UNIVERSITY HIGH SCHOOL

IB CAS Quick Start Guide

Responsibilities of the Student

Key to a student's CAS program is personal engagement, choice and enjoyment of CAS experiences. Students should 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 portfolio, students will demonstrate achievement of the 7 CAS learning outcomes to the CAS coordinator's satisfaction.

Political and Religious Activity

The IB values the diversity of IB World Schools and supports the rights of individuals and communities to exercise their values and beliefs. Students can, therefore, undertake CAS experiences through participation in faith-based, cultural, or political events as long as they are not divisive.

CAS Strands and Components

Creativity: Exploring and extending ideas leading to an original or interpretative 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

To successfully complete all the components of CAS, the student must:
• Meet 7 Learning Outcomes
• Complete CAS weekly for 18 months with a reasonable balance between the 3 Strands of Creativity, Activity, and Service
• Develop the attributes of the Learner Profile
• Connect a CAS experience to something the student is learning in the classroom (this is called Service Learning)

- • Complete a Project with at least 2 other students that lasts at least 1 month and includes Stages
- • Incorporate 5 different Stages for any CAS experience that is a series of events and/or a Project
- • Reflect. Reflection is ever-present throughout CAS, but Reflection on outcomes and personal learning is required

Learning Outcomes

As a result of their CAS experience as a whole, including their reflections, there must be evidence that students:
1. Identify own strengths and develop areas for growth: Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
2. Demonstrate that challenges have been undertaken, developing new skills in the process: A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
3. 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.
4. Show commitment to and perseverance in CAS experiences: Students demonstrate regular involvement and active engagement in CAS.
5. 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.
6. 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.
7. 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.

All 7 outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is some evidence for every outcome.

Stages: IPARD

The five CAS stages (IPARD) are used for CAS Experiences that happen over and over (a series) or the CAS Project.
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 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.

Long-Term Projects

A CAS long-term project is a collaborative (2 or more students), well-considered series of sequential CAS experiences, engaging students in 1 or more of the CAS strands of creativity, activity, and service. CAS students must be involved in at least 1 CAS project during their CAS program. All CAS Projects should use the CAS Stages (IPARD) as a framework for implementation to ensure that all requirements are met. A CAS Project can address any single strand of CAS, or combine 2 or all 3 strands. Students must meet 1 or more Learning Outcomes through the CAS Project. The CAS Project must last a minimum of 1 month from planning to completion.

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.

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 benefits. 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.

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 Learning

Service learning is the development and application of knowledge and skills towards meeting an identified community need. In this research-based approach, students undertake service initiatives often related to topics

studied previously in the curriculum, utilizing skills, understandings and values developed in these studies. Service learning builds upon students' prior knowledge and background, enabling them to make links between their academic disciplines and their service experiences.

Reflection

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

4 elements assist in the CAS reflective process:
- **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.

Reflection is ever-present at every stage of CAS, not just at the end.