Riverstone International School

CAS Handbook

2023-2024

Introduction To CAS

So what is CAS? Well, CAS is a program established by the International Baccalaureate Program which stands for Creativity, Activity and Service. It provides you, the student, to develop new skills and talents, as well as areas for growth, and also to work to make the world a better place through active involvement in the community. Throughout your time as a Diploma Programme student, you will be expected to have a wide range of experiences and keep a record of them to be able to indicate what you learned. You are challenged to leave your comfort zone, which will help you develop your own set of values, contributing to your ethical identity.

The most challenging thing about CAS is doing what you are interested in and doing what you want to learn. In turn, how can you use those talents and skills to make the world a better place. This is the process of you becoming a whole person. When planning CAS experiences, think of the IB learner profile and how you can develop those attributes by participating in unique experiences that are meaningful to you.

Aims of CAS:

The CAS programme aims to develop students who:

• Enjoy and find significance in a range of CAS experiences

• Purposefully reflect upon their experiences

• Identify goals, develop strategies and determine further actions for personal growth

• Explore new possibilities, embrace new challenges and adapt to new roles

• Actively participate in planned, sustained, and collaborative CAS projects

• Understand they are members of local and global communities with responsibilities towards each other and the environment.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

CAS Strands:

CAS Strands are three categories of different experiences you can have. Each strand is different for the others but you can combine strands by executing more complex experiences.

Creativity is exploring and extending ideas, leading to an original or interpretive product or performance. Music, theater, film, design technology, visual arts, dance, fashion and other experiences that involve creative thinking fall under creativity (for example, joining choir or engaging with fashion design).

Activity is physical exertion contributing to a healthy lifestyle. Taking on a new sport or extending your ability (for example, with football, yoga, dance, aerobics classes, biking, or hiking) count as activity.
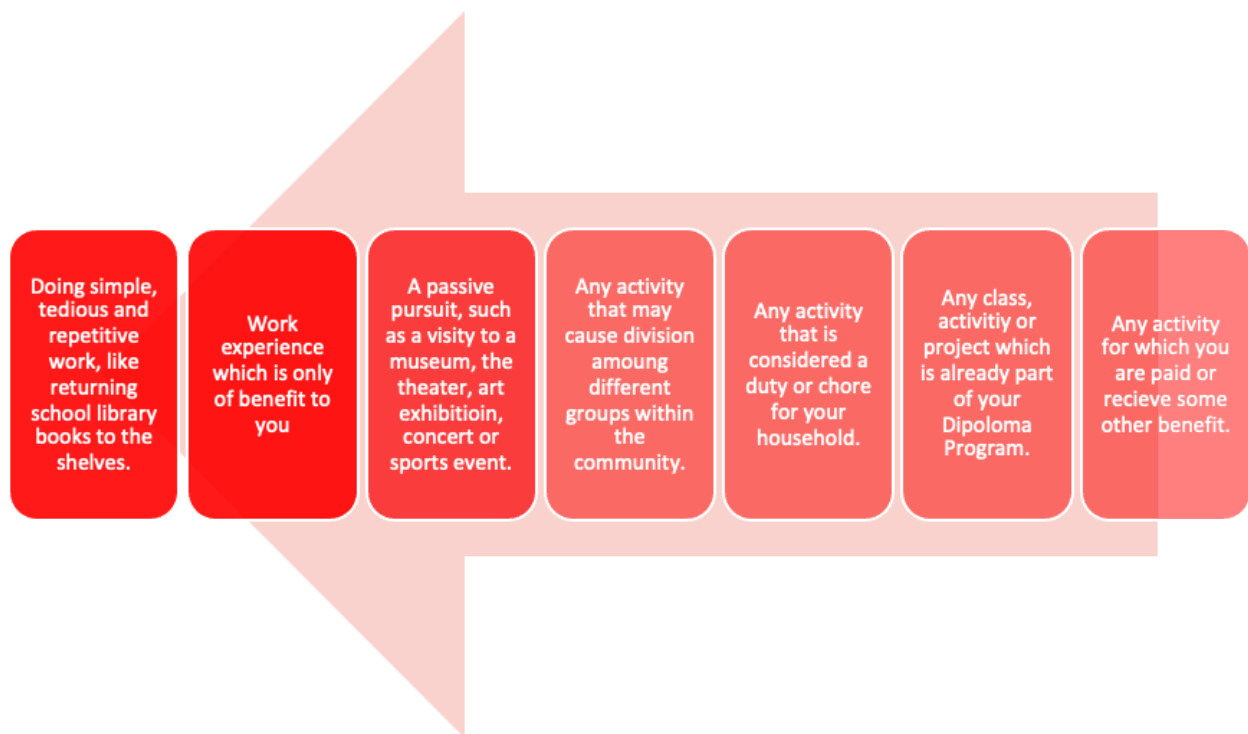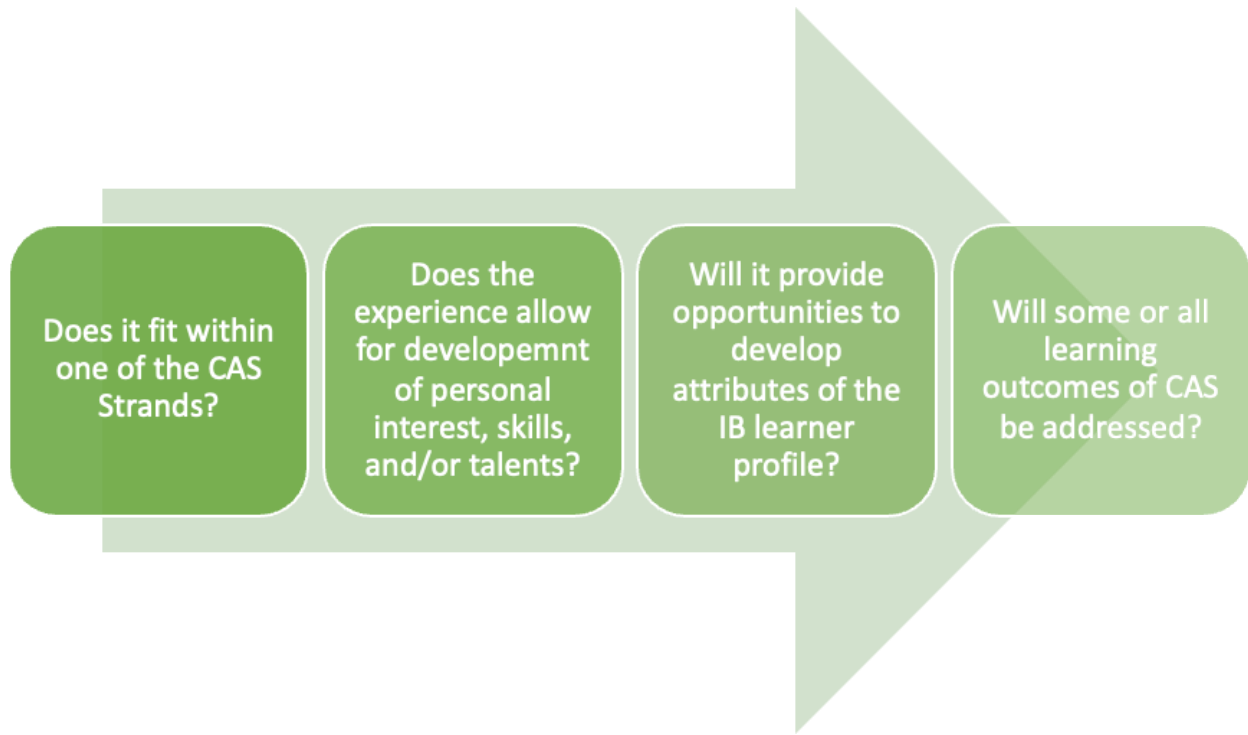
Service is collaborative and reciprocal community engagement in response to an authentic need. By investigating and identifying a community need, then determining a plan of action that respects the rights, dignity and autonomy of all involved (for example, reading to the aged or advocating for a cause), you are performing service.

CAS experiences may cover more than one strand; for example, planning sports events for disadvantaged children may involve both service and activity. Some CAS experiences may involve all three strands; for example, choreographing a performance that promotes the work of a non-profit organization involves creativity, activity and service.
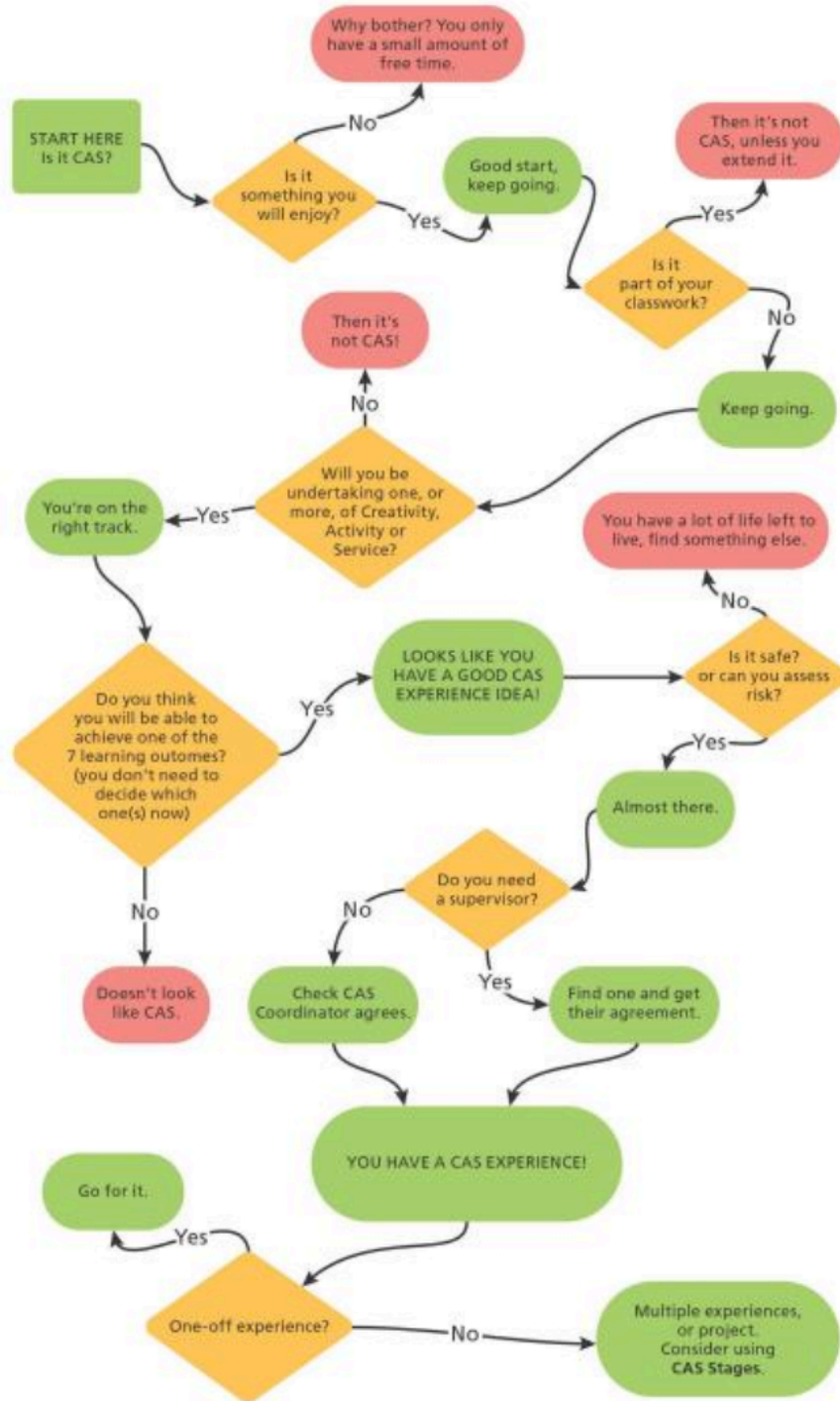
CAS Experiences:

A CAS Experience is a specific event in which the student engages in one or more of the CAS Strands. A CAS Experience can be a singular event, or a series of continuing events. Similarly, the CAS Project is a collaborative series of sequential CAS experiences lasting at least one month. A CAS experience should involve one or more of the CAS strands. It should be a chance for personal growth and enjoyment. Experiences need to give students the opportunity to demonstrate some of the qualities and attributes of the learner profile. You cannot count DP coursework as CAS. Most of all, they need to be fun.

Is it CAS?

Does it fit within one of the CAS Strands?

Does the experience allow for developemnt of personal interest, skills, and/or talents?

Will it provide opportunities to develop attributes of the IB learner profile?

Will some or all learning outcomes of CAS be addressed?

Doing simple, tedious and repetitive work, like returning school library books to the shelves.

Work experience which is only of benefit to you

A passive pursuit, such as a visity to a museum, the theater, art exhibitioin, concert or sports event.

Any activity that may cause division amoung different groups within the community.

Any activity that is considered a duty or chore for your household.

Any class, activitiy or project which is already part of your Dipoloma Program.

Any activity for which you are paid or recieve some other benefit.

Wait, are you sure it's CAS?

START HERE
Is it CAS?

Is it something you will enjoy?
- No → Why bother? You only have a small amount of free time.
- Yes → Good start, keep going.

Is it part of your classwork?
- Yes → Then it's not CAS, unless you extend it.
- No → Keep going.

Will you be undertaking one, or more, of Creativity, Activity or Service?
- No → Then it's not CAS!
- Yes → You're on the right track.

Do you think you will be able to achieve one of the 7 learning outomes? (you don't need to decide which one(s) now)
- No → Doesn't look like CAS.
- Yes → LOOKS LIKE YOU HAVE A GOOD CAS EXPERIENCE IDEA!

Is it safe? or can you assess risk?
- No → You have a lot of life left to live, find something else.
- Yes → Almost there.

Do you need a supervisor?
- No → Check CAS Coordinator agrees.
- Yes → Find one and get their agreement.

YOU HAVE A CAS EXPERIENCE!

One-off experience?
- Yes → Go for it.
- No → Multiple experiences, or project. Consider using CAS Stages.

Completing CAS

In order to complete CAS, you will need to demonstrate several things before you graduate.

- Demonstrate commitment and perseverance by frequent attention to maintaining an appropriate **CAS portfolio** by focusing on the entry of experiences and reflections
- Show commitment to CAS over at least 18 months
- Demonstrate **planning** and knowledge of the **CAS Stages**
- Show a variety of **experiences** across all 3 strands
- Conduct a **CAS Project** undertaken over at least one month
- Meet all **7 learning outcomes** at least once
- Each experience meets the CAS requirements and contains meaningful reflections which provide additional evidence
- Conduct 3 Interviews with the CAS Supervisor and/or Coordinator

Use the CAS Checklist on the next page to ensure you are maintaining constant attention to CAS and working through all of the learning outcomes. Here are some tips for success:

- Consistency **-** Variety **-** Positivity **-** Continuity
- Combine Strands in Experiences
- Show evidence of achieving learning outcomes
    - Reflection
    - Achieve each learning outcome at least once
    - Pictures, drawings, journal entries, videos
    - Planning documents, e-mails, letters, achievement awards
- Maintain and complete your CAS portfolio (ManageBac)
- Completion results in a successful CAS project and achieving each of the seven learning outcomes.
- Quality v. Quantity (Time)

A Student Checklist for CAS

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

My CAS Programme	✔	Notes
Evidence of planning a CAS Experience		
Regular commitment over at least 18 months to CAS		
Understanding an ability to use the CAS Stages when planning CAS experiences		
Balance between creativity, activity, and service		
At least one planned project undertaken over at least one month		
Evidence of achieving all seven learning outcomes		
1. Evidence of identification of strength and areas for personal growth		
2. Evidence of undertaking new challenges and developing new skills in the process		
3. Evidence of initiating and planning a CAS experience		
4. Evidence of commitment and perseverance in CAS experiences		
5. Evidence of engagement with issues of global significance		
6. Evidence of recognizing and considering the ethics of choices and actions		
Reflections completed on significant CAS experiences		
Supervisor Reports supplied where necessary		
CAS interview 1 Completed		
CAS interview 2 Completed		
CAS interview 3 Completed		
CAS Portfolio Completed		

Timeline at Riverstone International School

Summer Junior Year	• Student may start logging CAS experiences into ManageBac
Fall Semester Junior Year	• Become familiar with CAS, outline your interests and start investigating which experiences you would like to conduct • Ongoing check-in meetings with Advisor • **Oct-Nov - 1st interview with CAS coordinator** • Investigate, plan, execute, and reflect on a variety of CAS experiences that meet all or some of the 7 learning outcomes
Spring Semester Junior Year	• Ongoing check-in meetings with Advisor • Investigate, plan, execute a CAS Project • **May - 2nd interview with CAS coordinator**
Summer Senior Year	• Continue to investigate, plan, execute, and reflect on a variety of CAS experiences • Continue to work on CAS project
Fall Semester Senior Year	• **December – 3rd Interview with CAS coordinator** • Have evidence of a majority of all learning outcomes and most supervisors reviews completed • CAS Project should be completed before 3rd interview
Spring Semester Senior Year	• **January – Final check-in with Advisor** • March – CAS Project must be completed, and all experiences should be uploaded to ManageBac • April – CAS Coordinator determines completion of CAS for the IB Diploma Programme • April – CAS portfolios completed and submitted to IB

The above timeline is a guideline for you to use and keep track of where you are throughout your time completing CAS. You may be ahead or behind, and that will be determined with the help of the CAS Coordinator. Please make sure you are following this timeline as closely as possible.

Executing CAS Experiences

Learning Outcomes

Understand The 7 Learning Outcomes (LO) will help you investigate and plan CAS Experiences. Remember, you must meet each of these LO's at least once. Some of them will be met almost immediately and frequently, others will take a bit longer with more planning.

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.
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 either 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.

CAS Stages

The CAS Stages are used to assist you in what you would like to do in CAS, make plans, and carry out your ideas. This is both applicable to the CAS experiences and CAS project. These stages represent a process that is repetitive across other aspects and throughout the rest of your life. You will follow a process where you investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what you have done, and demonstrate your understanding and the process. By applying these stages to CAS, you have a reliable yet flexible structure you can apply to future situations with confidence.
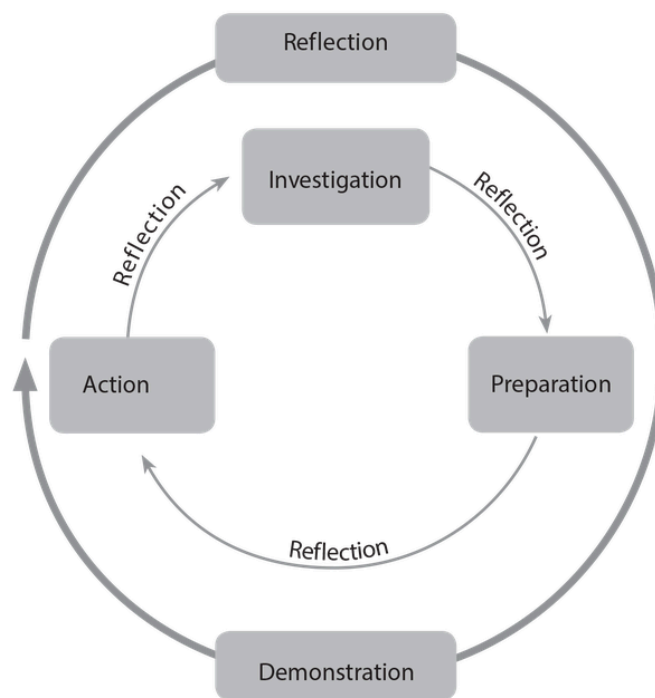
Figure 4
The five CAS stages

There are two parts as noted in the diagram. The center circles and arrow represent the process with four key parts: **investigation**, **preparation**, **action**, and **reflection** (occurring intermittently in response to significant experiences). The

outer circle has two parts and guides students in summarizing their experience: **reflection** and **demonstration**.

CAS Stages Continued

1. **Investigation**: Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.

2. **Preparation**: Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.

3. **Action**: Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.

4. **Reflection**: Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.

5. **Demonstration**: Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

CAS Planning and Proposal Form

Briefly describe your experience you are planning:

_____

_____

_____

What Strands of CAS does this achieve?

☐ Creativity   ☐ Activity   ☐ Service

What Learning Outcomes does this experience help you meet?

☐ Identify own strengths and areas for growth   ☐ Working collaboratively

☐ Demonstrate challenges and new skills   ☐ Engage with issue of global significance

☐ Demonstrate how to plan an CAS experience   ☐ Consider the ethics of choices and actions

☐ Show commitment and perseverance

Investigation - What do you need to execute this experience, who can you reach out to, who are you going to collaborate with. What supplies and resources do you need, when are you going to do it?
Preparation - How will you know you are prepared and what will you do to show that you have prepared to execute the CAS experience
Action - What is it you are going to do to show you have executed you plan.
Reflection - Describe what happened, express feelings, gather ideas and raise questions.

Demonstration - *Make what you learn evident through different types of reflection, prove to yourself and others that you learned something and can demonstrate understanding.*

Student Name: _____ **Date:** _____

CAS Coordinator Approval: _____

CAS Personal Profile Questionnaire

1.   What are your talents?

2.   What do you enjoy doing?

3.   What skill or talent would you like to improve?

4.   What are you already doing that could be part of your CAS programme?

5.   What would you like to be involved in?

6.   Describe a time when you helped someone else or helped with a cause.

7.   Describe a time when someone helped you.

8.   What issues do you have concern or feel most passionate about?

9.   Are there any local clubs or community associations in which you could be involved?

10. What would you like to learn more about?

11. What have you always wanted to try but haven't yet?

12. What other questions may help? Write down two and answer them?

SMART Goal Worksheet

Crafting SMART goals are designed to help you identify if what you want to achieve is realistic and determine a deadline. When writing SMART goals use concise language, but include relevant information. These are designed to help you succeed, so be positive when answering questions.

Initial Goal	Write the goal you have in mind
S Specific	What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?
M Measurable	How can you measure progress and know if you've successfully met your goal?
A Achievable	Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?
R Relevant	Why am I setting this goal now? Is it aligned with overall objectives?

T Time-Bound	What's the deadline and is it realistic?
SMART Goal	Review what you have written, and craft a new goal statement based on what the answers to the questions above have revealed

Reflections

Being reflective is one attribute of the IB learner profile: "We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development."

Reflection is central to building a deep and rich experience in CAS. Developing a culture of reflection helps students recognize and understand how to be reflective as well as deciding the best methods and appropriate timing. Student learning is enhanced by reflection on choices and actions. This enables students to grow in their ability to explore skills, strengths, limitations and areas for further development. Through reflection students examine ideas and consider how they might use prior learning in new contexts. Reflection leads to improved problem-solving, higher cognitive processes and greater depth of understanding in addition to exploring how CAS experiences may influence future possibilities.

The thinking skills category of the approaches to learning in the Diploma Programme highlights the need to explicitly teach students to reflect in different situations. For reflection in CAS to be meaningful, schools must plan how to engage students in reflection as a learned process. The development of reflective skills is best when explicitly taught across the curriculum, leading students to reflect independently as a valued process.

The overarching intention of reflection in CAS includes the opportunity for students to:

- deepen learning
- consider relevance of experience
- explore personal and group values
- recognize the application of knowledge, skills, and attributes
- identify strengths and areas for development
- gain a greater understanding of self and others
- place experience in a larger context
- generate relevant ideas and questions
- consider improvements in individual and collective choices and actions

- transfer prior learning to new situations
- generate and receive constructive feedback
- develop the ongoing habit of thoughtful, reflective practice.

Elements of reflection

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

- Describing what happened: Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- Expressing feelings: Students articulate emotional responses to their experiences. The following two elements add greater depth and expand perspectives.
- Generating ideas: Rethinking or re-examining choices and actions increases awareness about self and situations.
- Asking questions: Questions about people, processes or issues prompt further thinking and ongoing inquiry.

Extending reflection

Having established an effective understanding of the four elements of reflection, students develop higher- order thinking skills by critically examining thoughts, feelings and actions, thereby synthesizing their learning. The theory of knowledge (TOK) course provides students with critical thinking skills to develop and extend their reflections. For example, during TOK (ways of knowing) they consider their emotions, ability to reason and how to use language.

Students can be encouraged to move forward through deeper questions. For example:

What did I do? could become:

- *Why did I make this particular choice?*
- *How did this experience reflect my personal ideas and values?*
- *In what ways am I being challenged to think differently about myself and others?*

How did I feel? could become:

- *How did I feel about the challenges?*
- *What happened that prompted particular feelings?*
- *What choices might have resulted in different feelings and outcomes?*

Following reflection, feedback from the CAS coordinator and/or adviser is beneficial and necessary as is peer feedback. Feedback provides acknowledgment, confirmation or clarification of students' understanding and insight, and opportunities for further development. Feedback can take many forms such as part of an informal or formal discussion, as a written response to a blog posting, during group discussion or paired peer conversation. Students may also advise on their preferred method for feedback.

Time for reflection

Purposeful reflection is about quality rather than quantity. The appropriate occasion, amount and method is the student's decision. Students are not expected to reflect on every CAS experience; they should identify moments worthy of reflection. Reflection is most meaningful when recognized as a personal choice. If the emphasis is on quantity with a required number of reflections or with a requirement such as "students must complete a reflection for every CAS experience", reflection becomes an obligation, which is contrary to the purpose of reflection in CAS.

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

- Students choose significant moments as the basis for reflection, for example when:
- a moment of discovery is happening
- a skill is mastered
- a challenge is confronted
- emotions are provoked
- achievement deserves celebration.

- Students reflect during or at the end of a CAS experience or series of CAS experiences, to identify important moments, discuss a possible learning outcome, recognize personal growth and achievements, and plan for their next CAS experience.
- Students engage in group reflection with their peers to discover shared insights.
- Students reflect at the beginning, during, and at the end of a series of CAS experiences. This enables students to deliberate on such elements as planning, opportunities, expectations, challenges, progress, and personal growth.
  Reflection offers students opportunities to understand the concept, process and value of CAS experiences. With experiences that add meaning and self-knowledge, students can adapt, adopt and integrate reflection into a lifelong practice.

Form of Reflection

During CAS, the form of reflection must take into account student choice. When overly prescribed, students may perceive the act of reflection as a requirement to fulfill others expectations. Students may then aim to complete "a reflection" quickly since the value is unrealized. By contrast, the student who understands the purpose and process of reflection

would choose the appropriate moment, select the method and decide on the amount of time needed. With this greater sense of autonomy and responsibility, the student may be encouraged to be more honest, forthcoming and expressive, and develop insights including those related to the learning outcomes. The ultimate intention is for students to be independently reflective.

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

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

By encouraging students to choose forms of reflection that are personal and enjoyable, reflection becomes a means for self-discovery. Students make connections, develop awareness of choices and consequences, and acquire sensitivity to the experiences of self and others.

Student reflection may be expressed through a paragraph, a dialogue, a poem, a comic strip, a dramatic performance, a letter, a photograph, a dance, or other forms of expression. Students find greater value and purpose when they apply their own interests, skills and talents when reflecting. They discover that reflection can be internal and private or external and shared. It is possible students may wish to keep private reflections. As such, it is recommended that students decide which reflections will be placed in their CAS portfolio. Students should include reflections in their CAS portfolio that give evidence to achieving each of the seven CAS learning outcomes.

Understanding reflection

One way to explain reflection is to clarify what reflection is and what it is not. A helpful way to initiate discussion of the reflective process is for students to collaborate with their peers and draw up their own comparison table. This chart shows examples of what students may list and discuss.

Reflection Is	Reflection is Not

• Honest • personal • done in many different ways • sometimes difficult • sometimes easy • sometimes creative • building self-awareness • necessary for learning • what I did, combined with how I felt • surprising • helpful for planning • done alone or with others • about thoughts, feelings, and ideas • adding perspective.	• forced • right or wrong • good or bad • marked or graded • difficult • copying what someone else said • predictable • to be judged by others • only a summary of what happened • done to please someone else • a waste of time • only written • only discussion • only led by teachers.

A CAS coordinator guides students in how to reflect by doing the following.

- Defining reflection: This can include clarifying what reflection is and is not, showing integral elements of reflection and giving examples.
- Modeling reflection: CAS coordinators can share ways they reflect. The emphasis is on providing examples of what reflection can look like and ways it can occur.
- Leading reflection: Engage students in diverse reflective practices that cater for different learning styles.
- Sharing reflections: Current and past student reflections are shared (with the student's permission).
- Provoking reflection: Provide a series of questions, statements or experiences that elicit thoughtful response.

Reflection and the CAS learning outcomes

Reflection is the primary evidence used by CAS coordinators to determine whether students have successfully attained the seven CAS learning outcomes. However, it is important to note that not all reflections should or must discuss learning outcomes.
During CAS, students benefit from both structured and informal reflection when gathering evidence of the learning outcomes. For personal knowledge and growth as IB lifelong learners, best practice balances:

- structured and guided opportunities for students to reflect on their CAS experiences
- diverse informal ways for students to reflect on their CAS experiences.
  The *Creativity, activity, service teacher support material* offers an assortment of resources and strategies to assist with student understanding of the reflection process.

CAS Project

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

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

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

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

A CAS project can address any single strand of CAS, or combine two or all three strands. The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

- 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.

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

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

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

CAS Service Project

When a CAS project addresses the CAS strand of service (known as service project), students must take into account the opinions and expectations of others involved and focus on meaningful and authentic needs to ensure actions are respectful and reciprocal. Awareness of the possible impact and consequences of the students' actions should be part of the planning process. Where possible, service projects should involve working alongside community members with ongoing communication. When the service project involves the use of an external facilitator such as a non-government organization or a commercial provider, care should be taken to ensure that the facilitator acts in accordance with the IB mission statement and CAS requirements.

A service project that includes interaction with and appreciation of diverse social or cultural backgrounds can increase international-mindedness and engagement with issues of global significance. International service projects are acceptable if clear goals and outcomes are

established, understood, and based on the expectation of compelling benefits expected for all stakeholders. If a service project is conducted outside the local context, it is recommended that there is some form of continuation. For example, students could research the community served and educate themselves further about the issues involved, develop an advocacy programme for the served community, or develop greater awareness of a related need in their local community leading to some form of local action. This may inspire the next group of CAS students.

For any service project it is important to ensure that there is:

- a genuine need for the service project, which has been stated and agreed upon by the potential partners
- if required, a liaison officer who has a good relationship with the community where the service project is based
- an understanding of the level of student participation that is feasible in the service project
- a clear assessment of potential risks to participating students
- approval from the school administration for the service project
- a demonstration of how the CAS stages were followed
- a thorough evaluation of the benefits of the service project for all involved.

Purposeful relationships between students and community members leading to sustainable service projects are potentially the most rewarding for all concerned. As community needs change, students' responses should also evolve to meet these new circumstances. When a service project initiated by one group is adopted by other students, the new students must ensure the need is authentic or make the necessary adjustments and ensure their contribution is relevant.

Use the form on the next page to help frame your proposal for your CAS project. You will need to submit a proposal to your CAS Advisor or Coordinator for approval before executing the month-long process of completion.

CAS Project Proposal Template

Project Title: _____

CAS Strand(s) - Select All That Apply
Creativity _____
Activity _____
Service _____

Project Team Member _____
Project Contact Person _____
Project Supervisor _____

Project Outline
Provide an overview of your project and what you hope to achieve

Project Goals

Keep in mind the SMART goal format

Investigation

List key ares that will require investigation

Project Action Plan

List the key tasks required to complete the project. Attach your action plan at the end of the proposal

Key Resources

List people/organizations that might be helpful in achieving your goals. Consider local NGOs and community groups, experts, and so on.

Project monitoring and evaluation

Describe how you will monitor progress and evaluate outcomes

CAS Student Responsibilities and CAS Portfolio

Student Responsibilities:

- Thoroughly familiarize yourself with your school's CAS handbook and timelines.
- Meet with your CAS coordinator or adviser according to the timeline, at least three times over the duration of your CAS programme. Be sure to come prepared.
- Base your choices on your interests, skills, talents and areas for growth to stay motivated. Challenge yourself!
- Balance your experiences between creativity, activity and service.
- Initiate or engage in at least one CAS project in collaboration with others that extends over at least one month.
- Use the CAS stages as much as possible when considering, planning and undertaking your CAS experiences. Be sure to apply these to service and to the CAS project.
- Ask questions along the way when you need assistance or clarification.
- Participate in meaningful reflection as a way to capture your experiences and summarize your evidence linked to the learning outcomes.
- Enjoy CAS! That is most important—to participate in experiences that assists your personal growth and offers you a world of possibilities.

- Approach CAS with a proactive attitude
- Develop a clear understanding of CAS expectations and the purpose of CAS
- Explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- Determine personal goals
- Discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser
- Understand and apply the CAS stages where appropriate
- Take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- Become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
- Maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
- Understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- Demonstrate accomplishments within their CAS programme
- Communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings
- Ensure a suitable balance between creativity, activity and service in their CAS programme
- Behave appropriately and ethically in their choices and behaviors.

CAS Interviews/Check-Ins

- Must complete 3 interviews total
    - 1 during the first semester of grade 11
    - 1 during the second semester of grade 11
    - 1 after the completion of CAS project and achievement of learning outcomes, towards the end of your first semester of grade 12

The initial interview

This interview is conducted at the beginning of the Diploma Programme. The CAS coordinator/adviser ensures the student understands the requirements for CAS, explains the CAS learning outcomes and how the student might achieve these outcomes, discusses the student's interests and ideas for CAS experiences, determines what form the student's CAS portfolio should take, and reviews the CAS stages. If students are already aware of CAS, the CAS interview can be an opportunity to confirm their understanding and assist with any plans and ideas.

The second interview

This interview is normally held towards the end of the first year of the Diploma Programme. The main purpose of the interview is to assess the progress of the student in CAS. Of real interest in this interview is that the students have committed to a range of CAS experiences and they are

achieving the CAS learning outcomes. Students at this stage may have completed or are planning to carry out a CAS project. The student's CAS portfolio is used as a reference in this interview and reviewed for gathered evidence including achievement of any of the seven learning outcomes.

The third interview

This is the summative interview for CAS. It may well be just before the Diploma Programme finishes. In this interview the student outlines how they have achieved the learning outcomes for CAS. In addition, they discuss and evaluate their overall CAS programme and reflect on personal growth. The student's CAS portfolio is used as reference in this interview. This third interview may provide the opportunity for discussion on development of the CAS programme for future CAS students based on this student's personal experience.

Riverstone International School CAS Portfolio

Riverstone International School uses the online platform, ManageBac, to record all CAS experiences. Students will have access to this beginning their Junior year and it will carry over into their senior year.

ManageBac allows students to keep an organized record of their CAS experiences. It is best to get an early start on organizing your portfolio and keep track of it weekly. Catching up on entering experiences and entering reflections is the worst thing you can do, so make sure you keep yourself accountable.

Here is what the IB says about CAS Portfolios:

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS and achievement of the seven CAS learning outcomes. The CAS portfolio can also reveal how students have developed the attributes of the IB learner profile.

The CAS portfolio is used by students to plan their CAS programme, reflect on their CAS experiences and gather evidence of involvement in CAS; it is not formally assessed. The CAS coordinator/adviser must ensure the students keep

During the three scheduled CAS interviews the CAS portfolio is discussed and appropriate encouragement and advice is given. Notes and recommendations from these consultations should be briefly documented and included in the student's CAS portfolio. If any concerns arise, especially on whether a student will successfully complete CAS, these should be noted in the CAS portfolio and appropriate action taken at the earliest opportunity. The CAS coordinator/adviser checks the CAS portfolio regularly.

The CAS portfolio is used to showcase the student's CAS programme and should be a source of pride for the student. To highlight its significance, students could have the choice of how the CAS portfolio is assembled, what they include and how it is shared. Individual student learning styles will dictate the type of portfolio that they use: digital, online, diary, journal, scrapbook or a blended approach. Students are encouraged to explore the different options available to them.

While the IB does not require any particular format for the CAS portfolio, a three-part portfolio may appeal to students and CAS coordinators and could include the following sections: "Profile", "Experiences", and "Evidence". Each section would be intended to assist students to better understand their engagement with CAS, reflect on their experiences, and provide evidence of their experiences.

Using ManageBac as a CAS Portfolio

Home Page of ManageBac - Click CAS to enter the location of your portfolio
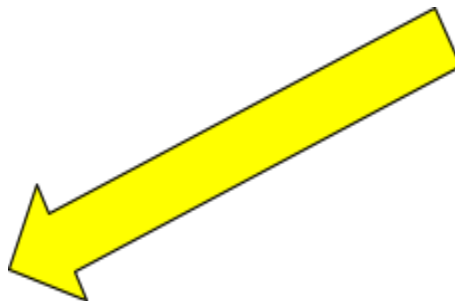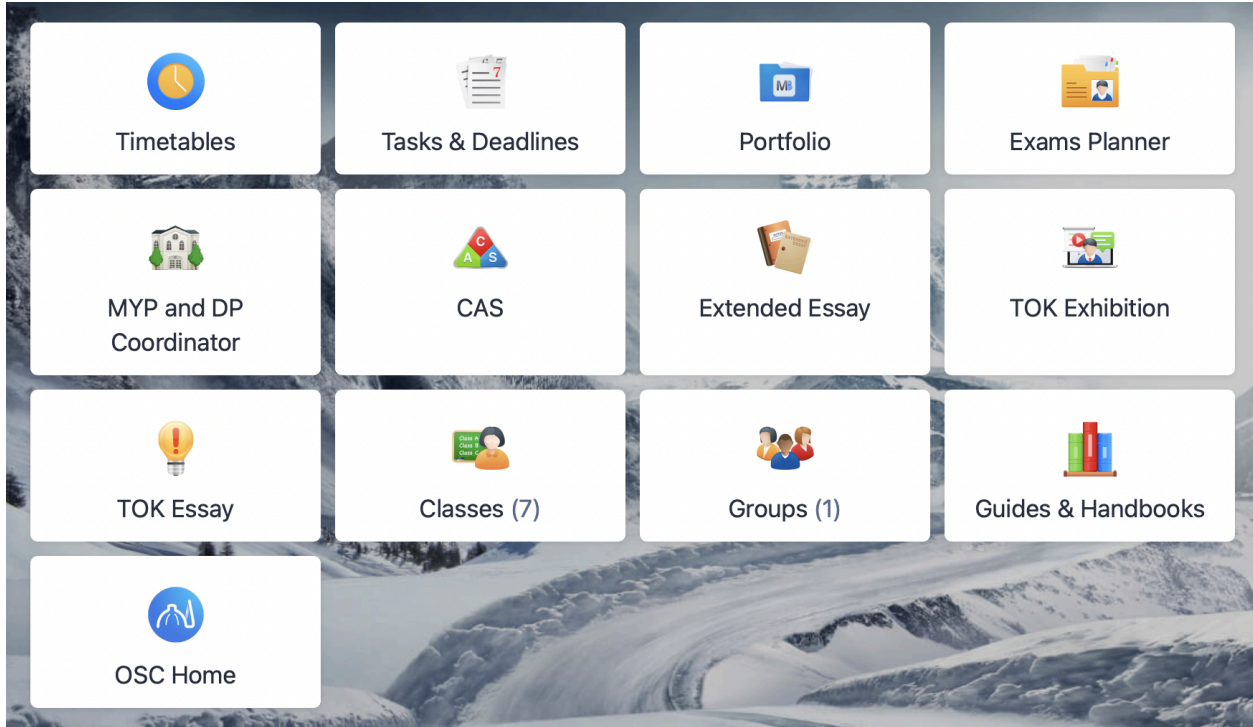
This is your portfolio homepage, you can access all of your experiences on this page, enter new experiences, see your progress, and who your CAS Advisor is.

Entering New Experiences Into ManageBac

New Experience

Select Cover

Select Activity From a Group

Experience Name *

☐ 🔺 CAS Project

Strands

| Creativity | 0.0 | hours | Activity | 0.0 | hours | Service | 0.0 |

Type of Service Action

○ Direct ○ Indirect ○ Advocacy ○ Research

Approaches

☐ Ongoing ☐ School-based ☐ Community-based ☐ Individual

Start Date *

February 3, 2023

End Date *

February 3, 2023

Supervisor Name	Supervisor Title	Supervisor E-mail	Supervisor Contact Num
			🇺🇸 ▾ +1 201-555-0123

Description and Goals

In Descriptions and Goal you should describe what you are doing in detail. What are you doing? Why are you doing it? How are you going to accomplish this, and what do you need to do so? What are your goals (make them SMART)? Your advisor should be able to look at this and know exactly what you are doing. Write 5-7 sentences in total.

What counts as evidence for this experience?

What are you going to count as evidence? The number of reflections you do, a video, a presentation? How many different type of evidence will you include?

Please select your targeted learning outcomes:

☐ Strength & Growth	☐ Challenge & Skills	☐ Initiative & Planning
☐ Commitment & Perseverance	☐ Collaborative Skills	☐ Global Engagement
☐ Ethics of Choices & Actions		

Which LOs can you achieve by doing this experience?

☑ Notify CAS advisor via E-mail

Add CAS Experience or Cancel

Click when Finished

Going back to the main menu will allow you to select one of your new experiences or one you have been working on for a while. Once you select the experience you want to add Reflections and Evidence, you can begin to enter items and journal entries.
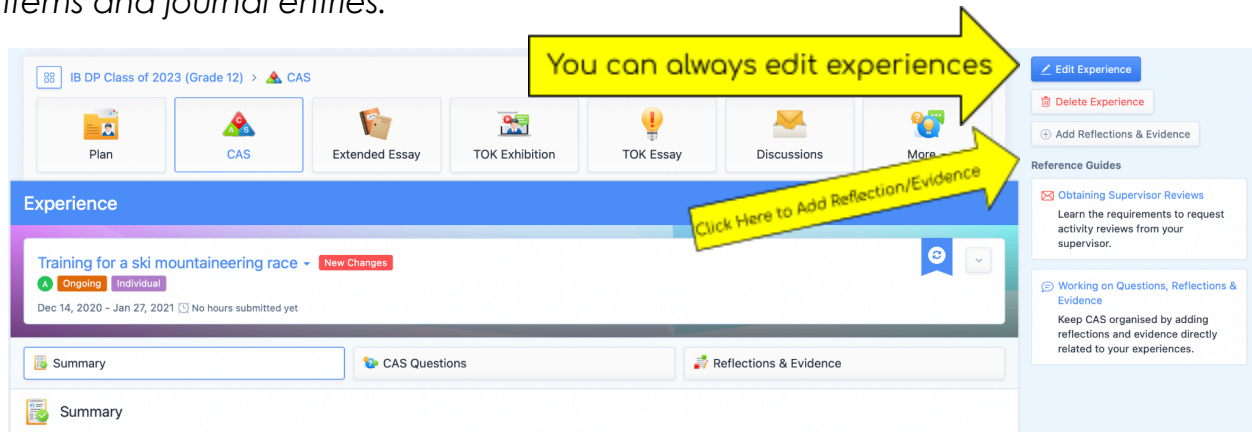
As you can see below, you can enter all sorts of reflections and evidence. Your journal entry would be written, and at least 1 journal entry will be needed for each experience regardless of other digital entries. You can add files such as a copy of email correspondence with a community member, or a flier. You can video yourself reflecting on your experience and link a website and photos of each experience. What you do is up to you, there just needs to be evidence of your ability to reflect appropriately.
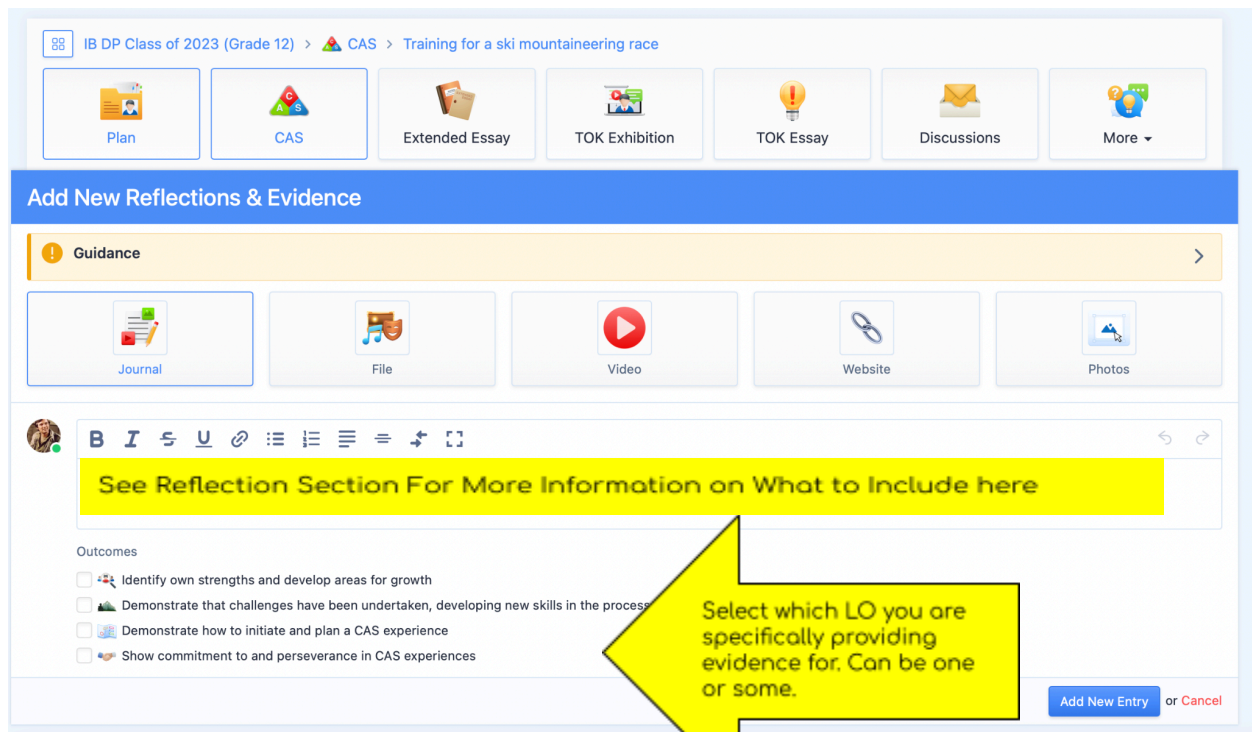
Here is a video of entering CAS Experiences and Reflections Here:

[Entering CAS Experiences - Riverstone International School](#)

Example of appropriate reflection:

CAS At Riverstone - Multiple opportunities for success

At Riverstone International School, there are many opportunities that will help you fulfill your CAS requirements. From athletics to clubs and organizations, there are multiple ways to have experiences which reach all strands of CAS. For up to date information and additional opportunities, please see your CAS Coordinator.

Athletics
- Girls Volleyball   - Boys and Girls Basketball   - Soccer   - Swim   - Ski Team   - Other Athletics within Local School Districts   Contact: Kim Leibich, Athletic Director, kleibich@riverstoneschool.org

School Clubs

CLUB NAME	CLUB DESCRIPTION
Art Club - Wed Flex Time - room 37 - Garic R. **Faculty Advisor** -	Art club will allow students to create any art work of any media they would like. In addition, this club will allow IB art students to have extra time to work on exhibition pieces, or other works needed for their art class. When we meet, students can either work on collaborative projects with their friends, or individual ones such as those stated before. We hope to create a little art show in spring, allowing them to express themselves, while also getting a feel for an exhibition that they will do senior year. Another goal this year is having a day where we can go to an actual art studio and experiment with different mediums such as ceramics. Expectations for this club are that all students who join must be present during club hours, but if they can't be present then they should just email Garic in advance.
Cooking Club - Th after school - room 40 - Shawn (Shang) S. **Faculty Advisor** - Erica Serros	A recipe book will be made.
Emergency Magazine - Tu Lunch - room 57 - Amelia K. **Faculty Advisor** - Bailey Pohlman	Emergency Magazine is for students to express personal, academic, athletic and social passions. If you are a writer, poet, artist, photographer, etc. Emergency Magazine is for you! You will have the opportunity to share memoirs, stories, news articles, art and so much more. Personal expression is encouraged and appreciated in EMAG. It's little commitment, but an amazing way to get your voice heard throughout the Riverstone community.
Ethics Club - Tu after school - room 45 - Alex T. &	The official aim of the club is to prepare to participate in the annual

Aidan C. **Faculty Advisor** - Andrew Johnson	Regional Ethics Bowl, which for our region takes place in Orem, Utah, and will be held in late January or early February. The Ethics Bowl consists of debates between school teams about real-world ethical cases, as described in the official case document published by the National High School Ethics Bowl organization (https://nhseb.unc.edu/). But the debates are more like discussions than stereotypical debates. While the official aim of the club is participation in the Regional Ethics Bowl, the unofficial aims of the club are probably more important. Those include investigating and discussing important ethical questions, developing critical-thinking and public-speaking skills, and building friendships with other students.
Film Club - Fri B&E - room 53 - Isabella G. **Faculty Advisor** - Hui Love	Our film club creates a community of students who love filmmaking or aspire to be filmmakers and have the opportunity to learn about and use filmmaking tools. In addition, we also want to create video content to record activities and daily lives within Riverstone which might assist Riverstone's social media or yearbook. Our goals for the year are to start engaging students in Riverstone with film by showing different digital films while learning techniques through the films and to start filming sports content or event content for Riverstone. We expect our participants to be involved and interested in filming or the filming industry and have the desire to film. Nevertheless, the most important part of our club is that we hope our participants enjoy the process and start to love filming.
Girl Up - Tu B&E - room 54 - Alex T. **Faculty Advisor** - Sydney Bergen	Girl Up is a campaign launched by the United Nations Foundation in 2010. It is a global movement that aims to advance girls' skills, rights, and opportunities to be leaders. Girl Up RIS is the Riverstone chapter. This year, we will be advocating for reproductive rights and against period poverty in Idaho through organizing such events as fundraisers, donation drives, educational presentations, and many more. We also hope to work with such organizations as Planned Parenthood, Women's March, and Boise Period Project. *Girl Up RIS is open to people of any gender identities and is not exclusively for girls. https://girlup.org/
Green Team - Tu B&E - room 40 - Nicole P. **Faculty Advisor** - Jen Bistritz	Green Team seeks to help incorporate sustainability into Riverstone life. We do everything from planting flowers around campus to organizing earth week activities to attending local youth climate events. We are working this year on both reusing materials around campus and reducing our consumption of goods as a community. Our expectations are that you show up happy to help!
Math Club - Fri B&E - room 56 - Michelle W. **Faculty Advisor** - Matthew Deren	The purpose of Math club is just letting people get interested in math. We will do lots of mathematics games. Another big thing that we will do this year is prep for the American Math Competition. We'll do practice problems and get excited to compete in the competition.
Minecraft: JAVA edition - Tu & Fr Lunch - room 44 - James P. **Faculty Advisor** - Ethan Treadwell	This club is mainly for people who want to hang out and play Minecraft Java Edition or for people who just want to have fun and make friends. We will be playing Minecraft on a server either on a private server or on Hypixel. The only thing members need to do is bring a computer that has the JAVA edition of Minecraft. Bedrock will not work.
Model UN (HS) - Fri B&E - room 40 - Dev S. **Faculty Advisor** - Erica Serros	This is a fun high school club where participants learn about the United Nations and act in a mock committee. You can learn about writing papers and debating! We think this is a great addition to your college apps. We also travel to attend conferences.
Music Enthusiasts Club - Nicole P. Asynchronous until further notice.	In this club we listen to an album and then discuss it. This is a really low pressure club that we join to hangout and enjoy music!

Faculty Advisor - Gerardo Pacheco	
Outdoor Club - Fri B&E - NF/MF Quad - Josh D. **Faculty Advisor -** Emily Elsner	Outdoor club is a 6-12 group set on three things: education of the outdoors, experience new trips, and assisting our school's trips. During the meetings we will be rotating every week between a lecture on a skill led by a student or professional, or planning a trip for certain groups. Ie. a senior trip to bogus or a sophomore hiking trip on Table Rock. Our goal this year is to help others find their passion and reinvigorate our pillar of outdoor education. I expect our club to have a rocky start, but when we get the ball rolling I have confidence that we can make our mark.
Photography - Tu B&E room 45 **Faculty Advisor -** Kiley Lee	Description coming soon!
Robotics (HS) **-** Tu & We **-** 3:05 - room 42 - Michelle (Meichen) W. **Faculty Advisor -** Therese Francomb	Our Robotics team's purpose is getting students who are interested in science, computer science, and engineering to get together to build a ROBOT based on the competition theme, which is posted each year. We aim to participate in the FTC challenge. https://www.firstinspires.org/robotics/frc
SAGA - Tu B&E - room 51 - Madeleine S. **Faculty Advisor -** Eleri Hofstetter	Riverstones SAGA (sexuality and gender alliance) is a community organization that meets once a week, for a casual safe space for anyone (and we truly mean ANYONE regardless of sexuality) to come together and have a good time. We build community by doing fun crafts, games, kahoots, it's up to the members needs! Our goal is to create a fun space where people feel safe and included. Let's make this year even better than the last! (yes we will have treats this year too!) Contact me at madeleine.schulze@riverstoneschool.org for any questions you may have. :)
Speech and Debate Club - Fri B&E - room 59 - Aidan C. **Faculty Advisor -** Ashley Dugovich	The RIS Speech & Debate Team is a great way to improve communication/writing skills, vocalize what you care about, and compete in tournaments. We meet every Friday during B&E. Each session, we will complete various workshops, lessons, and practices, all centered around constructing good speeches & arguments. While competing in tournaments is encouraged, it is by no means a requirement. What's most important is that you get to improve your writing and communication skills while focusing on the topics you love. Bring a pencil, friend, and open mind & we'll see you on Friday!
Student Council - Th Lunch - room 38 **Faculty Advisors -** Mrs. McCarney, Eleri H., Stacey W.	Student Council is made up of 4 representative students per class in Grades 6-12. Students work on social events, campus projects, and look for ways to improve our school and local community. The privilege to work on student council is a valuable leadership opportunity for students, encouraging them to become effective leaders within their school community while influencing a positive school culture. Student Council Application Information
Warm Springs Journal **newspaper** - Wed after school - room 39 **Faculty Advisor -** Ms. Bondy	Description coming soon!
Yearbook - Fri B&E - room 45 - Aseese S. **Faculty Advisor -** Ashley Dugovich and Kiley Lee	The purpose of the club is to create a yearbook to have a memory of the school year. During meetings we will plan our pages, learn how to take professional pictures, and assign pages for participants to work on. The goal is to create a yearbook that we are all proud of that shows a cumulation of the school year. We expect participants to come to meetings, work on their pages, and be a team player.

Ongoing Annual Service Opportunities
● Rake Up Boise - Fall ● Adopt-a-greenbelt clean up - Fall and Spring ● Ridge to Rivers Trail - Spring ● Student Led Toy Drives - Fall/Winter ● Student Led Clothing Drives - Fall/Winter

Outdoor Education

Each trip you take with the Outdoor Education Program can be used as a CAS experience. You may make a new experience entry for each specific trip and reflect upon that trip.
Grade 11
   - Fall Backpacking
   - Winter Backpacking Trip
   - Spring College Counseling Trip
   - Day Trips - Hiking, climbing, skiing, snowshoeing, biking
Grade 12
   - Fall Backpacking
   - Spring Climbing Trip
   - Day Trips - Hiking, climbing, skiing, snowshoeing, biking

Wednesday Without Wall Program
Throughout the year you will have opportunities within the Wednesday program that you can count for CAS. As long as what you are doing is not related to classroom curriculum, you can count it as CAS. Things like outdoor education trips, service related trips, are all related to CAS. You may enter then as individual experiences, or group them into Wednesday Without Walls Programs. See your CAS Coordinator for more information.

Your Relationship with the CAS Advisor and CAS Coordinator

Not the role of CAS Advisors:

- CAS Advisors should not plan or organize student Experiences. All CAS Experiences and the CAS Project need to be self-initiated.
- Your CAS Advisor will not tell you when to upload Evidence or Reflections to Managebac. You are expected to manage your own time and organize yourself.
- It is up to you to arrange a time to speak to your CAS Advisor to discuss your plans for CAS Experiences and your CAS Project. You can contact them via email/Managebac, before/after classes or at the Staff Room.

What your CAS Advisor will do:

- Discuss your interests, passions and the things you find more challenging in Advisee Meetings to help you think of ideas for meaningful CAS Experiences that can lead to genuine personal growth.
- Discuss your plans for CAS Experiences and your CAS Project to be sure that they are appropriate and challenging.
- Discuss your Risk Assessments of CAS Experiences where you perceive the LIKELIHOOD + OUTCOME of risks
- Review your CAS Portfolio on Managebac before Advisee Meetings and more often if they think it is necessary.
- Discuss ideas of possible CAS Experiences that address Learning Outcomes that you are struggling to target in your planning (most often the case with LO6: Global Engagement/LO7: Ethics of Choices & Actions)

The Role of a Riverstone Advisor in CAS

- Become Familiar with CAS-read this document
- Address CAS progress with students during advisory check-ins
    - o Ensure student is engaged in CAS experiences in each of the three strands
    - o Ensure student has written reflections for each experience which demonstrate student's understanding of learning outcomes (see end of document for examples)
    - o CAS aims are approached through sustained, collaborative, and intentional experiences (see section on aims)
    - o Ensure students participate in investigating and preparing for CAS experiences, not just the execution
- Questions to guide discussion
    - o Tell me more about your different CAS experiences. How are you engaging in creativity, activity, and service?
    - o Tell me how this experience is meeting this learning outcome and why?

o How did you investigate and prepare for this experience?
· Make sure student is on track with Riverstone CAS timeline (see second to last page)
· See CAS Coordinator, Derek Wright, for any questions or concerns

The Role of the CAS Advisor (from the IB CAS Guide)

Working with individual students on their CAS programmes takes time and requires personal knowledge of the student. It is essential for the CAS adviser to be aware of the importance of CAS in the Diploma Programme and to be familiar with all elements of CAS. In this case, CAS advisers provide the vital ongoing contact for a student. It is vital for CAS advisers to have sufficient contact time with students.

The CAS Advisor works directly with the CAS students to:

- educate students on all aspects of the CAS programme
- educate students on the meaning and purpose of the CAS learning outcomes
- assist students with clarifying and developing the attributes of the IB learner profile
- support students in understanding ethical concerns and international-mindedness
- develop purposeful reflection skills through individual interviews, group discussions and teaching strategies (see the *CAS teacher support material* (CAS TSM) for examples)
- provide feedback on student reflections
- assist students in identifying personal and group goals
- discuss goals and achievements in regular meetings
- provide ongoing guidance and support to students
- monitor the range and balance of experiences undertaken by individuals
- advise and monitor progress towards meeting the CAS learning outcomes periodically review students' CAS portfolios
- meet each student in three formal documented interviews