



Creativity - Activity - Service

CAS Information Brochure



2022 / 2023

ISA CAS

CAS at ISA is the IB Learner Profile in action through experiential learning. CAS allows students to balance their academic studies with enjoyment, collaboration, and self determination through experiences in both the school environment and directly within the local community. CAS aims for students to be inquiring, inspired and involved lifelong learners.

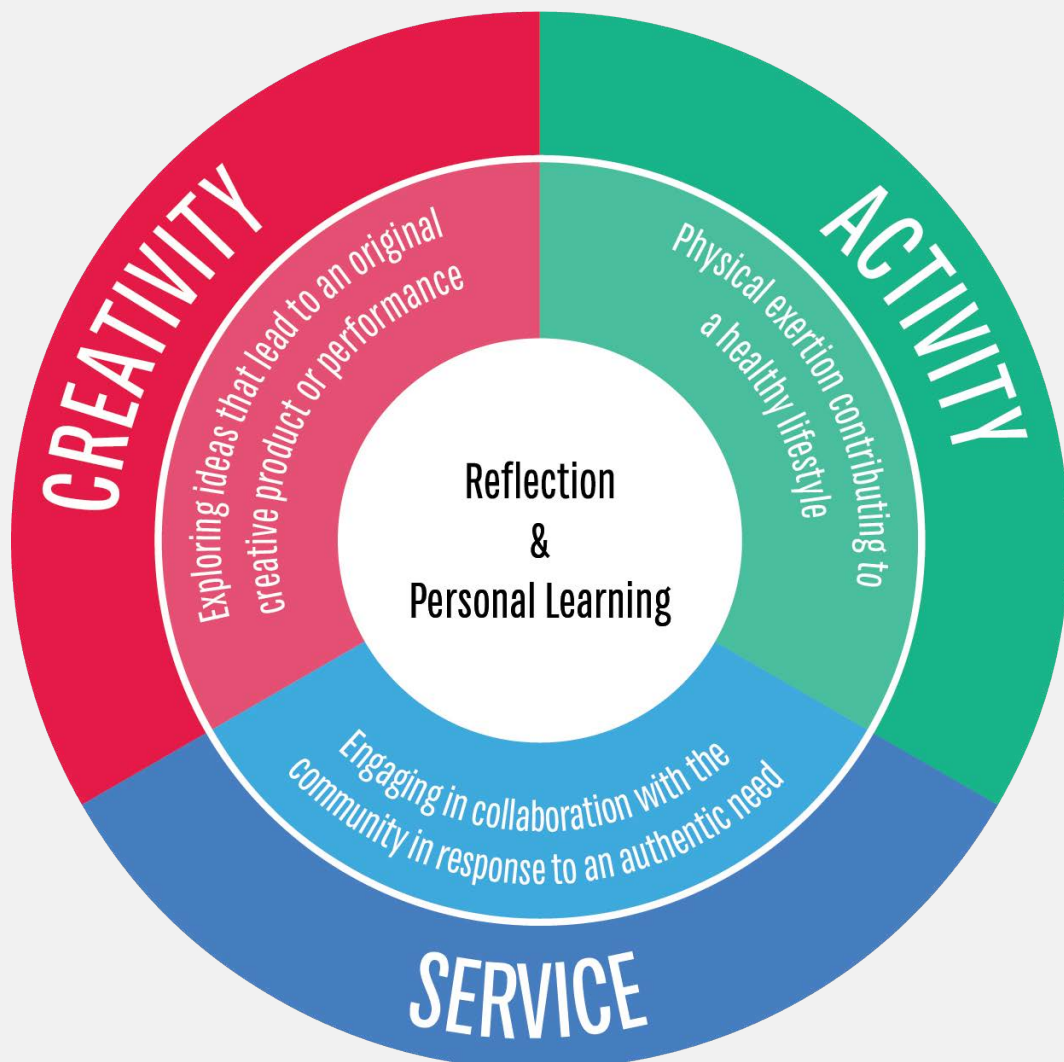
[Quick Requirement guide](#)

[Calendar](#)

A CAS experience must

- Fit within one or more of the CAS strands (Creativity, Activity, 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

All proposed CAS activities need to meet these four criteria. It is also essential that they do not replicate other parts of the student’s Diploma Programme work. Successful completion of CAS is a requirement for the award of the IB diploma. CAS is not formally assessed but students need to document their activities, reflect on the process and provide evidence that they have achieved the seven learning outcomes.



CAS-Three Strands



Creativity

Creativity is exploring and extending ideas, leading to an original or interpretive product or performance. Music, theatre, film, design technology, visual arts, dance, fashion and other experiences that involve creative thinking fall under creativity (for example, joining a choir or engaging with fashion design).

What are good CAS activities?

Creativity

- Class websites
- Organizing an event
- Choir / drama
- Learning a musical instrument
- Speech and debate
- Talent show
- Jazz/ rock band
- Model United nations (if a member)



Activity

Activity is physical exertion contributing to a healthy lifestyle. Taking on a new sport or extending your ability (for example, with football, yoga, dance, aerobics classes, biking or hiking), counts as activity.

What are good CAS activities?

Activity

- After school sports
- Rock climbing
- Joining a swimming club, a yoga class
- Running a marathon
- Table-tennis
- Sports event



Service

Service is collaborative and reciprocal community engagement in response to an authentic need. By investigating and identifying a community need, then determining a plan of action that respects the rights, dignity and autonomy of all involved (for example, reading to the aged or advocating for a cause), you are performing service.

What are good CAS activities?

Service

- Student Council
- Peer tutoring
- Gardening
- Help with the World Peace day, Poppy Appeal, Cancer Research, Water Aid
- Model United nations (if running)
- Fundraising event for charity

What is the CAS Cycle?

After choosing an activity, students ask for an **adult to be the supervisor**. The supervisor needs to be aware that they will have to write a brief review on how the student did during this activity. (This person could be a member of the Halcyon community, or someone outside of the school.)

Each student will have a CAS Advisor (a teacher) that oversees their individual CAS. This Advisor needs to **approve the activity** on Managebac.

The student must **keep on going reflection** with regards to the CAS experience on the Managebac system. **Evidence** (such as photographs) should be collected where possible, and put into the CAS Portfolio.

When the activity is finished, and the supervisor has written their comment, and all of the evidence is in the portfolio, then the advisor will sign off on the CAS Experience.

CAS Reflections/Portfolio:

As part of CAS all students will keep a portfolio on Managebac. This portfolio will have **three sections**, profile, experiences and evidence. As part of their experience section, they will include reflections regarding their CAS experiences.

All 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** (see below for these). 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 programme, reflect on their CAS experiences and gather evidence of involvement in CAS; it is not formally assessed.

CAS Project

All CAS students undertake a CAS project involving teamwork that **integrates one or more of the strands of creativity, activity and service**. **Duration is a minimum of one month**. The project provides opportunities to develop and advance skills particularly related to collaboration and sustained relationships, and enables students to develop and refine plans in response to any problems that arise, and to reflect on their progress and outcomes.

[Link to more information on CAS Project.](#)



[More information on reflections can be found here.](#)

[More information on Portfolio can be found here.](#)

The 7 Learning Outcomes for the students on the CAS Programme

All seven outcomes must be present 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. Every activity does not need to address all 7 learning outcomes.**

1 Identify your own strengths and develop areas for growth

You are able to see yourself as an individual 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 activity, or an extension to an existing one. The newly acquired or developed skills by 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

You can articulate the stages from conceiving an idea to executing a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. You 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

You demonstrate regular involvement and active engagement in CAS.

5 Demonstrate the skills and recognise the benefits of working collaboratively

You 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

You are able to identify and demonstrate your understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.

7 Recognise and consider the ethics of choices and actions

You show awareness of the consequences of choices and actions in planning and carrying out CAS experiences. (For example, on the sports field, in musical composition, in relationships with others involved in service activities).



The five CAS stages

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.

Preparation: Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specific resources and time lines, and acquire any skills as needed to engage in the CAS experience.

Action: Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.

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.

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.

CAS Portfolio and Interviews

The CAS portfolio provides students with opportunities to record their diverse CAS experiences and summarize and celebrate their achievements. The CAS portfolio is a collection of evidence and reflections (for example: photographs, visual and audio recordings, documents, posters, programmes of events or performances) that demonstrate participation in CAS and achievement of the seven CAS learning outcomes. (These will be placed in Managebac)

The CAS portfolio is to be discussed during the **three formal CAS interviews**. During an interview, students discuss their CAS experiences and progress. The CAS portfolio is valuable evidence of a student's CAS experiences and achievements.

Celebration of CAS-Sharing CAS--Grade 11 Tentative, Grade 12 Set

At the end of DP1, we will have a celebration of the work you have done. We will invite your parents in and the rest of the school will also be invited to hear about the work you have undertaken. This will also be an opportunity for you to reflect on what Learner Outcomes you would like to focus on for DP2.

[More information can be found here.](#)

**Slides for each of the strands...as a presentation...

CAS Ideas / Websites / Inspiration

General Search/Idea Websites:

Database of activities, and you can create your own service project The Philanthropy Project

ISA List of CAS Clubs: [Link Here](#)

(This is from previous years at ISA)

Other General ideas--Teen Life!

Other Charities/organisations:

A chance for your to 'go hungry for others who are hungry' 30 Hour Famine

Set up an in-person Bead for Life Marketplace at your home, office, church, school or local market and directly sell our handcrafted Ugandan paper beaded jewelry. Bead For Life

Organisation that helps to clean up world Cleanup the World

Organisation that helps to eradicate malaria Malaria No More

Organisation that helps Darfur SaveDarfur

Organisation that helps children with a cleft lip The Smile Train

Organisation that helps children in Swaziland Young Heroes

What Is NOT CAS?

CAS should be an interesting variety of activities that you find worthwhile and rewarding, and that are mutually beneficial to you and to your community. Generally, CAS is active and involves interaction with others (although some action or creativity projects may have individual commitment). In addition, CAS activities allow for personal growth.

Examples of activities, which would **NOT** qualify as CAS include:

- Any class, activity or project that is already part of the Diploma Program (classes that are not part of the Diploma Program may qualify).
- Simple, tedious and repetitive work.
- A passive pursuit, e.g. museum, theatre, exhibition, concert visits.
- Family or religious duties.
- Work experience that only benefits the student, or that involves financial gain.
- Fundraising with no clearly defined end in sight.
- An activity where there is no responsible adult on site to evaluate your performance.
- Activities that cause division amongst different groups in the community such as political activities or religious proselytizing.
- Attending concerts, plays.

[More CAS ideas can be found here.](#)

Links to subjects:

Studies in language and literature

Students could:

- Produce diaries, blogs and wikis as a writing practice and a new form of communication about experiences
- Produce MP3 books for the blind by reading aloud some of the literary texts of the DP course
- Write articles about CAS projects for school and local newspapers
- Raise awareness about issues treated in literature
- Produce brochures and blogs for new students and parents about the city where the school is located

Language acquisition

Students could:

- Use personal experience for oral and written practice of the language
- Become involved with a local or international organization, inspired by articles about human rights from a class conversation
- Apply language learning to assist immigrants new to the country
- Write essays about CAS projects for local newspapers or other forms of media

Individuals and societies

Students could:

- Create public displays and presentations on history, particularly of the area surrounding the school
- Record the oral histories of community elders
- Raise awareness of recycling within the school and extend the programme to other schools, the home or the local community
- Map area resources, such as the location of water sources in the community or recycling centres
- Implement development projects that relate to geography or economics
- Set up a young enterprise company for charitable purposes
- Apply geography by identifying and working with migrant groups and asylum seekers

- Apply philosophy content to improve their understanding of the philosophy of CAS
- Examine the role of active citizenship in the local community, following sociology and anthropology discussions

Sciences

Students could:

- Apply physics to form an astronomy club within the school and encourage younger students to be more aware of the universe
- Use chemistry to develop a water-quality project, including testing local water (or air) quality, and implement an awareness campaign
- Help to remove invasive species of plants from the local environment as a part of an environmental sustainability project referenced in a biology class
- Carry out a composting programme with food left over from the canteen and produce fertilizer to assist in a vertical vegetable garden in the school

Mathematics

Students could:

- Teach younger children who have difficulties with mathematics
- Balance the accounts for NGOs or school clubs
- Assist special-needs pupils with their mathematics
- Assist with the data of sports clubs' pre- and post-fitness assessment
- Analyse statistics for sports teams

The arts

Students could:

- Carry out a fundraising concert for a charity
- Produce promotional and marketing material for an NGO
- Create lighting and set for theatre productions
- Create a band and perform at a function
- Create posters for charities and school events
- Film theatre performances and sports events