

CAS - Student Handbook 2017 - 2019



Stockholm International School

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2019**

Name:

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Introduction

CAS is a compulsory part of the IB Diploma Programme. In order to qualify for the Diploma you must have completed all the requirements of CAS. This handbook outlines the requirements and expectations of the programme. During the first weeks of school you will participate in workshops and meet with the students from IB 2 to hear more about CAS. The CAS coordinator will hold workshops throughout the IB Diploma to help you understand the many aspects of the CAS programme. We will meet in groups and individually to discuss progress throughout the 18 months of your CAS programme. On this page you will find an outline of the main aspects of the programme – on the following pages are more detailed explanations.

CAS in brief

CAS stands for ***Creativity, Activity and Service***. These are called the ***CAS strands***.

Every student must:

- Complete CAS ‘experiences’ (see page 5 for explanation of experiences)
- CAS experiences must run continually for **18 months**.
- You can have a mixture of short and long term experiences as long as there are 18 months between the beginning and end of CAS
- Long term CAS experiences and service experiences should be planned using the CAS stages (see page 9)
- CAS experiences must fit into one of the CAS strands (see page 6)
- You must have a **balance of experiences** over the 3 strands
- You must achieve the **7 learning outcomes** through your CAS experiences (page 10)
- You must keep a **CAS portfolio** of your experiences that show **evidence of participation** and achievement of the 7 learning outcomes (see page 4)
- You must **reflect** on what you do in your CAS experiences – reflections can be used to demonstrate how you have achieved the outcomes (see page 11)
- You must participate in at least one **CAS project** (see page 12)
- You must attend a minimum of **3 interviews** with the CAS coordinator (see page 13)

Portfolio

All students are required to maintain and complete a CAS **portfolio** showing that they have participated in CAS during an 18-month period. You will be expected to show this **completed** portfolio to the CAS coordinator in April 2017 in order to qualify for your IB Diploma. Your portfolio will be checked during the 2 years of the CAS program to make sure that you are on track. You will not qualify for the Diploma, if the portfolio is not complete.

Your portfolio should be made up of 3 elements: Profile, Experiences and Evidence. During advisory time you will participate in activities and complete exercises that can be added to your portfolio.

Profile

You will create a profile that is made up of your:

- Interests
- Skills and Talents
- Plans
- Goals both short-term and long term

Experiences

Your experiences will be made up of:

- Reflections
- Learning moments
- Personal achievements
- Use of the CAS stages

Evidence

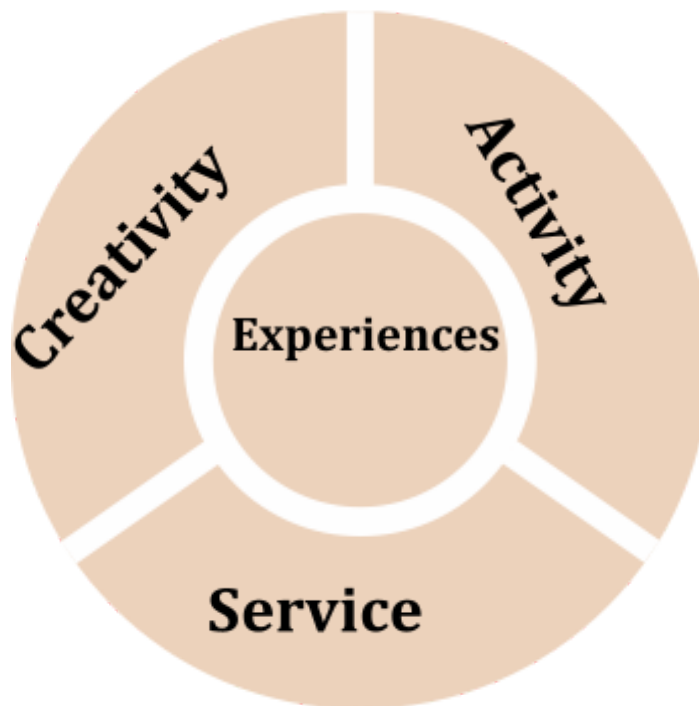
This can be made up of anything that shows evidence of your participation in CAS. This could be:

- Planning documents
- Letters/emails
- Certificates
- Photos/videos/audio recordings
- Supervisor Reviews

These should show a connection to the CAS learning outcomes and may even extend to your thoughts about future ambitions.

CAS experiences

This is an event or activity that you take part in. It must cover one or more of the 3 strands of CAS. It can be a single event/activity or a series of events over time. You must have enough experiences to cover the 7 *learning outcomes* and they should be spread equally over the 3 *strand of CAS*.



A CAS experience must:

- Fit into one or more of the CAS strands
- Be based on your personal interest, skills or talents
- Help you to develop the IB learner profile attributes
- NOT be used as part of the DP course requirements

Before choosing something to do as a CAS experience think about the following:

- Will it be enjoyable?
- Does it allow you to develop a personal interest, skill or talent?
- What new possibilities or challenges will it give you?
- What might be the consequences for you or others or the environment?
- Which of the CAS outcomes will be addressed?

At the end of the DP you must have evidence that you have achieved each of the 7 learning outcomes for CAS.

At least one of your CAS experiences must qualify as a CAS project. See page 12 for more information about projects.

Always collect evidence of participation as soon as - or before - an experience is over – it can be hard to find evidence 12 months later.

The CAS Strands

These are Creativity, Activity and Service. You must participate in activities that cover each of the strands.

- Participation in CAS begins at the start of the DP and
- You must participate in CAS for at least **18 months**.
- Participation should be **regular** – ideally on a weekly basis.
- There should be a **reasonable balance** between the 3 strands.

Creativity

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

A creative *CAS experience* can involve some of the following:

- Art - visual and performing
- Music and composition
- Writing – articles, short stories, a blog, web page etc.
- Digital Design
- Film
- Culinary arts (cooking)
- Crafts.

If you are already doing something creative – like learning a musical instrument – it is OK to continue to do that but you must develop goals that extend and deepen your involvement. As with all CAS experiences you will need to reflect purposefully on your involvement.

All *creativity* experiences must result in a demonstration – it can take many forms such as:

- A recording that is shared on a social media site
- A presentation – it could be to your class in advisory or to a larger audience through a concert organized with others in your class
- An exhibition

Creativity experiences can be inspired by something you do in your Diploma Courses but the must not be included or used in your course requirements.

It is possible to combine creativity with service and raise money for a cause through an exhibition or performance.

Many creativity experiences will take place over a longer period of time but all will culminate in a demonstration.

Currently at SIS we have some groups that you can get involved with as part of creative CAS: Student Newspaper; Rhino Preservation Group; Amnesty Group; Choir and Band. It is sometimes possible to assist in after school activities that are 'creative'.

Activity

Physical exertion contributing to a healthy lifestyle

Some examples of CAS *activity experiences* are:

- Individual and team sports
- Exercise classes
- Outdoor recreation – e.g. hiking, running
- Fitness training
- Dance

You might already be involved in doing a physical activity – for example the member of a sport team. It is OK to include that as one of your CAS *activity experiences* as long as you set yourself goals and maintain a rigorous training programme. As with all CAS experiences you will need to reflect purposefully on your involvement.

SIS has some ongoing sports activities that it is possible to become involved in. You can see the sports coordinator about how this can fit in with your studies. At times you can become involved in short term *activity experiences* by helping with Nordic Network and Primary school sports days. You can also join local sporting teams or classes as part of an activity experience. You can start a running or other sporting group with some other students. The important aspect is that you meet regularly, reflect on your goals and gather evidence of your participation

Activity experiences best occur when they take place on a regular basis and develop your physical well-being.

If you decide to join a gym make sure you can get a record of your attendance. Most gyms have a system where you swipe a card and they keep a record of classes and training times that you have attended. It is a good idea to take a screenshot or scan this in on a fairly regular basis as it can disappear if you let your membership lapse. Some gyms clear out data at the end of the year.

If you are in a sporting team, getting a note from you coach can be good evidence – if you quit the team make sure you get evidence straight away as people move on and email addresses change.

Service

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

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

- **Direct service** – interacting with people, the environment or animals. E.g. tutoring, building a garden, working at an animal shelter
- **Indirect service** – actions that benefit the community or environment but don't involve direct contact. E.g. designing a website for a non-profit organization, making picture books to teach language, or nurturing tree seedlings for planting
- **Advocacy** – promoting a cause or issue. E.g. an awareness campaign, performing a play with an anti-bullying message, creating a video about an environmental issue
- **Research** – collecting data or information that can be used to influence policy or practice. E.g. an environmental survey of the school, a study of animal migration, interviewing people about topics such as homelessness

CAS *service* experiences can be in-school but some of your service must be beyond the school – that is in the wider community, local, national or international. *Whilst it is important to be involved in global issues, it is considered best to act locally.*

Students should approach CAS service experiences by using the CAS stages – see the next page.

When you add a *service* experience to MB you will be asked to specify what kind of service it is – i.e. direct, indirect, advocacy, or research

There are some groups that are already established at SIS that can be part of your CAS service experiences. There is an Amnesty International Group, a Rhino Preservation group, and a Nepal group. You can of course start a new group – talk to the CAS coordinator about your ideas. You can also volunteer for local groups such as Red Cross or 'Stadsmission'.

CAS Stages

The CAS stages represent the process that you should go through when planning a CAS experience. This is especially important for *CAS projects* and *CAS service experiences*

The stages are as follows:

1. Investigation

Identify your skills, talents or interest as well as areas for personal growth and development. For service, you must consider a need that you want to address.

2. Preparation

Work out roles and responsibilities, actions to be taken and develop a timeline. Identify any skills you need to acquire or resources that you need.

3. Action

Carry out your idea or plan. This can be individual or in groups.

4. Reflection

Describe what happened, your feelings ideas and any questions that arose. Make connections between what you did and what other actions could be taken. Reflect on what you have learned and how you have developed. This can take place during and after the experience.

5. Demonstration

Show what you have learned and what you have accomplished. Share you CAS experience with others – formally or informally. Make sure you have something to put in your CAS portfolio.



Figure 4
The five CAS stages

CAS Learning Outcomes

A requirement of CAS is that you achieve the 7 *learning outcomes* through your CAS experiences. Your portfolio must contain evidence that you have met these outcomes. You can achieve an outcome more than once but **each outcome must be attained at least once** and your CAS experiences must cover a period of **18 months**.

In CAS, there are seven learning outcomes.

LO 1	Identify own strengths and develop areas for growth
Descriptor	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
LO 2	Demonstrate that challenges have been undertaken, developing new skills in the process
Descriptor	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
LO 3	Demonstrate how to initiate and plan a CAS experience
Descriptor	Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
LO 4	Show commitment to and perseverance in CAS experiences
Descriptor	Students demonstrate regular involvement and active engagement in CAS.
LO 5	Demonstrate the skills and recognize the benefits of working collaboratively
Descriptor	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
LO 6	Demonstrate engagement with issues of global significance
Descriptor	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue locally, nationally or internationally.
LO 7	Recognize and consider the ethics of choices and actions
Descriptor	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

Reflections

Reflecting on what you do as part of CAS is one of the most essential aspects of this program. Through reflection you should be able to show what and how you have learned. Your reflections should show your development as a person and give you a deeper understanding of the worth of what you do. Reflection should be meaningful and may lead to further actions. You must have evidence of reflection in your CAS portfolio. Whilst there is no specific point during a CAS experience when you should reflect, it will often be when something significant occurs. It could be in the middle of an experience or at the end. Reflection can take many forms.

Elements of a Reflection

- **Describe what happened.** Memorable moments, obstacles, difficulties, successes.
- **Expressing feelings.** Show how you felt about your experiences.
- **Generating ideas.** Rethinking or re-examining choices.
- **Asking questions.** Questions about people, processes or issues

The CAS questions on ManageBac can guide you to make a final reflection.

Forms of Reflection

Some examples of the form a reflection might take are:

- Taking a series of photos of an experience and then writing about them
- Compose a song about an experience
- Produce a short video to share with the class about a CAS experience
- Create a poster of a CAS experience
- A blog entry about a CAS experience or an article for the newspaper
- A group discussion about an experience that several of you were involved in (can be recorded for your portfolio)

Reflections do not always have to be shared but you do need to have reflections to show *how you have achieved each of the 7 learning outcomes to include in your portfolio*. These do not have to be in writing but must be in some form that can be included in your portfolio. You can upload video, audio and pictures to ManageBac.

CAS Project

Every student must be involved in *at least one CAS project* during the 18 months of CAS.

A CAS project must be:

- Collaborative (it must be done in a group)
- Planned (using the CAS stages)
- A series of experiences over a longer period (more than a month)
- Must engage you in at least one of the strands – creativity, activity, service (it can be more than one)

Here are some examples of CAS projects:

- Creativity: A student group plans, designs and creates a mural.
- Activity: Students organize and participate in a sports team including training sessions and matches against other teams.
- Service: Students set up and conduct tutoring for people in need.
- Creativity and activity: Students choreograph a routine for their marching band.
- Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.
- Service and creativity: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.
- Creativity, activity, and service: Students rehearse and perform a dance production for a community retirement home.

You should aim to take part in CAS project locally and if possible engage in more than one CAS project over the duration of your CAS programme.

If your CAS project is a Service project it is important that you take into consideration the consequences of your involvement and plan carefully.

All CAS projects must be planned using the CAS stages and approved by the CAS coordinator before commencement. It is possible to get some funds for projects but a budget must be presented and approved before the project begins.

Interviews

All students participating in the IB Diploma CAS programme will have *at least 3 formal interviews* with the CAS coordinator. Other interviews may be called when necessary. The point of the interviews is to help you plan your CAS and make sure that you are on track. Notes taken at the interviews will make up part of your CAS portfolio.

The First Interview

This will be conducted at the beginning of the CAS program and will be used to make sure you understand the requirements of CAS as well as discuss your ideas for your CAS experiences. You should bring a plan with you to the meeting. Some ideas of what to include in the plan will be discussed during the first weeks of the term.

The Second Interview

This will be held during the end of the first year and will be used to discuss your progress. You should have evidence of planning and participating in CAS experiences in your portfolio. At this point we will check which of the learning outcomes you have evidence of achieving and plan for the final year.

The Third Interview

This will be held in the final term of the DP programme usually in March. By this time you will have had 18 months to complete your CAS and your portfolio should be complete with evidence of experiences and reflections showing how you meet all of the 7 learning outcomes. We will reflect together on your CAS experience. It is at this point that it will be decided if you have enough evidence for your portfolio to be recorded as **complete**.

All information in this handbook is adapted from the *Creativity, activity, service guide. For students graduating in 2017 and after* published by the International Baccalaureate in 2015, Switzerland.

Useful Contacts and addresses

CAS coordinator for students graduating 2019 – Ms. Smith – room C10,
d.smith@intsch.se

After school activities coordinator -- Ms Olsson v.olsson@intsch.se

Sports association coordinator - Mr McCrea - pmccrea@yahoo.com

Student Newspaper – *Quirky Quibbler*-
www.thequirkyquibbler.com

CAS blog – <http://casblogatsis.blogspot.se/>

Ms. Smith's blog with regular updates on what is happening with regards to CAS in the school as well as information about any opportunities that arise that might be of interest to students doing CAS.

Volunteer Bureau – Swedish site for volunteers that has an English page -
<http://www.volontarbyran.org/>

Sites for people who want to volunteer on Science/History projects by collecting data - everything from identifying the sounds of monkeys to looking for astronomical phenomena and archeological finds

<http://www.citizensciencealliance.org/projects.html>

<http://scistarter.com/index.html>

<http://www.birds.cornell.edu/citscitoolkit/projects>

There are more – just google 'citizen science'

'Stadsmission' – a Swedish organization that needs volunteers for various activities <http://www.stadsmissionen.se/Stodoss/> in Swedish only

Red Cross - <http://www.redcross.se/> in Swedish

Profile

Profile for :

Your profile should include your goals, interests, skills and talents and plans for your CAS programme. Map your interests against the three strands of CAS to identify possible CAS experiences, creating a personal profile. Show which of the CAS learning outcomes you need to develop.

Goals and Aims for CAS - what do you plan to do to cover the 3 strands. Keep in mind the learning outcomes as well. What ideas do you have for a project?

Creativity:

Activity:

Service:

Project

IB Learner attributes: balanced; knowledgeable; thinkers; principled; courageous; inquirer; caring; open-minded; reflective; communicators

Choose your 2 strongest attributes and explain why you think they are your strengths. Give examples of experiences you have had where you used these skills.

What are the areas you need to develop? Choose the 2 attributes that you need to develop most. Explain how you could do this as part of CAS. What kind of experiences could you participate in?

Learning outcomes. There are 7 learning outcomes - next to each one write the experience you have planned that will help you reach that outcome.

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