



**ANKARA TURK TELEKOM
SOCIAL SCIENCES HIGH SCHOOL**

CAS

(CREATIVITY-ACTIVITY-SERVICE)

HANDBOOK FOR STUDENTS



CAS and the Diploma Programme

CAS experiences can be associated with each of the subject groups of the Diploma Programme. Teachers can assist students in making links between their subjects and their CAS experiences where appropriate. This will provide students with relevance in both their subject learning and their CAS learning through purposeful discussion and real experiences. It will motivate and challenge the students, strengthen subject understanding and knowledge, and allow students to enjoy different approaches to their subjects. However, CAS experiences must be distinct from, and may not be included or used, in the student's Diploma course requirements.

Each subject group of the Diploma Programme can contribute towards CAS. The examples below are suggestions only; teachers and students can create their own authentic connections where possible.

Group 1 students could engage in creative writing, produce audiobooks for the blind or write a movie and produce it.

Group 2 students could provide language lessons to those in need, develop language guides using technology or raise awareness of the culture of the language being studied through a website or other forms of communication.

Group 3 students could record the oral histories of people living in elderly residential facilities and create family memoirs, create a social enterprise addressing a community need or collaborate on a community garden.

Group 4 students could form an astronomy club for younger students, help maintain a nature reserve or promote physical participation in "walk to school" groups.

Group 5 students could teach younger children to overcome mathematical challenges, maintain financial accounts for a local charity or plan a mathematics scavenger hunt at school to highlight the importance of mathematics in everyday life.

Group 6 students could take dance lessons that lead to a theatrical performance, participate in a community art exhibition or community initiatives (such as performances or photo exhibits) for hospitals or aged-care facilities.



The Nature of CAS

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

(Peterson 2003)

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning. CAS is organized around the three strands of **creativity, activity** and **service** defined as follows.

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
- **Activity**—physical exertion contributing to a healthy lifestyle
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need

CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for **self-determination, collaboration, accomplishment and enjoyment**.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualized according to student interests, skills, values and background.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity, and service.

All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Completion of CAS is based on student achievement of the seven **CAS learning outcomes**. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Students engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Further, students undertake a **CAS project** of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.

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

CAS emphasizes **reflection** which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

Aims

The CAS programme aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

CAS Learning Outcomes

Student completion of CAS is based on the achievement of the seven CAS learning outcomes realized through the student's commitment to his or her CAS programme over a period of 18 months. These learning outcomes articulate what a CAS student is able to do at some point during his or her CAS programme. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

Some learning outcomes may be achieved many times, while others may be achieved less frequently. Not all CAS experiences lead to a CAS learning outcome. Students provide the school with evidence in their CAS portfolio of having achieved each learning outcome at least once through their CAS programme. The CAS coordinator must reach agreement with the student as to what evidence is necessary to demonstrate achievement of each CAS learning outcome. Commonly, the evidence of achieving the seven CAS learning outcomes is found in students' reflections.

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 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.

The Responsibility of the CAS Student

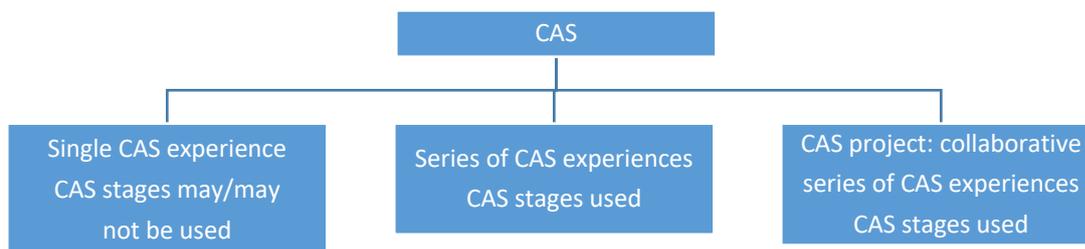
Key to a student's CAS programme is personal engagement, choice and enjoyment of CAS experiences. Throughout the Diploma Programme students undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. They must also undertake at least one CAS project with a minimum duration of one month. Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator's satisfaction.

CAS students are expected to:

- approach CAS with a proactive attitude
- develop a clear understanding of CAS expectations and the purpose of CAS
- explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- determine personal goals
- discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser
- understand and apply the CAS stages where appropriate
- take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
- maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
- understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- demonstrate accomplishments within their CAS programme
- communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings
- ensure a suitable balance between creativity, activity and service in their CAS programme
- behave appropriately and ethically in their choices and behaviours.

CAS Experiences

A **CAS experience** is a specific event in which the student engages with one or more of the three CAS strands. CAS experience can be a single event or may be an extended series of events. A CAS project is a collaborative series of sequential CAS experiences lasting at least one month.



CAS experiences and stages

Guidelines to CAS experiences

The CAS coordinator assists students in understanding what may or may not be a CAS experience. There are four guidelines that should be applied to any proposed CAS experience.

A CAS experience must:

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student's Diploma course requirements
- To further assist students in deciding on a CAS experience, the following questions may be useful for students to consider.
- Will the experience be enjoyable?
- Does the experience allow for development of personal interests, skills and/or talents?
- What new possibilities or challenges could the experience provide?
- What might be the possible consequences of your CAS experience for you, others and the environment?
- Which CAS learning outcomes may be addressed?

While it is not necessary for each CAS experience to address a CAS learning outcome, upon completion of the CAS programme, CAS students are required to present evidence demonstrating achievement of all CAS learning outcomes.

CAS Stages

The CAS stages offer a helpful and supportive framework and continuum of process for CAS students as they consider what they would like to do in CAS, make plans, and carry out their ideas. The CAS stages are applicable to the three strands of creativity, activity, service, and the CAS project.

These CAS stages represent a process and sequence that can assist students in many aspects of their life. They follow a process whereby they investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what they have done along the way, and demonstrate their

understandings and the process. By applying these stages to CAS, students have a reliable yet flexible structure they can then apply to future situations with confidence.



Figure 4
The five CAS stages

There are two parts as noted in the diagram. **The centre** represents 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**.

The five CAS stages are as follows.

1. **Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
2. **Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
3. **Action:** Students implement their idea or plan. This often requires decision-making and 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.

The CAS stages provide a framework that enables students to:

- . increase self-awareness

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

CAS Strands

Creativity

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

This aspect of CAS is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum that includes creative thinking in the design and carrying out of service projects.

These experiences could involve doing dance, theater, music, art, for example. You should be engaged in group activities, and especially in new roles, wherever possible. Nevertheless, individual commitment to learning an art form is allowed, where it respects the requirements for all CAS activities: goals should be set and you should reflect on your progress.

Activity

Physical exertion contributing to a healthy lifestyle

This aspect of CAS can include participation in expeditions, individual and team sports, and physical activities outside the normal curriculum; it also includes physical activity involved in carrying out creative and service projects. Activity may involve participation in sport or other activities requiring physical exertion – such as expeditions and camping trips. Try to get involved in group and team activities and in undertaking new roles, but

an individual commitment is acceptable where the general requirements of CAS are met: that goals are set and you reflect on your progress.

Creativity and Activity can be enhanced by incorporating the service component. If you are involved in arts and in physical activities, you might consider coaching young children, seniors in residential homes, homeless children, etc.

Service

Collaborative and reciprocal engagement with the community in response to an authentic need Service projects and activities are often the most transforming element of the Diploma Program.

They have the potential to nurture and mold the global citizen. Service involves interActivity, such as the building of links with individuals or groups in the community. The community may be the school, the local district, or it may exist on national and international levels (such as undertaking projects of assistance in a developing country). Service activities should not only involve doing things for others but also doing things with others and developing a real commitment with them. The relationship should show respect for the dignity and self-respect of others.

What is not CAS?

The spirit of CAS demands that you engage in meaningful activity that has purpose to you. The purpose is lost if this overall experience becomes a point-scoring exercise rather than a rewarding experience.

Here are some examples of what would not count as CAS:

- Any class, activity or project that is already part of your Diploma Program
- An activity for which you are personally rewarded (financially or some other benefit)
- unless the benefit is passed on to a worthy cause
- Doing simple, tedious and/or repetitive work (like returning library books to the shelves)
- Working in an old people's home when you have no contact at all with the old people
- Actually do no service for other people
- A passive pursuit such as a visit to a museum, art exhibit, concert or sports event, unless it clearly inspires work in a related activity in which a student is already engaged
- All forms of duty within a family
- Religious devotion and any activity that can be interpreted as proselytizing
- Work experience that only benefits the student
- Fundraising with no clearly defined end in sight
- An activity where there is no leader or responsible adult on site to evaluate and confirm student performance
- Activities that cause division amongst different groups in the community (e.g. work on a political campaign or attending a demonstration)

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.

What's The Difference Between A Project and An Activity?

• PROJECTS...

Require collaboration: You plan and work cooperatively with at least two other students for the duration of the endeavor.

Are of significant duration: You and your partners commit to the endeavor for a minimum of four weeks.

Provide opportunities to engage with issues of global importance: You and your partners engage in exploring a topic or area of concern within local, national and/or international communities.

May replace activities for CAS hours: Your entire CAS program may be comprised of "optional" projects as long as these meet requirements.

• ACTIVITIES...

Do not require collaboration: You may choose a solitary activity as long as you provide valid and timely documentation, evidence and verification (supervision) of your progress.

May be short- or long-term endeavors: An activity may last a week or a year, as long as it meets the CAS requirements.

Can be things you already do: As long as you identify, plan and show evidence of new or expanded skills or challenges within your involvement (extension).

Cannot replace your project requirements: You must meet those requirements in addition to any activities you may choose to do.

Reflection

Reflection is central to building a deep and rich experience in CAS. 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 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.

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.

Students can 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?*

Reflection is:	Reflection is not:
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

CAS interviews

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 understandings 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.

CAS: Examples of CAS Experiences

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
 - ✓ Plan and execute an art project at a school where students don't have art.
 - ✓ Choreograph and participate in dance routine for sports events (C/A)
 - ✓ Perform music and dance in a new or especially challenging context (public audience, large audience, competition context)
 - ✓ Plan a musical program and perform for hospital patients (C/S)
 - ✓ Design a website for a school/non-profit/charity organization. (C/S)
 - ✓ Teach anything- this always involves design and creativity if it's done correctly.
 - ✓ Design an awareness campaign for an environmental issue. This could include a creating posters, creative announcements, creative presentations (C/S).
 - ✓ Design programs for UN Day/World Spelling Day/World Maths Day/International Literacy Day/Any other Day (i.e. be in charge and make it creative.) (C/S)
 - ✓ Create a nature walking tour in English with map and nature information (C/S)
 - ✓ Plan events and projects for school or community organizations to which you belong
- **Activity**—physical exertion contributing to a healthy lifestyle
 - ✓ Plan an overnight hiking expedition – take an experienced outdoors person with you.
 - ✓ Try mountain biking. Organize a trip for a group from school.
 - ✓ Join hip hop etc. dance classes
 - ✓ Join weightlifting, zumba, plates etc. classes
 - ✓ Find a community garden and help out in it (A/S)
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need
 - ✓ Tutor at a local elementary school

- ✓ Volunteer to help play with orphans at local orphanage
- ✓ Plant trees. (S/A)
- ✓ Become certified in CPR/First Aid at local Red Cross
- ✓ Design and perform a creative skit about healthy eating habits for lower school (S/C)
- ✓ Start a Model UN team (S/C)
- ✓ Volunteering at a hospital, nursing home, public library, museum, animal shelter, Etc.