EVERY STUDENT COLLEGE AND CAREER READY

UNIVERSITY HIGH SCHOOL

Diploma Programme

CREATIVITY
ACTIVITY
SERVICE
HANDBOOK

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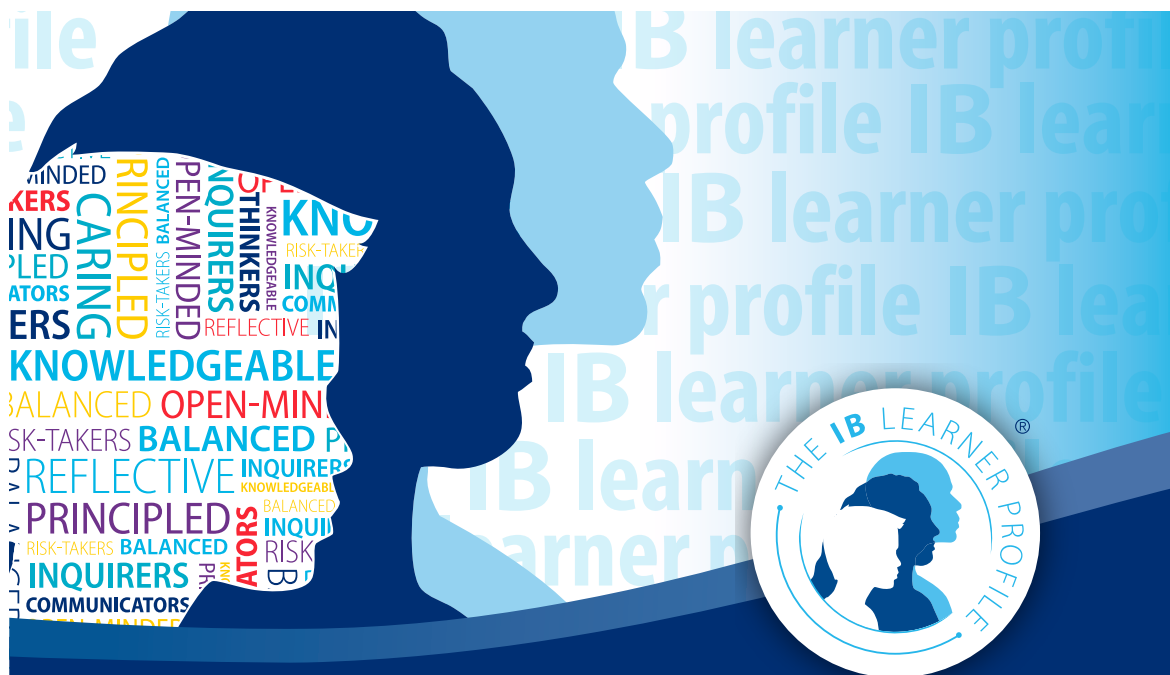Orlando, FL 32817
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IB learner profile

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.

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Creativity, Activity and Service

Creativity, Activity and Service (CAS) is one of three elements that make up the core of the International Baccalaureate Diploma Program. The core of the DP fosters and nurtures international-mindedness with the ultimate goal of developing responsible global citizens. CAS enables students to demonstrate attributes of the IB Learner Profile and enhance their personal and interpersonal development.

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 officially begins at the beginning of the Diploma Program and continues on a weekly basis for at least 18 months. There should be a balance between creativity, activity, and service.

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.

Learning Outcomes

In CAS, there are seven learning outcomes:

1. Identify own strengths and develop areas for growth

The student:
• is aware of own strengths and weaknesses
• is open to improvement and growth opportunities
• is able to propose activities according to own interests and talents
• is willing to participate in different activities
• 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.

2. Demonstrate that challenges have been undertaken, developing new skills in the process

The student:
- 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

3. Demonstrate how to initiate and plan a CAS experience

The student:
- is able to articulate 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 taking into account the aim or purpose, activities and resources.

4. Show commitment to and perseverance in CAS experiences

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 projects.

5. Demonstrate the skills and recognize the benefits of working collaboratively

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.

6. Demonstrate engagement with issues of global significance

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.

7. Recognize and consider the ethics of choices and actions

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.

All seven outcomes must be present to fulfill CAS requirements (not all seven outcomes in all activities).

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

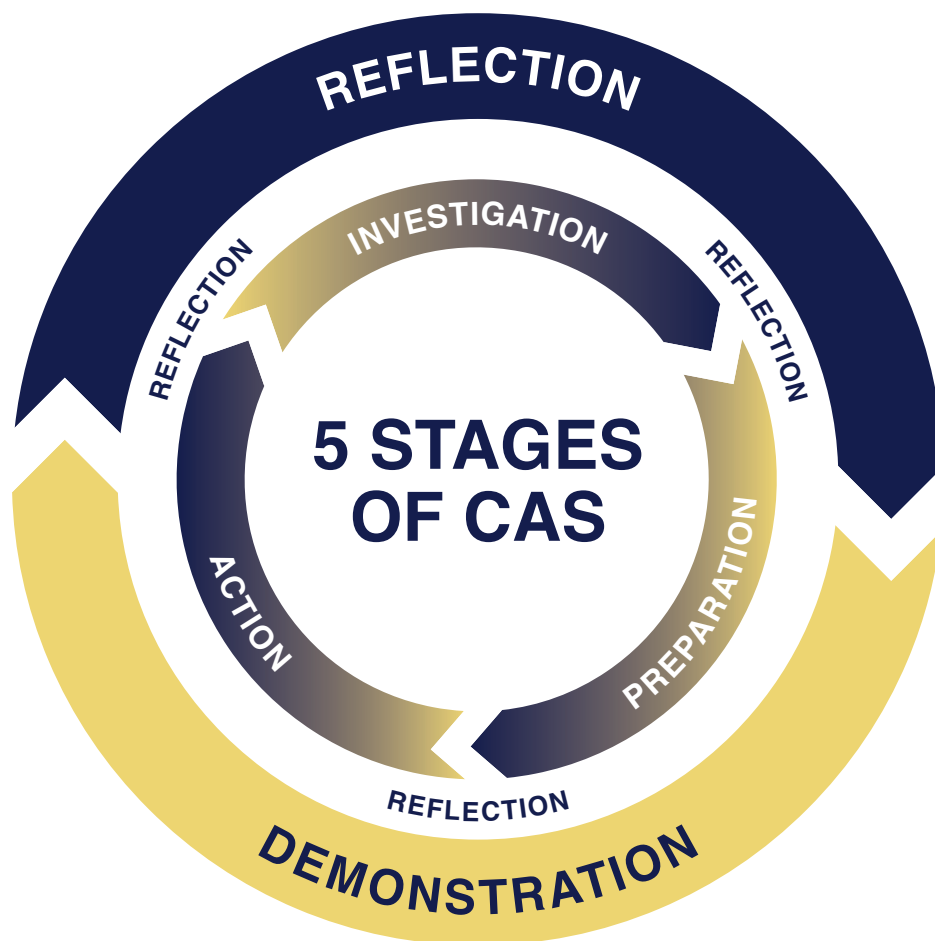CAS experience can be a single event or may be an extended series of events.

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 within 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"

Guidelines to CAS experiences

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

REFLECTION

INVESTIGATION

REFLECTION

REFLECTION

5 STAGES OF CAS

ACTION

PREPARATION

REFLECTION

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

For singular CAS experiences, students may begin with investigation, preparation, or action. For ongoing CAS experiences, beginning with investigation is advised. In these ongoing experiences, the action stage may lead students back to investigation or preparation as they further develop, expand and implement new or related ideas.

CAS Strands

Creativity

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 endeavours 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

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.

Activity

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.

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 programme is appropriate.

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

Service

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.

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.

Service Learning Stages

1. Investigation: Students participate in social analysis of a selected issue, with identification and confirmation of a community need, often with the designated community partner. Having an inventory of interests, skills, talents and areas for personal growth, students are able to make choices based on their priorities and abilities and the designated need.

2. Preparation: Students design a service plan appropriate to the identified need, with clarification of roles and responsibilities, resource requirements, and timelines to successfully implement the plan. Any community partners are likely to be consulted. Students also acquire and develop the knowledge and skills needed for the experience.

3. Action: Students implement the plan through direct service, indirect service, advocacy, or research. Their service may be a combination of one or more of these types of service. Students may work individually, with partners, or in groups.

4. Reflection: Students examine their thoughts, feelings, and actions applied to the context of self, community, and the world. With service learning, reflection often occurs with greater frequency as students identify significant moments generated by new situations and insights.

5. Demonstration: Students make explicit what they learned and how they learned as well as what they have accomplished, for example, by sharing their service 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.

Four types of service action

It is recommended that students engage with different types of service within their CAS programme. 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, analyse 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 centre.

- 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.

- 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, 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 needed. 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.

- Service arising from the curriculum: Teachers plan units with service learning opportunities in mind. Students may or may not decide to take action outside of class based upon what they learned in class For example, while studying freshwater ecology in environmental systems and society, students decide to monitor and improve a local water system.

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.
- 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.

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

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

Service project

When a CAS project addresses the CAS strand of service (known as service project), students must take into account the opinions and expectations of others involved and focus on meaningful and authentic needs to ensure actions are respectful and reciprocal. Awareness of the possible impact and consequences of the students' actions should be part of the planning process.

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

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."

The overarching intention of reflection in CAS includes the opportunity for students to:
- deepen learning
- consider relevance of experience
- explore personal and group values
- recognize the application of knowledge, skills, and attributes
- identify strengths and areas for development
- gain a greater understanding of self and others
- place experience in a larger context
- generate relevant ideas and questions
- consider improvements in individual and collective choices and actions
- transfer prior learning to new situations
- generate and receive constructive feedback
- develop the ongoing habit of thoughtful, reflective practice

Elements of Reflection

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

- Describing what happened: Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles, and successes.
- Expressing feelings: Students articulate emotional responses to their experiences.

The following two elements add greater depth and expand perspectives.

- Generating ideas: Rethinking or re-examining choices and actions increases awareness about self and situations.
- Asking questions: Questions about people, processes, or issues prompt further thinking and ongoing inquiry.

Extending Reflection

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

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

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

Documenting Reflection

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 endeavour.
- A student could produce a short video summarizing a CAS experience.
- A group of students might create a poster highlighting aspects of a shared experience.

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.

Understanding Reflection

Reflection is	Reflection is not
• honest • personal • done in many different ways • sometimes easy • sometimes creative • building self-awareness • necessary for learning • what I did, combined with how I felt • surprising • helpful for planning • done alone or with others • about thoughts, feelings, and ideas • adding perspective	• forced • right or wrong • good or bad • marked or graded • difficult • copying what someone else said • predictable • to be judged by others • only a summary of what happened • done to please someone else • a waste of time • only written • only discussion • only led by teachers

Reflection and the CAS learning outcomes

Reflection is the primary evidence used by CAS coordinators to determine whether students have successfully attained the seven CAS learning outcomes. However, it is important to note that not all reflections should or must discuss learning outcomes.

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.

At UHS the CAS portfolio is done electronically via ManageBac. ManageBac can be accessed through Launchpad.

All experiences should include evidence such as pictures, audio/visual recordings, drawings, or finished products. Reflections and evidence should include the learning outcomes.

The experience and reflection are what count towards satisfactory completion of CAS rather than hitting a target number of hours. There must be a reasonable balance between creativity, activity, and service. CAS must continue for a period of 18 months and be updated on a weekly basis via ManageBac. Successful completion of CAS is a requirement to earn the IB Diploma.

CAS 2 Year Outline

Year 1

Quarter 1	☐ CAS personal questionnaire uploaded ☐ 1st CAS interview completed ☐ Begin to develop CAS 2 year plan ☐ Add all CAS experience and reflection for the first quarter
Quarter 2	☐ CAS project introduction ☐ Plan CAS project ☐ Upload CAS project plan ☐ Complete all CAS experiences and reflections for Q2
Quarter 3	☐ Complete CAS Project (must be approved) ☐ Add all CAS experience or the first quarter ☐ Complete all CAS experiences and reflections for Q3
Quarter 4	☐ 2nd CAS interview ☐ Submit CAS summer plan ☐ Letter home for students not making sufficient progress ☐ Complete all CAS experiences and reflections for Q4

Year 2

Quarter 1	☐ Update 2 year plan ☐ Add all Summer CAS experiences and reflections ☐ Add all CAS experiences and reflections for Q1
Quarter 2	☐ Complete all CAS experiences and reflections for Q2
Quarter 3	☐ Complete all CAS experiences and reflections for Q3 ☐ Finalize CAS portfolio ☐ Exit interview process begins
Quarter 4	☐ Deadline 3rd Friday of April ☐ IBO notified of fulfillment of CAS requirements

CAS Personal Questionnaire

Answer the following questions. To be most helpful your answers should focus on basic CAS areas for growth such as physical activity, artistic pursuits, social situations, personal growth, and service work, as these will give a better idea on where to focus your future CAS activities.

1. What is your greatest accomplishment so far? How has this affected your life? What did you learn from it?

2. What are your talents?

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

4. Name one activity that you would like to try but you haven't yet. Why would you like to try this?

5. Name a person you admire right now. What qualities does this person have that you don't?

6. Describe the kind of person you think you will be post IB.

ACTIVITY:

1. List any sports, athletics activities or teams in which you are currently involved: (If you are not involved in any athletic activities or organizations what would you like to join/learn?)

2. What goals have you or will you set for yourself in terms of your performance and endeavors in each of these activities? Are these goals realistic and achievable? For each of the goals, what challenges do you think you might face? What new skills or new skill levels will you develop?

CREATIVITY:

1. Are you or will you be involved in any creative or artistic endeavors (orchestra, band, yearbook, Model UN, theater, choir, debate, etc.)? Do you use your creativity in helping to plan events/ activities? Explain your answers for each organization or activity.

2. What goals have you or will you set for yourself in terms of your performances or creative endeavors in each of these activities? Are these goals realistic and achievable? For each of the goals, what challenges do you think you might face? What new skills or new skill levels will you develop?

3. How will achieving the goals for any of the above referenced activities result in your growth? How will it make you more aware of yourself as a global citizen? How will it make you more aware of the ethical considerations of your actions?

SERVICE:

1. List community/national/global issues that concern you the most.

2. How have you currently involved yourself in these issues?

3. What UN Global Goals would you like to learn more about?

4. What skill(s) would you like to develop or learn in your service endeavor?

5. What challenges do you think you might encounter?

CAS Planning Form

List all your potential experiences in the appropriate columns (there should be at least two in each category).

Date	Creativity	Activity	Service
Year 1 Semester 1			
Year 1 Semester 2			
Summer			
Year 2 Semester 1			
Year 2 Semester 2			

University High School

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