	Demonstrate how to initiate and plan a CAS experience.	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.
LO 4	Show commitment to and perseverance in CAS experiences.	At a minimum, this outcome implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.
LO 5	Demonstrate the skills and recognize the benefits of working collaboratively.	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
LO 6	Demonstrate engagement with issues of global significance.	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.
LO 7	Recognize and consider the ethics of choices and actions.	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

# The Responsibility of the CAS Student

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.

## **From the IB Mission Statement:**

The IB aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The IB encourages students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

- ☐ Determine personal goals.
- ☐ Discuss plans for CAS experiences with the CAS Coordinator.
- ☐ Understand and apply the CAS stages where appropriate.
- ☐ Take part in a variety of experiences, some of which are self-initiated, and at least one CAS project.
- ☐ Become more aware of personal interests, skills, and talents; and observe how these evolve throughout the CAS programme and the whole IB experience.
- ☐ Maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes.
- ☐ Understand the reflection process and identify suitable opportunities to reflect on CAS experiences.
- ☐ Demonstrate accomplishments within their CAS programme.
- ☐ Communicate with the CAS Coordinator in formal and informal meetings.
- ☐ Ensure a suitable balance between Creativity, Activity, and Service in their CAS programme.
- ☐ Behave appropriately and ethically in their choices and behaviours.

# The CAS Project

## Learning the CAS Lingo: Experiences and Projects

A CAS **Experience** may 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 (see slides on projects for additional criteria).

For a **single CAS experience** (like attending a one-time writing workshop or going for a hike ), you may or may not use CAS stages.

For a **series of CAS experiences** (like attending weekly club meetings, daily sports practices, or ongoing volunteering at a community center), you will use the CAS stages.

For your **CAS Project** (a collaborative series of sequential CAS experiences), you will use the CAS stages.

Every student must complete at least one CAS Project. A CAS Project is not that different from an experience, except that it must fulfill the following requirements:

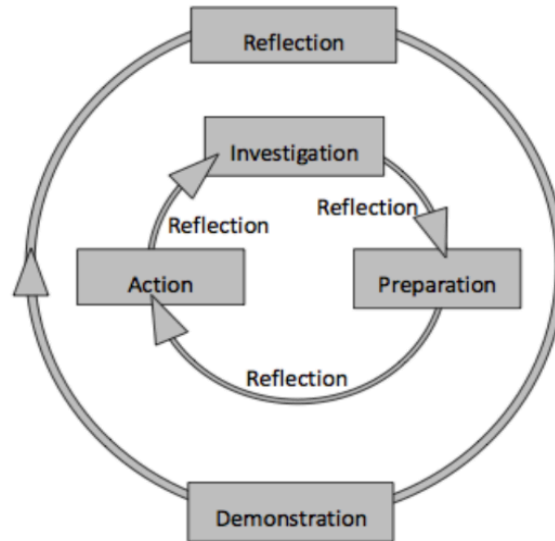
- ☐ It must be at least one month in duration.
- ☐ It can address any single strand of CAS, or it may combine multiple strands.
- ☐ It must be collaborative in nature. CAS students may work with other students or with community members.
- ☐ It should follow the CAS Stages (see next page).

Here is a short list of successful CAS projects completed by LPHS students in recent years:

- ★ Starting a club (Organization club, etc.)
- ★ Continuing a club (taking on a leadership role to keep a club going)
- ★ Planning and hosting the Asian Heritage Night (multiple clubs worked on this together)
- ★ Creating a mural
- ★ Planning a clothing drive
- ★ Working with athletic teams to prepare for a big meet
- ★ Training to run a 5k (completed in a pair)
- ★ Offering tutoring opportunities
- ★ Community gardening



# CAS Stages



**About the Diagram:** There are two parts to the diagram. The center represents the experience part of the CAS process with four key elements: **investigation, preparation, action, and reflection** (occurring intermittently in response to the **experience**). The outer circle has two parts and guides students in formally summarizing their experience: reflection and demonstration.

## The Five CAS Stages: Applicable to Ongoing or Long-Term Experiences and Projects

<b>1 Investigation</b>	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.
<b>2 Preparation</b>	Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills needed to engage in the CAS experience.
<b>3 Action</b>	Students implement their idea or plan. This often requires decision making and problem solving. Students may work individually, with partners, or in groups.
<b>4 Reflection</b>	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 experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
<b>5 Demonstration</b>	Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experiences through their CAS portfolio or with others in a formal or informal manner. Through demonstration and communication, students solidify their understanding and evoke responses from others, e.g. through presentations and articles for newspapers or blogs.

# CAS and Reflection

Arguably, the most important part of any student's CAS programme is reflection. Indeed, it is one of the Learner Profile traits most associated with CAS. Participating in lots of activities and experiences is fine, but the IBO wants its diploma candidates to show growth through reflection.

There are many ways to reflect. Many times, students rely only on written reflection to fulfill their CAS requirements and record keeping, but reflection can also be a conversational exercise. CAS interviews will be used to help students reflect more deeply on their experiences and think of ways to not only extend student efforts but also help students understand how they are developing as young adults and citizens of the world. You could also record the audio of a group sharing-and-debriefing session, record a video diary of your own reflection, produce a photo essay, or complete a piece of abstract art. It is up to you, but don't feel restricted: be creative and try a number of different ways!

You can follow this easy "Four F's" guide on how to structure your reflection if you struggle, but try not to be too reliant on doing it this way all the time. *Reflect in such a way that reflects you and your experience.*

<b>Facts</b>	Explain what actually happened. This should be a descriptive narrative of events as they happened. What? Where? When? Who? Why? How? Try to focus on specific events, circumstances, or situations that are important and relevant to the learning outcome rather than reflecting on every aspect of your experience.
<b>Feeling</b>	Explain how the experience made you feel before, during, and afterwards. Emotions are a key to learning, so try to articulate them accurately and pinpoint what caused them.
<b>Finding</b>	Explain your thoughts about what happened and why. Think critically and analyze the events as well as your choices, actions, and emotions to see if you can figure out any important realizations, discoveries, learning, or new ideas.
<b>Future</b>	<p>Explain what you are going to do with any new learning you have gained. Does it give you any new perspectives? Does it throw up any new questions that you have not considered before? Is there anything you'd like to do or find out about as a result of this experience? CAS and TOK share some common ground, which can help you to write compelling reflection. As you get to learn more about both, you can use this to your advantage. TOK explores a number of "Ways of Knowing" that can be useful in analysing your CAS experiences in order to draw out learning.</p> <ul style="list-style-type: none"><li>- <b>Language:</b> Which types of language were used and were relevant to this experience, why?</li><li>- <b>Sense perception:</b> What did you see, hear, smell, and feel (touch) during the experience?</li><li>- <b>Emotion:</b> How did the experience make you feel before, during, and afterwards?</li><li>- <b>Reason:</b> What logical conclusions can be drawn from your experience?</li><li>- <b>Imagination:</b> What did you anticipate your experience would be like before it happened?</li><li>- <b>Intuition:</b> Does your logical analysis of the experience differ from your "gut feeling"?</li><li>- <b>Memory:</b> Which previous experiences of yours were relevant to this one and why?</li><li>- <b>Ideas/Concepts:</b> What concepts were relevant to the experience or emerged from your experience?</li></ul>

*If your experience wasn't actually that profound in the end and you feel like you haven't genuinely learned anything from it, don't force it or feel obliged to write something down. CAS is not about jumping through hoops in order to get a "pass"; it is about learning how to learn from your experiences. This life skill is much more important than making your life a little easier for yourself right now. False reflection is very obvious and comes across badly. Try to be as honest and as authentic as you can.*

# CAS Portfolio and Documentation

Every CAS student is required to maintain a CAS portfolio. Students can choose the form of the portfolio. Some students may create a slideshow of their experiences, while others may choose to keep a journal or create a scrapbook. Others may choose to build a website. The possibilities really are endless.

## Portfolio Requirements:

- ☐ The portfolio should demonstrate how the student has fulfilled all seven Learning Outcomes.
- ☐ The portfolio should showcase some of the student's most important CAS experiences, including the CAS project.
- ☐ The portfolio should allow students to show how they have maintained a balance of Creativity, Activity, and Service in their experiences.
- ☐ The portfolio should be reflective in nature and allow the student to show how they have grown from engaging in CAS experiences.

## Documentation:

Students will document their efforts and reflection using a Google Drive document in the CAS Google Classroom. Each student will have their own document and can add as many CAS experiences (and projects) as they like to their records. For details, students should check the CAS Google Classroom.

Here is what the documentation document looks like:


Name of CAS Experience	Date(s)	Description of CAS Experience & Goals	CAS Strand(s): Highlight the relevant strand(s), up to three	Learning Outcome(s): Highlight the relevant Learning Outcome(s), no more than two.
CAS Project? Highlight the best answer			Creativity Activity Service	1. Identify own strengths and develop areas for growth. 2. Demonstrate that challenges have been undertaken, developing new skills in the process. 3. Demonstrate how to initiate and plan a CAS experience. 4. Show commitment to and perseverance in 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.
Yes No				
<b>Reflection:</b> Use the space below to reflect on your CAS experience. What did you do/learn? How did it make you feel? How have you grown as an individual? How did you engage with and fulfill any Learning Outcomes you selected above?				
(Type here--take as much space as you need.)				
<b>Evidence:</b> If you have evidence to submit for this CAS experience (pictures, handwritten journals, attendance roster, or anything else of that nature), please paste it at the end of this document. If you need a supervisor to fill out a form, please provide them with the <a href="#">CAS Supervisor Evaluation Form</a> . Make sure to fill out your portion of the form. You are then responsible for returning it to me. You may either upload the form to Google Classroom or send it to me via email: <a href="mailto:slovinggood@cps.edu">slovinggood@cps.edu</a> .				

Please view the next few pages to see a step-by-step process of filling out an entry in this chart.


# CAS Documentation: A Step-by-Step Guide

Here is a step-by-step process of how you would fill out this chart:

- Step one:** Name your CAS experience (can be simple or complex) and enter the approximate dates.

Name of CAS Experience	Date(s)	Description of CAS Experience & Goals	CAS Strand(s): Select the relevant strand(s), up to three	Learning Outcome(s): <b>Highlight</b> the relevant Learning Outcome(s), no more than two.
Daily Yoga Practice	Nov. 1 - Nov. 30, 2022		<input type="checkbox"/> Creativity <input type="checkbox"/> Activity <input type="checkbox"/> Service	1. <u>Identify own</u> strengths and develop areas for growth. 2. Demonstrate that challenges have been undertaken, developing new skills in the process. 3. Demonstrate how to initiate and plan a CAS experience. 4. Show commitment to and perseverance in 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.
<b>CAS Project?</b> Select the best option  <input type="checkbox"/> This is my CAS project <input type="checkbox"/> Not my CAS project				
<b>Reflection:</b> Use this space to reflect on your CAS experience. What did you do/learn? How did it make you feel? How have you grown as an individual? How did you engage with and fulfill any Learning Outcomes you selected above?		(Type here--take as much space as you need.)		
When your CAS experience is complete: <input type="checkbox"/> Complete the <a href="#">CAS Experience Completion Form</a> . If you have a supervisor, you will be asked to share their contact information. <input type="checkbox"/> Attach any evidence (pictures, handwritten journals, attendance roster, or anything else of that nature) at the end of this document. <input type="checkbox"/> Questions or concerns? Please email <a href="mailto:slovinggood@cps.edu">slovinggood@cps.edu</a> .				

- Step two:** Indicate if this entry is a CAS project by clicking the appropriate box. (Please see page 8 of this guide for CAS project criteria.)

Name of CAS Experience	Date(s)	Description of CAS Experience & Goals	CAS Strand(s): Select the relevant strand(s), up to three	Learning Outcome(s): <b>Highlight</b> the relevant Learning Outcome(s), no more than two.
Daily Yoga Practice	Nov. 1 - Nov. 30, 2022		<input type="checkbox"/> Creativity <input type="checkbox"/> Activity <input type="checkbox"/> Service	1. <u>Identify own</u> strengths and develop areas for growth. 2. Demonstrate that challenges have been undertaken, developing new skills in the process. 3. Demonstrate how to initiate and plan a CAS experience. 4. Show commitment to and perseverance in 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.
<b>CAS Project?</b> Select the best option  <input type="checkbox"/> This is my CAS project <input checked="" type="checkbox"/> <b>Not my CAS project</b>				
<b>Reflection:</b> Use this space to reflect on your CAS experience. What did you do/learn? How did it make you feel? How have you grown as an individual? How did you engage with and fulfill any Learning Outcomes you selected above?		(Type here--take as much space as you need.)		
When your CAS experience is complete: <input type="checkbox"/> Complete the <a href="#">CAS Experience Completion Form</a> . If you have a supervisor, you will be asked to share their contact information. <input type="checkbox"/> Attach any evidence (pictures, handwritten journals, attendance roster, or anything else of that nature) at the end of this document. <input type="checkbox"/> Questions or concerns? Please email <a href="mailto:slovinggood@cps.edu">slovinggood@cps.edu</a> .				

3. **Step three: Description of CAS Experience and Goals**—Your description should also include some goals that you are going to work towards within that experience. These goals should be challenging for you but not impossible to achieve. Your goals for the experience are NOT the same as the learning outcomes. You should meet your learning outcomes in the course of striving for your goals. *Whether or not you achieve your goals is not all that relevant in the end.*

For example, your **goal** could be to complete a chartered 10K race in less than 1 hour. One of your **learning outcomes** might then be “show commitment to and perseverance in CAS experiences.” If you complete the race in 1 hour 1 minute, it doesn't mean that you haven't shown commitment and perseverance, right?

Name of CAS Experience	Date(s)	Description of CAS Experience & Goals	CAS Strand(s): Select the relevant strand(s), up to three	Learning Outcome(s): Highlight the relevant Learning Outcome(s), no more than two.
Daily Yoga Practice	Nov. 1 - Nov. 30, 2022	I will be participating in a daily yoga challenge in my home for the month of November. Each session lasts between 20-30 minutes, and they increase in difficulty throughout the month. One of my goals is to reduce stress from being an IB student. Another goal is to increase my overall strength and health.	<input type="checkbox"/> Creativity <input type="checkbox"/> Activity <input type="checkbox"/> Service	1. Identify own strengths and develop areas for growth. 2. Demonstrate that challenges have been undertaken, developing new skills in the process. 3. Demonstrate how to initiate and plan a CAS experience. 4. Show commitment to and perseverance in 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.
<b>CAS Project?</b> Select the best option <input type="checkbox"/> This is my CAS project <input checked="" type="checkbox"/> Not my CAS project				
<b>Reflection:</b> Use this space to reflect on your CAS experience. What did you do/learn? How did it make you feel? How have you grown as an individual? How did you engage with and fulfill any Learning Outcomes you selected above? (Type here--take as much space as you need.)				
When your CAS experience is complete: <input type="checkbox"/> Complete the <a href="#">CAS Experience Completion Form</a> . If you have a supervisor, you will be asked to share their contact information. <input type="checkbox"/> Attach any evidence (pictures, handwritten journals, attendance roster, or anything else of that nature) at the end of this document. <input type="checkbox"/> Questions or concerns? Please email <a href="mailto:srlivinggood@cps.edu">srlivinggood@cps.edu</a> .				


4. **Step four:** Select the appropriate CAS strand(s). Remember that any CAS experience must relate to at least one strand but could be related to multiple strands.

Name of CAS Experience	Date(s)	Description of CAS Experience & Goals	CAS Strand(s): Select the relevant strand(s), up to three	Learning Outcome(s): Highlight the relevant Learning Outcome(s), no more than two.
Daily Yoga Practice	Nov. 1 - Nov. 30, 2022	I will be participating in a daily yoga challenge in my home for the month of November. Each session lasts between 20-30 minutes, and they increase in difficulty throughout the month. One of my goals is to reduce stress from being an IB student. Another goal is to increase my overall strength and health.	<input type="checkbox"/> Creativity <input checked="" type="checkbox"/> Activity <input type="checkbox"/> Service	1. Identify own strengths and develop areas for growth. 2. Demonstrate that challenges have been undertaken, developing new skills in the process. 3. Demonstrate how to initiate and plan a CAS experience. 4. Show commitment to and perseverance in 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.
<b>CAS Project?</b> Select the best option <input type="checkbox"/> This is my CAS project <input checked="" type="checkbox"/> Not my CAS project				
<b>Reflection:</b> Use this space to reflect on your CAS experience. What did you do/learn? How did it make you feel? How have you grown as an individual? How did you engage with and fulfill any Learning Outcomes you selected above? (Type here--take as much space as you need.)				
When your CAS experience is complete: <input type="checkbox"/> Complete the <a href="#">CAS Experience Completion Form</a> . If you have a supervisor, you will be asked to share their contact information. <input type="checkbox"/> Attach any evidence (pictures, handwritten journals, attendance roster, or anything else of that nature) at the end of this document. <input type="checkbox"/> Questions or concerns? Please email <a href="mailto:srlivinggood@cps.edu">srlivinggood@cps.edu</a> .				




5. **Step five: Select Learning Outcomes**—Think carefully about which learning outcomes you will be able to achieve through each experience. You **MUST** demonstrate evidence/show reflection for each outcome at least once.

**Recommendation:** Choose no more than two learning outcomes per CAS experience or project. For each one you select, you must demonstrate through in-depth, detailed reflection and evidence that you have met the outcome. True and deep reflection takes time and effort.

Name of CAS Experience	Date(s)	Description of CAS Experience & Goals	CAS Strand(s): Select the relevant strand(s), up to three	Learning Outcome(s): Highlight the relevant Learning Outcome(s), no more than two.
Daily Yoga Practice	Nov. 1 - Nov. 30, 2022	I will be participating in a daily yoga challenge in my home for the month of November. Each session lasts between 20-30 minutes, and they increase in difficulty throughout the month. One of my goals is to reduce stress from being an IB student. Another goal is to increase my overall strength and health.	<input type="checkbox"/> Creativity <input checked="" type="checkbox"/> Activity <input type="checkbox"/> Service	1. Identify own strengths and develop areas for growth. 2. Demonstrate that challenges have been undertaken, developing new skills in the process. 3. Demonstrate how to initiate and plan a CAS experience. 4. Show commitment to and perseverance in 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.
<b>CAS Project?</b> Select the best option <input type="checkbox"/> This is my CAS project <input checked="" type="checkbox"/> Not my CAS project				
<b>Reflection:</b> Use this space to reflect on your CAS experience. What did you do/learn? How did it make you feel? How have you grown as an individual? How did you engage with and fulfill any Learning Outcomes you selected above? <div style="text-align: center;">  </div>				
When your CAS experience is complete: <input type="checkbox"/> Complete the <a href="#">CAS Experience Completion Form</a> . If you have a supervisor, you will be asked to share their contact information. <input type="checkbox"/> Attach any evidence (pictures, handwritten journals, attendance roster, or anything else of that nature) at the end of this document. <input type="checkbox"/> Questions or concerns? Please email <a href="mailto:slovinggood@cps.edu">slovinggood@cps.edu</a> .				

6. **Step six: Reflection**—Your reflection can contain many different things, including your thoughts, feelings, and a summary of your efforts in this experience. It is **required** that you specifically address how you have demonstrated any selected Learning Outcomes.

Name of CAS Experience	Date(s)	Description of CAS Experience & Goals	CAS Strand(s): Select the relevant strand(s), up to three	Learning Outcome(s): Highlight the relevant Learning Outcome(s), no more than two.
Daily Yoga Practice	Nov. 1 - Nov. 30, 2022	I will be participating in a daily yoga challenge in my home for the month of November. Each session lasts between 20-30 minutes, and they increase in difficulty throughout the month. One of my goals is to reduce stress from being an IB student. Another goal is to increase my overall strength and health.	<input type="checkbox"/> Creativity <input checked="" type="checkbox"/> Activity <input type="checkbox"/> Service	1. Identify own strengths and develop areas for growth. 2. Demonstrate that challenges have been undertaken, developing new skills in the process. 3. Demonstrate how to initiate and plan a CAS experience. 4. Show commitment to and perseverance in 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.
<b>CAS Project?</b> Select the best option <input type="checkbox"/> This is my CAS project <input checked="" type="checkbox"/> Not my CAS project				
<b>Reflection:</b> Use this space to reflect on your CAS experience. What did you do/learn? How did it make you feel? How have you grown as an individual? How did you engage with and fulfill any Learning Outcomes you selected above? <div style="text-align: center;">  </div>				
Nov. 7: This week, I remembered to do yoga every day. It was hard, especially because to fit it into my schedule, I had to set my alarm 30 minutes earlier so that I could complete yoga before school started. The first day was pretty easy, because I already knew basic yoga moves like downward dog, but I learned new poses like tree pose later in the week. I also learned that my balance is pretty weak. Day 7 was a bit easier in terms of balance, but I'm holding onto a chair for help.  Nov. 30: I cannot believe that I actually finished this yoga challenge. Truthfully, there were a few days where I pressed snooze, but I used some of my time after school to do my yoga routine. I really think that by sticking with this challenge, even when I was short on time, I have shown <b>perseverance and commitment</b> . I have also <b>developed</b> much stronger core muscles, because balancing is a lot easier now (and I'm much less sore after a workout now than I was when I began). I don't even have to hold onto a chair anymore, and I know more yoga moves and breathing techniques. I think I could put together my own little routine if I really wanted to. These <b>new skills</b> are going to help me in the future with stress management. I feel much less stressed after a yoga session, and it's a great way to start OR end my day.				
When your CAS experience is complete: <input type="checkbox"/> Complete the <a href="#">CAS Experience Completion Form</a> . If you have a supervisor, you will be asked to share their contact information. <input type="checkbox"/> Attach any evidence (pictures, handwritten journals, attendance roster, or anything else of that nature) at the end of this document. <input type="checkbox"/> Questions or concerns? Please email <a href="mailto:slovinggood@cps.edu">slovinggood@cps.edu</a> .				

## 7. Step seven: Evidence of your Participation in the Experience—Evidence can include:

- ☐ Photographs and video taken during the activity
- ☐ Anything you produced as part of the activity (For example: documents, fliers, art works, PowerPoint presentations, lesson plans, emails, letters, etc.)
- ☐ Copies of certificates, awards, medals, logbooks, etc., awarded during the activity
- ☐ Reflection (See below for more details.)
- ☐ Supervisor's reports (See below for more details.)

Any evidence that you have can be pasted into your document underneath your reflection. Feel free to take pictures of any hard copies and paste them right into the document.

Name of CAS Experience	Date(s)	Description of CAS Experience & Goals	CAS Strand(s): Select the relevant strand(s), up to three	Learning Outcome(s): Highlight the relevant Learning Outcome(s), no more than two.
Daily Yoga Practice	Nov. 1 - Nov. 30, 2022	I will be participating in a daily yoga challenge in my home for the month of November. Each session lasts between 20-30 minutes, and they increase in difficulty throughout the month. One of my goals is to reduce stress from being an IB student. Another goal is to increase my overall strength and health.	<input type="checkbox"/> Creativity <input checked="" type="checkbox"/> Activity <input type="checkbox"/> Service	1. Identify own strengths and develop areas for growth. 2. Demonstrate that challenges have been undertaken, developing new skills in the process. 3. Demonstrate how to initiate and plan a CAS experience. 4. Show commitment to and perseverance in 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.
<b>CAS Project?</b> Select the best option <input type="checkbox"/> This is my CAS project <input checked="" type="checkbox"/> Not my CAS project				
<b>Reflection:</b> Use this space to reflect on your CAS experience. What did you do/learn? How did it make you feel? How have you grown as an individual? How did you engage with and fulfill any Learning Outcomes you selected above?		Nov. 7: This week, I remembered to do yoga every day. It was hard, especially because to fit it into my schedule, I had to set my alarm 30 minutes earlier so that I could complete yoga before school started. The first day was pretty easy, because I already knew basic yoga moves like downward dog, but I learned new poses like tree pose later in the week. I also learned that my balance is pretty weak. Day 7 was a bit easier in terms of balance, but I'm holding onto a chair for help.  Nov. 30: I cannot believe that I actually finished this yoga challenge. Truthfully, there were a few days where I pressed snooze, but I used some of my time after school to do my yoga routine. I really think that by sticking with this challenge, even when I was short on time, I have shown perseverance and commitment. I have also developed much stronger core muscles, because balancing is a lot easier now (and I'm much less sore after a workout now than I was when I began). I don't even have to hold onto a chair anymore, and I know more yoga moves and breathing techniques. I think I could put together my own little routine if I really wanted to. These new skills are going to help me in the future with stress management. I feel much less stressed after a yoga session, and it's a great way to start OR end my day.		
<b>When your CAS experience is complete:</b> <input type="checkbox"/> Complete the <a href="#">CAS Experience Completion Form</a> . If you have a supervisor, you will be asked to share their contact information. <input type="checkbox"/> Attach any evidence (pictures, handwritten journals, attendance roster, or anything else of that nature) at the end of this document. <input type="checkbox"/> Questions or concerns? Please email <a href="mailto:slrlovinggood@cps.edu">slrlovinggood@cps.edu</a> .				

Yoga Exercises - Ranked w/ Dates accomplished

**\* Beginner Poses**

- ☒ Cat Pose 11/01
- ☒ Bridge Pose 11/02
- ☒ Child's pose 11/07 - trouble with balance here
- ☒ Cobra 11/01 - but got better later on
- ☒ Cow 11/02 - hurt shoulder a bit
- ☒ Downward 11/01 - I got to my own level
- ☒ Owl 11/01 - harder than it looks

**+ Intermediate Poses**

- ☒ Big Toe 11/07 - not a flexion
- ☒ Boat 11/02 - abs are a bit
- ☒ Bow 11/02 - back hurts
- ☒ Camel 11/02 - balance issues
- ☒ Crane 11/02 - balance issues
- ☒ Plank 11/02 - hold for 30 seconds
- ☒ Eagle 11/02 - balance was hard
- ☒ Hand to toe 11/02 - huge balance issues

**\* Advanced - I'm only going to try a few of these - I'm a beginner!**

- ☒ Side reclining leg lift 11/30 - kind of... not really but it was close
- ☒ Pigeon 11/02 - fell right over

What's cool is that at the beginning, I could comfortably do only a few of these. Now I feel like it's a lot easier. I'm beyond Beginner but haven't quite moved beyond intermediate.

EVIDENCE: Here's my notes on which yoga poses I mastered. I kept a list of yoga poses I wanted to try. Although the instructional videos I followed used a lot more, this was my list I wanted to see if I could accomplish. I was able to do all of the beginner yoga poses pretty early on, although some of them were more challenging. I am able to do most of the intermediate poses. Some, like the Crane, I can do with some extra support (held a chair with one hand for balance), but I could not quite do them on my own. The advanced yoga poses... I'd need to stick with this for more than a month in order to master these.

# Creativity Strand Overview and Approaches

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

Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression. Creativity will come from the student's talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts, and composition. Students are encouraged to engage in creative endeavours that move them beyond the familiar, broadening their scope from conventional to unconventional thinking.

If students are accomplished in a particular creative form (for example, music, painting, or acting) they may choose to extend their involvement and deepen their skill level. Within their field, students can define new challenges and objectives to fulfill creativity in CAS. For example, a musician may compose and perform a guitar solo; an artist may create a new sculpture or photographic series; an actor may present an original dramatic piece. By striving for new possibilities, students may discover ways to meet challenges and identify strengths that carry them forward with curiosity and continued innovation. When demonstrating creative expression, students may showcase their product or performance in a variety of ways, for example, through a recording, a presentation, an exhibition, social media or shared discussion.

Students must **do** CAS: Creativity in CAS is **not met** by the appreciation of the creative efforts of others, such as attending a concert or art exhibition.

Creativity can be inspired and informed by the student's Diploma courses. For example, students can meet new challenges and objectives in creativity using the skills developed in the visual arts course, or find new ways of expression utilizing elements in the design technology course. However, creativity experiences must be distinct from, and may not be included or used in, the student's Diploma course requirements.

As with all CAS experiences, students reflect meaningfully on their engagement with creativity, and may be guided to look for moments of personal significance or inspiration as a call for reflection. Creativity may provide inspiration for the ways in which students will reflect. For example, students may reflect through art, music, a brief narrative, a blog posting, photos, a skit, or other methods.

### Approaches to Creativity

There are many approaches to creativity, such as:

- ❑ **Ongoing creativity:** A student may already be engaged in creativity as part of a school group or club, or through some other form of sustained creativity. Students may continue in this as part of their creativity; however, students could also be encouraged to further extend and develop their participation if appropriate.
- ❑ **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. These creativity experiences could be part of the school's service CAS projects, a school club, timetabled creativity sessions, or other opportunities.
- ❑ **Community-based creativity:** Participating in creativity within the local community advances student awareness and understanding of interpersonal relationships with others, particularly if the creativity experience involves the local community. Creativity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of students' talents, interests, passions, emotional responses, and imagination. For example, students could be encouraged to join a community-based theatre group, contribute towards a community art gallery, create a sculpture for the community park, take cooking classes, or other opportunities.



- ❑ **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. Such creativity experiences are of most benefit when they take place over an extended duration of time. Students can be encouraged to set personal goals and work towards these in a sustained manner. Risk assessment of such solitary creativity experiences should be conducted with the student beforehand if applicable.

## Activity Strand Overview and Approaches

### Physical exertion contributing to a healthy lifestyle

The aim of the “Activity” strand is to promote lifelong healthy habits related to physical well-being. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit.

Schools must support students whose circumstances or culture may determine participation in physically active experiences. Similarly, students with disabilities must be given opportunities to take part in this strand. All CAS students must satisfy the basic requirement of physical exertion contributing to a healthy lifestyle as is appropriate for each student.

Students who regularly participate in suitable activity experiences are encouraged to develop and extend their participation. Students could expand personal goals, explore different training models to enhance their existing sport or become involved in a new sport. For dedicated student athletes, maintenance of a planned rigorous training programme is appropriate. Some national curriculums require students to participate in a physical education course. Participation in such courses may be considered activity if it meets the CAS guidelines.

As with all CAS experiences, students reflect purposefully on their engagement with activity and may be guided to look for moments of personal significance or inspiration as a call for reflection.

### Approaches to activity

There are many approaches to activity, such as:

- ❑ **Ongoing activity:** A student may already be engaged in activity as part of a school team or club, or through some other form of sustained physical exercise. Students may continue in this as part of their activity; however, they should set personal goals in keeping with the principles of CAS. Students can also be encouraged to further extend and develop their participation if appropriate.
- ❑ **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. These activity experiences could, for example, be part of the school curriculum, a school sports club, or timetabled sports sessions. Students may elect to initiate a school-based activity such as basketball or tennis and engage other CAS students or any student within the school.
- ❑ **Community-based activity:** Participating in activity within the local community advances student awareness and understanding of interpersonal relationships, particularly if the activity experience involves members of the local community. However, single events of activity can lack depth and meaning. When possible, activity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of physical well-being of the students. For example, rather than a single activity experience at a community-based fun run, students could be encouraged to join a community-based running club, a dance class, an aerobics class or an out-of-school sports group.

- ❑ **Individual activity:** Students may decide that they wish to engage in solitary activity experiences such as, for example, attending a gym, bicycling, roller-skating, swimming, or strength conditioning. Such activity experiences are of most benefit when they take place over an extended duration of time. Students can be encouraged to set personal goals and work towards these in a sustained and correctly applied manner. Risk assessment of such solitary activity experiences should be conducted with the student beforehand if applicable.

## Service Strand Overview and Approaches

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

The aim of the “Service” strand is for students to understand their capacity to make a meaningful contribution to their community and society. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. Service is often seen as one of the most transforming elements of CAS by promoting students’ self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness. Use of the CAS stages in developing a service experience is recommended for best practice.

Service within CAS benefits all involved: students learn as they identify and address authentic community needs, and the community benefits through reciprocal collaboration. Service fosters development of abilities, attitudes and values in accordance with the IB mission statement and the IB learner profile. As such, CAS service experiences are unpaid.

When defining “community”, consideration must be made to situation and culture. The community may be the school; however, it is recommended that service experiences extend beyond the school to local, national and/or international communities. Community involvement includes collaboration with others, as students investigate the need, plan and implement their idea for service.

CAS Coordinators should always consider the advantage of students conducting service locally. Local interactions allow for developing relationships, observing and participating in sustained change, and meeting challenges through collaboration. From the local context, students can extend their thinking and knowledge to understanding global issues. Students can also extend local service to global impact through partnerships with CAS students in other cities and towns, countries and continents. Technology affords opportunities for networking, sharing of initiatives, partnerships and impact.

As with all CAS experiences, students reflect purposefully on their engagement with service, and may be guided to look for moments of personal significance or inspiration as a call for reflection.

### Four types of service action

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

<b>Direct service</b>	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.
<b>Indirect service</b>	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.

<b>Advocacy</b>	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.
<b>Research</b>	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. <b>(Please note: There is a possible connection to an Extended Essay topic with this area. If you are interested in tying CAS to EE, see your CAS Coordinator.)</b>

### Approaches to service

There are many approaches to service, such as:

- ❑ **Ongoing service:** When investigating a need that leads to a plan of action implemented over time, students develop perseverance and commitment. They observe how their ideas and actions build on the contributions of others to effect change. Their reflections may show deeper awareness and knowledge of social issues.
- ❑ **School-based service:** While students are encouraged to participate in meaningful service that benefits the community outside school, there may well be appropriate service opportunities within the school setting. In all cases an authentic need must be verified that will be met through student action. Service needs met at a school may prepare students for further action within the larger community; for example, by tutoring within the school, students may then be better prepared to tutor at a community centre.
- ❑ **Community-based service:** Participating in service within the local community advances student awareness and understanding of social issues and solutions. However, single incidents of engagement with individuals in a service context can lack depth and meaning. When possible, interactions involving people in a service context best occur with a regularity that builds and sustains relationships for the mutual benefit of all. For example, rather than a single service experience at a retirement facility, students can decide to establish regular visits when they realize their efforts are valued and have reciprocal impact.
- ❑ **Immediate need service:** In response to a disaster, students often want to move towards immediate action. Typically they quickly attempt to assess the need and devise a planned response. Later, the students can be reminded and encouraged to further investigate the issue to better understand underlying causes. This provides greater context even if the service action has already taken place. With increased knowledge, students may commit to ongoing assistance, for example, such as joining with prevention or community resilience initiatives regarding an environmental issue.
- ❑ **Fundraising:** The preferred approach is for students to initially develop their understanding of the organization they choose to support and the issues being addressed. Students can draw from their interests, skills and talents to plan the method and manner of fundraising. Ideally, students directly communicate with the organization and establish accountability for funds raised. Sharing the rationale for the fundraising educates others and advocates the chosen cause. Students can also be asked to consider other ways to augment their contribution through direct, advocacy, or research service.
- ❑ **International service:** Students are encouraged to participate locally in service before considering service opportunities outside their country. When participating in international service, students must understand the background and the circumstances of an identified and authenticated need to support their involvement. When direct communication with an overseas community is not possible, students could

cooperate with an outside agency to provide an appropriate service. Students do benefit from serving in an international context when able to make clear links to parallel issues in their local environs and they understand the consequences of their service. Schools must ensure that commercial providers, if used, act in accordance with the aims of the IB mission statement and CAS requirements. Additionally, schools must undertake risk assessment to ensure the safety of students.

- ❑ **Volunteerism:** Students often volunteer in service experiences organized by other students, the school or an external group. In such cases, students benefit from prior knowledge of the context and the service need. Being informed and prepared increases the likelihood that the students' contribution will have personal meaning and value. Utilizing the CAS stages prior to volunteering is highly recommended.
- ❑ **Service arising from the curriculum:** Teachers plan units with service learning opportunities in mind, students may or may not respond and act. For example, while studying freshwater ecology in environmental systems and society, students decide to monitor and improve a local water system.

### **Political and Religious Activity**

The IB has no view on whether or not it is appropriate for students to be involved in political activities as part of their educational experience. Views on this vary considerably in different cultural contexts, so it is a matter for decision at local or school level.

However, where such activity is locally sanctioned, there is a question about whether or not it may qualify as CAS. It may be relevant to consider the following factors: is the activity safe, and will it cause or worsen social divisions?

Concerning religious activity, it is recognized that this is a sensitive and difficult area. Nevertheless, the general rule is that religious devotion, and any activity that can be interpreted as proselytizing, does not count as CAS.