



International Baccalaureate Diploma Programme



Creativity, Activity, & Service

Creativity, activity, and service (CAS) is at the heart of the Diploma Programme. CAS involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Each candidate must meet the CAS requirement in addition to the other mandatory components for the award of the diploma on a pass/fail level.

Denton High School will confirm with the IB regional office that all diploma candidates at the end of the two-year program have satisfactorily completed the CAS requirement. Failure to meet the requirements will result in no diploma being awarded. A student who fails to satisfy the CAS requirement is given one additional year in which to do so, after which the diploma will not be awarded even if all other diploma conditions have been satisfactorily fulfilled. The three strands of CAS, which are often interwoven with particular activities, are characterized 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 Requirements:

- CAS begins in August of the junior year.
- CAS happens on a regular/weekly basis.
- CAS must span over at least 18 months.
- Students must maintain and complete a CAS portfolio.
- Students must show evidence of achievement of the seven CAS learning outcomes.
- Student engage in CAS experiences (single or a series) involving 1 or more of the three CAS strands.
- Students undertake a CAS project of at least one month's duration where students show initiative, perseverance, and develop skills such as collaboration, problem-solving and decision-making.
- Students use CAS stages (investigation, preparation, action, reflection and demonstration) as the framework for CAS experiences and the CAS project.
- Students will choose or be assigned a CAS advisor.
- Students must complete three formal documented interviews with their advisor (October and May of the junior year and February of the senior year).
- Reflection is central to the learning and personal growth in CAS.
- CAS will be documented in ManageBac monthly, as a minimum requirement.

First Steps

- Inventory your personal strengths and interests.
- Inventory your current participation level in activities and brainstorm expansion.
- Get logged into and set up in ManageBac.
- Consider choosing a CAS advisor you know or want to know (DHS staff).
- Prepare to help your CAS advisor understand their job.
- Access the complete CAS guide from the IB that has all the answers at www.dentonisd.org/dhsib under the CAS tab.

The IB Quick Summary of CAS

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

- Through your CAS experiences, you are to achieve the following learning outcomes.
- Identify your own strengths and develop areas for personal growth
- Demonstrate that you have undertaken challenges and developed new skills in the process
- Demonstrate how to initiate and plan a CAS experience
- Show commitment to and perseverance in your CAS experiences
- Demonstrate the skills and recognize the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognize and consider the ethics of choices and actions

CAS strands

Creativity is exploring and extending ideas, leading to an original or interpretive product or performance.

Music, theatre, film, design technology, visual arts, dance, fashion and other experiences that involve creative thinking fall under creativity (for example, joining a 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), counts 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.

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.

Note: Experiences completed as part of the requirements of the DP subjects, including theory of knowledge and the extended essay, cannot be counted as part of your CAS portfolio.

CAS LEARNER OUTCOMES

Learning outcome descriptors

The following chart shows specific descriptors for each learning outcome. These descriptors are only suggestions; they are not exhaustive and can be adapted, edited, expanded or shortened. Further, not all descriptors must be met; it is the CAS coordinator's decision as to whether the student has achieved the outcome.

CAS learning outcomes
<p>Learning outcome 1: Identify own strengths and develop areas for growth</p> <p>Suggested descriptors</p> <p>The student:</p> <ul style="list-style-type: none">• is aware of own strengths and weaknesses• is open to improvement and growth opportunities• is able to propose experiences according to own interests and talents• is willing to participate in different experiences• is able to undertake a thoughtful self-evaluation• is able to see themselves as individuals with various abilities and skills, some more developed than others.
<p>Learning outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process</p> <p>Suggested descriptors</p> <p>The student:</p> <ul style="list-style-type: none">• participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences• is willing to become involved in unfamiliar environments and situations• acquires new skills and abilities• increases expertise in an established area• shows newly acquired or developed skills or increased expertise in an established area.
<p>Learning outcome 3: Demonstrate how to initiate and plan a CAS experience</p> <p>Suggested descriptors</p> <p>The student:</p> <ul style="list-style-type: none">• is able to articulate and use the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences• demonstrates knowledge and awareness by building on a previous CAS experience• shows initiative by launching a new idea or process• suggests creative ideas, proposals or solutions• integrates reflective thoughts in planning or taking initiative• is aware of roles and responsibilities when designing an individual or collective CAS experience• shows responsible attitude to CAS project planning• is able to develop a coherent action plan

Learning outcome 4: Show commitment to and perseverance in CAS experiences

Suggested descriptors

The student:

- demonstrates regular involvement and active engagement with CAS experiences and CAS project
- is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
- demonstrates adaptability to uncertainties and changes
- gets involved in long-term CAS experiences and CAS project

Learning outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively

Suggested descriptors

The student:

- shares skills and knowledge
- listens respectfully to proposals from peers
- is willing to take on different roles within a team
- shows respect for different points of view and ideas
- makes valuable contributions
- is responsible for participating in the group
- readily assists others
- is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences

Learning outcome 6: Demonstrate engagement with issues of global significance

Suggested descriptors

The student:

- recognizes the global implications of local issues
- is able to identify global issues in the local or national community
- shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
- gets involved in CAS projects addressing global issues in a local, national or international context
- develops awareness and responsibility towards a shared humanity

Learning outcome 7: Recognize and consider the ethics of choices and actions

Suggested descriptors

The student:

- recognizes ethical issues
- is able to explain the social influences on one's ethical identity
- takes into account cultural context when making a plan or ethical decision
- identifies what is needed to know in order to make an ethical decision
- articulates ethical principles and approaches to ethical decisions
- shows accountability for choices and actions
- is aware of the consequences of choices and actions regarding self, others involved and the community
- integrates the process of reflection when facing an ethical decision
- shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences

CAS STUDENT CHECKLIST

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	Y/N?	Notes	Date
Evidence of planning of a CAS programme			
Regular commitment over at least 18 months to CAS			
Understanding and 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			
<ul style="list-style-type: none"> Evidence of identification of strengths and areas for personal growth (LO1) 			
<ul style="list-style-type: none"> Evidence of undertaking new challenges and developing new skills in the process (LO2) 			
<ul style="list-style-type: none"> Evidence of initiating and planning a CAS experience (LO3) 			
<ul style="list-style-type: none"> Evidence of commitment and perseverance in CAS experiences (LO4) 			
<ul style="list-style-type: none"> Evidence of demonstrating the skills and recognizing the benefits of working collaboratively (LO5) 			
<ul style="list-style-type: none"> Evidence of engagement with issues of global significance (LO6) 			
<ul style="list-style-type: none"> Evidence of recognising and considering the ethics of choices and actions (LO7) 			
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			

The form is an example of what CAS students could use for planning a CAS project.

For all CAS projects, following the CAS stages of investigation, preparation, action, reflection and demonstration is recommended. Many schools, although not all, ask students to submit for approval a proposal form. It is recommended that the form be adapted for your school as needed. Involving students in helping to design a CAS project proposal form can also be effective, as well as having students offer suggestions for future revisions. Keeping samples of completed forms for students to use as examples can provide models.

CAS project form

Student project leader(s)			
Members			
Title of project			
Focus of project			
How we are following the CAS stages	For each CAS stage, describe either what has been done or what you plan to do.		
• Investigation			
• Preparation			
• Action			
• Reflection			
• Demonstration			
Name of organization the project is organized with or for, if applicable			
Contact person at organization, contact phone and email, if applicable			
Teacher or other external supervisor, if applicable			
Anticipated dates of CAS project			
Risk assessment required?	Yes/No	Risk assessment completed?	Yes/No
Student signatures			
CAS supervisor/adviser signature/date			
Principal signature (if required)/date			

CAS First Interview Guide

The purpose of the first interview is to:

- gauge the student's understanding of CAS
- find out the interests of the student
- discuss the student's plans for CAS experiences
- review the learning outcomes of CAS, ensuring his or her understanding and seeing how the student might achieve these outcomes
- ensure the student is aware of ways to gather evidence of CAS.

Student plans

Students should come to the first interview with the start of a plan to share with you.

Questions to ask

- What would you enjoy doing for creativity? Activity? Service?
- Have you made any plans for creativity? Activity? Service? For each, what are you hoping to learn or do you have skills you want to develop?
- Have you researched any groups that you could become involved in for any of the CAS strands? What are you doing to expand your options?
- What ideas do you have for a CAS project? Are these ideas worth developing for a month or more? What additional ideas do you have or backup plans if this is not viable?
- Who will you work with for your CAS project?

CAS learning outcomes

Questions to ask

- How would you summarize these learning outcomes?
- Can you summarize each of these learning outcomes in your own words?
- From the plans you already have, do you see any opportunities that may be helpful in meeting these learning outcomes?
- What learning outcome appears as something you will easily do?
- What learning outcome might present a significant challenge?
- What learning outcome might you address in the first six months of your CAS programme?

Evidence of CAS

Part of the students' responsibility is to provide evidence that they have met the CAS learning outcomes through their accumulated experiences, have balanced their time in creativity, activity and service and have completed at least one project. How will they provide this evidence?

Questions to ask

- Have you thought of how you will keep evidence (and the types of evidence) that you are engaging with CAS and are meeting the CAS outcomes?
- How often do you plan to use your CAS portfolio?
- How will you reflect on your CAS experiences? Are there any preferred ways you like to reflect? (Note: The student may require suggestions or examples to develop a more diverse approach to reflection.)
- How can you keep track of your plans and meeting the learning outcomes through your portfolio?

CAS Second Interview Guide

The purpose of the second interview is to:

- discuss advancements in the student's engagement with CAS
- provide oversight regarding the student's progress towards fulfilling CAS requirements
- discuss collection of CAS evidence
- provide the opportunity for the student to verbally reflect on his or her CAS involvement

General Considerations

Students should come to the second interview prepared to share highlights and reflections from the CAS experiences.

Questions to ask

- What has been a highlight of creativity? Activity? Service?
- When have you investigated, prepared and taken action so far in creativity, activity and/or service, or with your CAS project?
- What have you developed for your CAS project—your goals, who are you collaborating with, whether the project involves creativity, activity and/or service, your roles and responsibilities, and your progress to date?

CAS responsibilities

Questions to ask

- What have been the biggest challenges for your CAS involvement, and how have you overcome them?
- What difficulty has been hardest to overcome? Where might you need support at this time?
- Have you ensured an equal balance across the three CAS strands? If not, how will you rectify this?

Evidence of CAS

Students need to be engaged in CAS for a period of at least 18 months from the start of the DP. Apart from verbal discussions, students are responsible for showing evidence of their participation in CAS through their CAS portfolio. Evidence can take many forms including, but not limited to, reflections and other forms of documentation such as photos, files, planning documents, emails, meeting minutes, certificates, videos, art, music and journals.

Questions to ask

- What have you learned from your involvement in CAS?
- In what ways have you especially enjoyed and learned from reflecting?
- Do some of your reflections include the four elements—what happened, how you feel, ideas and questions?
- Can you describe a situation where reflection happened very naturally and easily? Did you have a guided reflection opportunity that was helpful?
- Does your collected CAS evidence show ongoing CAS involvement? Are there ways in which this could improve?
- In what ways have your CAS experiences, including your project, assisted you in achieving one or more learning outcome?

Verbal reflections

Discussion Prompts

- Outline a skill that you have strengthened or developed from engaging in a CAS experience.
- Explain something that has happened in CAS that provoked some strong emotions (“I was really excited when ...”; “I was sad when ...”; “I was really happy when ...”).
- Choose a learning outcome and discuss your evidence of achieving it, and what stands out as most significant and memorable.
- Five years from now, describe what is likely to stand out as a highlight from CAS.

CAS interviews

Third CAS interview

The summative interview for CAS is best scheduled near the end of the DP. The emphasis for this interview is for students to outline how they have achieved the CAS learning outcomes in addition to discussing their overall CAS programme. Moreover, the student can be guided to reflect on personal growth from multiple perspectives including enjoyment, personal awareness and development, achievements and challenges, larger understandings about the world around them, and how this experience might impact future choices and actions. This can lead to self evaluation regarding what has been beneficial that may truly lead to lifelong integration of creativity, activity and service.

Several sets of questions are presented to consider. Always modify or use questions best suited for your student.

CAS programme

Questions to ask

- What did you most enjoy about CAS?
- Did you manage to reach your goals?
- What was your greatest challenge in CAS? How did you overcome this?
- What have you achieved through CAS?
- What have you learned about balancing your time with your choices and commitments?
- How did knowing the CAS stages assist you? Where else can you apply these CAS stages in future learning or in life in general?
- How do you already apply what you have learned from CAS in your daily life? How can this continue as you make future choices?
- Looking ahead, have any new goals emanated from your CAS programme?
- How did you integrate the three CAS strands in your overall programme?
- Describe your CAS project: how you planned, who collaborated, your roles and responsibilities and the results of your collaboration. How were your expectations met or exceeded?

Evidence from CAS

Questions to ask

- What has the role of reflection been in your whole CAS programme? Describe any way your experience with reflection has been helpful and memorable.
- How could you use something similar to a CAS portfolio in future endeavours?
- In what ways has the process of reflection and collecting evidence of your CAS experiences helped you develop the attributes of the IB learner profile? What would you do differently?

CAS learning outcomes

Questions to ask

- How did you improve and develop your planning skills?

- What did you learn about yourself and others?
- What have you learned through working in collaboration with others?
- What abilities and skills did you develop most significantly in CAS?
- Did CAS help you to consider issues of global importance? How?
- Which learning outcome did you find most easy to achieve? Most difficult to achieve?
- What qualities did you discover and develop? What areas for growth were evident?
- What challenges did you face, and how did you overcome them?

Closing

Questions to ask

- What could be improved about the way CAS is organized in school?
- What advice do you have for upcoming CAS students regarding making CAS enjoyable, sustained over time and meaningful?
- Five years from now, what will you remember most about your CAS programme?