



CAS Handbook

*For International Baccalaureate Diploma Program Students
At Allen D. Nease High School (Graduating 2017 & after)*

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 Program and 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

As a shining beacon of our values, 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 program in a holistic way, providing for **self-determination, collaboration, accomplishment** and **enjoyment**.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS program 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 program is, therefore, individualized according to student interests, skills, values and background.

CAS should be given as much importance as any other element of the Diploma Program and should ensure sufficient time is allocated for engagement in the CAS program. The CAS stages offer a helpful and supportive framework and continuum of process for CAS students.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes. In addition, **successful completion of CAS is a GRADUATION requirement for all Nease IB students.** You must complete your CAS program successfully to be awarded the IB diploma or satisfactory completion of the IB curriculum in the state of Florida if the IB diploma is not awarded. Therefore, since the successful completion of the IB curriculum is required for Nease IB students to receive a Florida diploma, it will NOT be earned if CAS is not completed.

The CAS Program formally begins at the start of the Diploma Program and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity, and service. **Nease students begin CAS at the start of the academic year of the Diploma Program (in August) and will conclude in April of their senior year, participating in activities throughout the period.**

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. **At Nease, students will maintain their CAS portfolio in their Managebac account, an online system. One day each week during TOK class is devoted to planning and reflecting upon their CAS experiences as well as consulting with their CAS Advisor. Interviews during the year are done by both the CAS Advisor and the IB Coordinator.**

Completion of CAS is based on student achievement of the **seven CAS learning outcomes**. Through their CAS portfolio in Managebac, 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 advisor. The first interview is at the beginning of the CAS program, the second at the end of the first year, and the third interview is at the end of the CAS program.

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 program 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

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 program 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 program. 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. Students provide the school with evidence in their CAS portfolio of having achieved each learning outcome at least once through their CAS program. The CAS advisor must reach agreement with the student as to what evidence is necessary to demonstrate achievement of each learning outcome. Commonly, the evidence of achieving the seven learning outcomes is found in students' reflections.

The seven learning outcomes of CAS are as follows:

- **Identify own strengths and develop areas for growth** – Students are able to see themselves as individuals with various skills and abilities, some more developed than others.

- **Demonstrate that challenges have been undertaken, developing new skills in the process** – A new challenge may be an unfamiliar experience or an extension to 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.
- **Demonstrate how to initiate and plan a CAS experience** – Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
- **Show commitment to and perseverance in CAS experiences** – Students demonstrate regular involvement and active engagement in CAS.
- **Demonstrate the skills and recognize the benefits of working collaboratively** – Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
- **Demonstrate engagement with issues of global significance** – Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
- **Recognize and consider the ethics of choices and actions** – Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

Responsibilities of the Student

Key to a student's CAS program is personal engagement, choice and enjoyment of CAS experiences. Throughout the Diploma Program, 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 learning outcomes to the CAS advisor's satisfaction.

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 (See Appendix)
- determine personal goals
- discuss plans for CAS experiences with the CAS Advisor **(all experiences must be pre-approved)**
- 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 program
- maintain a CAS portfolio in Managebac and keep records of CAS experiences including evidence of achievement of all seven CAS learning outcomes
- understand the reflection process and identify suitable opportunities to reflect on CAS experiences

- demonstrate accomplishments within their CAS program
- communicate with the CAS Advisor in formal and informal meetings
- ensure a suitable balance between creativity, activity and service in their CAS program
- behave appropriately and ethically in their choices and behaviors

CAS Experiences

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands of Creativity, Activity and Service.

Typically, a student's CAS program combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS program must be more than unplanned, singular experiences. A series of planned CAS experiences are recommended for a more engaging CAS program.

CAS experiences may incorporate one or more of the CAS strands. For example:

- Going for a mountain hike could be a singular experience within the "activity" strand.
- A student plans a number of visits to a nursing home resulting in a series of CAS experiences with the "service" strand.
- A group of students plan and stage a basketball tournament for the local community, resulting in a series of CAS experiences involving the strands of "activity" and "service".

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 of creativity, activity or service
- 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, they can consider the following questions:

- Will the experience be enjoyable?
- Does the experience allow for development of personal interests, skills and/or talents?
- What might be the possible consequences of your CAS experience for you, others and the environment?
- Which CAS learning outcomes may be addressed?

CAS Stages

The **CAS stages** (adapted from Cathryn Berger Kaye's "five stages of service learning", 2010) 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 apply to future situations with confidence.

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. Reflections 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 experiences 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 Strands

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

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

If students are accomplished in a particular creative form, for example, music, painting or acting, they may choose to extend their involvement and deepen their skill level. Within their field, students can define new challenges and objectives to fulfill creativity in CAS. For example, a musician may compose and perform a guitar solo; an artist may create a new sculpture or photographic series; an actor may present an original dramatic piece. By striving for new possibilities, students may discover ways to meet challenges and identify strengths that carry them forward with curiosity and continued innovation. When demonstrating creative expression, students may showcase their product or performance in a variety of ways, for example, through a recording, a presentation, an exhibition, social media or shared discussion. Creativity in CAS is not met by the appreciation of the creative efforts of others, such as attending a concert or art exhibition.

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

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

Approaches to Creativity

There are many approaches to creativity, such as:

- **Ongoing creativity**: A student may already be engaged in creativity as part of a school group or club, or through some other form of sustained creativity. Students may continue in this as part of their creativity; however, students could also be encouraged to further extend and develop their participation if appropriate.

- School-based creativity: Students are encouraged to participate in meaningful creativity and to explore their own sense of original thinking and expression. In school, there may well be appropriate creativity opportunities in which the students can engage. These creativity experiences could be part of the school's service CAS projects, a school club, timetabled creativity sessions, or other opportunities
- Community-based creativity: Participating in creativity within the local community advances student awareness and understanding of interpersonal relationships with others, particularly if the creativity experience involves the local community. Creativity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of students' talents, interests, passions, emotional responses, and imagination. For example, students could be encouraged to join a community-based theatre group, contribute towards a community art gallery, create a sculpture for the community park, take cooking classes, or other opportunities.
- Individual creativity: Students may decide that they wish to engage in solitary creativity experiences such as composing music, developing a website, writing a compilation of short fiction stories, designing furniture, creating arts and crafts, or painting a series of portraits. Such creativity experiences are of most benefit when they take place over an extended duration of time. Students can be encouraged to set personal goals and work towards these in a sustained manner. Risk assessment of such solitary creativity experiences should be conducted with the student beforehand if applicable.

Examples of Creativity Experiences for Nease Students:

Nease-based

- **Performance and Publication Groups**: Nease Symphonic and Jazz Bands, Marching Band & Guard, Winter Guard, Winter Percussion, Nease Drama, Nease Choir, Miss Nease Scholarship Pageant, Cheerleading, Pantherettes Dance Team, Nease "Wired" TV Production, the Happenstance (Nease's literary magazine), Nease Yearbook, "The Vertical" (Nease's newspaper), Naval Junior ROTC .
- **School Clubs & Projects**: National Art Honor Society activities, Crochet Club, Tri-M Music Honor Society activities, Talking Hands, Nease IB class service project design, High-Q contests, Mu Alpha Theta (math team) contests, Model UN.

Community-based

- Participation in local theater productions, choirs, symphonies or dance groups
- Writer for local newspaper, magazine or other publication
- Volunteering at art galleries or museums or arts and crafts camps for younger children
- Taking or teaching classes or lessons in drama, photography, music instruments, choir or voice lessons, creative writing, dance, etc.
- Web page design for an organization or group
- Creative project design for local service organizations

Activity – Physical exertion contributing to a healthy lifestyle

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

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

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

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

Approaches to Activity

There are many approaches to activity, such as:

- **Ongoing activity:** A student may already be engaged in activity as part of a school team or club, or through some other form of sustained physical exercise. Students may continue in this as part of their activity; however, they should set personal goals in keeping with the principles of CAS. Students can also be encouraged to further extend and develop their participation if appropriate.
- **School-based activity:** Students are encouraged to participate in meaningful activity that benefits their physical well-being. In school there may well be appropriate activity opportunities in which the student can engage. These activity experiences could, for example, be part of the school curriculums, a school sports club, or timetabled sports sessions. Students may elect to initiate a school-based activity such as basketball or tennis and engage other CAS students or any student within the school.
- **Community-based activity:** Participating in activity within the local community advances student awareness and understanding of interpersonal relationships, particularly if the activity experience involves members of the local community. However, single events of activity can lack depth and meaning. When possible, activity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of physical well-being of the students. For example, rather than a single activity experience at a community-based fun run, students could be encouraged to join a community-based running club, a dance class, an aerobics class or an out-of-school sports group.
- **Individual activity:** Students may decide that they wish to engage in solitary activity experiences such as, for example, attending a gym, bicycling, roller-skating, swimming, or strength conditioning. Such activity experiences are of most benefit when they take place over an extended duration of time. Students can be encouraged to set personal goals and work towards these in a sustained and correctly applied manner. Risk assessment of such solitary activity experiences should be conducted with the student beforehand if applicable.

Examples of Activity Experiences for Nease Students:

Nease-based

- **Sports Teams:** Baseball, Basketball, Cross Country, Football, Golf, Lacrosse, Soccer, Softball, Swimming & Diving, Tennis, Track & Field, Volleyball, Weightlifting, Wrestling
- **School Groups & Squads:** Cheerleading, Dance Team, Marching Band & Guard, Naval Junior ROTC, Winter Guard, Winter Percussion, Marathon High
- **Service Clubs & Projects:** BETA Club, Habitat for Humanity Club, & Interact Club action related service projects, Nease IB Class Service projects

Community-based

- Charity Fundraiser participation in events or activities such as Race for a Cure or Relay for Life or Habitat for Humanity
- Class or competition participation in biking, dance, gymnastics, horseback riding, martial arts, running, surfing, yoga, etc.
- Club sports team participation
- Volunteering as a coach, referee, umpire or lifeguard or Special Olympics helper
- Community & environmental clean-ups and beautifications

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

The aim of the "Service" strand is for students to understand their capacity to make a meaningful contribution to their community and society. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. Service is often seen as one of the most transforming elements of CAS by promoting students' self-awareness, offering diverse occasions

for interactions and experiences and opportunities for international-mindedness. Use of the CAS stages in developing a service experience is recommended for best practice.

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

When defining “community”, consideration must be made to situation and culture. The community may be the school; however, it is recommended that service experiences extend beyond the school to local, national and/or international communities. Community involvement includes collaboration with others, as students investigate the need, plan and implement their idea for service. In addition, local interactions allow for developing relationships, observing and participating in sustained change, and meeting challenges through collaboration. From the local context, students can extend their thinking and knowledge to understanding global issues. Students can also extend local service to global impact through partnerships with CAS students in other cities and towns, countries and continents. Technology affords opportunities for networking, sharing of initiatives, partnerships and impact.

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

Examples for Nease Students:

Nease-based

- **School Clubs:** BETA Club, Habitat for Humanity Club, Interact Club, Marathon High, Crochet Club
- **IB Projects:** IB Class Service Projects are planned each year by the Nease IB Booster Club. Student leadership groups are formed and the whole IB class participates in the project.

Community-based

- Charity Fundraiser participation in events or activities
- Volunteering with a community nonprofit organization or public service such as a library or museum
- Community & environmental clean-ups and beautifications
- Volunteering with nonprofit summer camps or offering voluntary tutoring services
- Organizing a food drive or other collections for those in need

Four Types of Service Action

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

- **Direct service:** Student interaction involves people, the environment or animals. For example, this can appear as one-on-one tutoring, developing a garden in partnership with refugees, or working in an animal shelter.
- **Indirect service:** Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment. For example, this can appear as re-designing a non-profit organization's website, writing original picture books to teach a language, or nurturing tree seedlings for planting.
- **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest. For example, this may appear as initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.
- **Research:** Students collect information through varied sources, analyze data, and report on a topic of importance to influence policy or practice. For example, they may conduct environmental surveys to influence their school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

Approaches to Service

There are many approaches to service, such as:

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

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 program.**

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 program.

Reflection

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.

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.

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, or an 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.

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 another's 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.

CAS Portfolio

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 program, reflect on their CAS experiences and gather evidence of involvement in CAS; it is not formally assessed. The CAS Advisor must ensure the students keep their CAS portfolio up-to-date and relevant as it is a summation of their CAS program. It could also be a valuable addition to a student's resume for a prospective employer or educational institution.

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.

At Nease, we use the Managebac program so that students can express themselves in a variety of ways – journal reflection, video, photos, recordings, and documents – however the student can best display his CAS experiences.

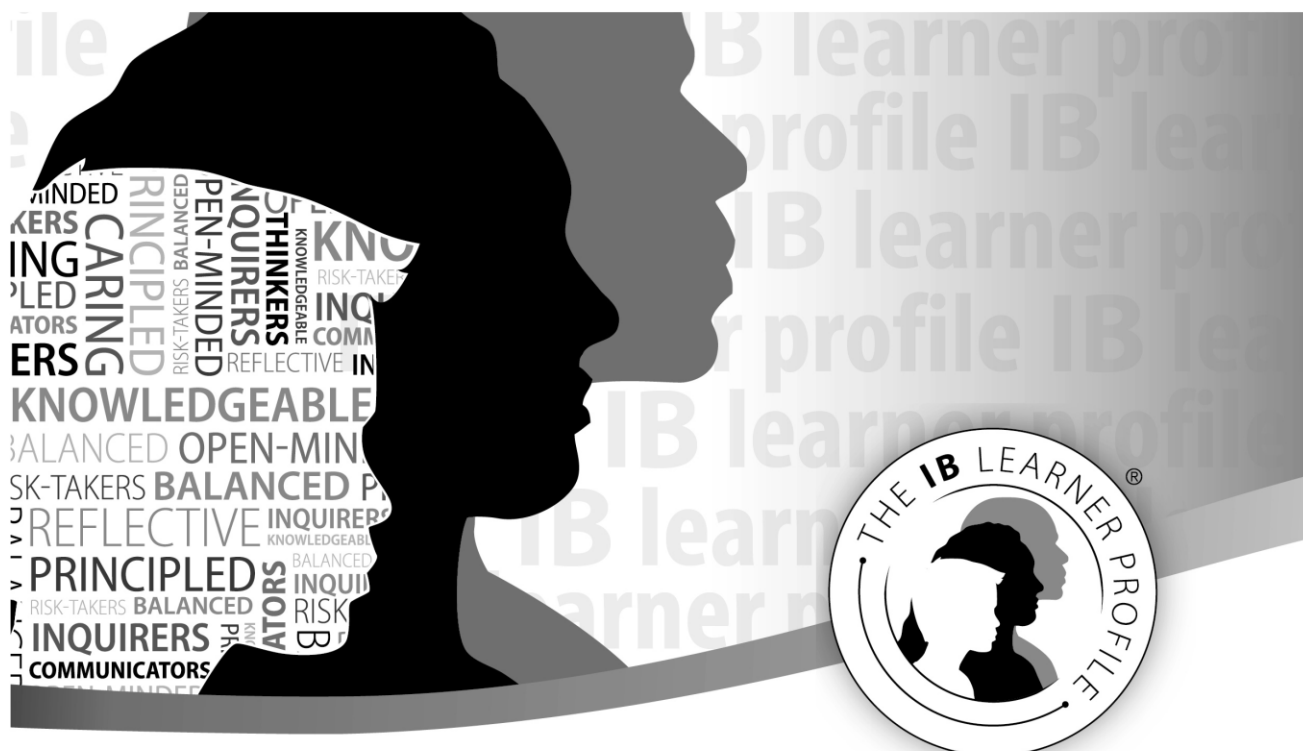
APPENDIX –

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



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.