



Learning Alliance International



Diploma Programme

CAS Handbook

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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 programmes of international education and rigorous assessment.

These programmes 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 LEARNERS PROFILE:

- **INQUIRERS:** They develop their natural curiosity, acquire the skills necessary to conduct inquiry and research and show independence in learning.
- **KNOWLEDGEABLE:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **THINKERS:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **COMMUNICATORS:** They understand and express ideas and information confidently and creatively in more than one language. They work effectively and willingly in collaboration with others.
- **PRINCIPLED:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.
- **OPEN-MINDED:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.
- **CARING:** They show empathy, compassion and respect towards the needs and feelings of others. They act to make a positive difference to the lives of others and to the environment.
- **RISK-TAKERS:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **BALANCED:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **REFLECTIVE:** They give thoughtful consideration to their own learning and are able to assess and understand their strengths and limitations in order to support their learning and personal development.

AIMS

Within the Diploma Programme, CAS provides the main opportunity to develop many of the attributes described in the IB learner profile. For this reason, the aims of CAS have been written in a form that highlights their connections with the IB learner profile.

The CAS programme aims to develop students who are:

- 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

CAS LEARNING OUTCOMES:

- **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.
- **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.
- **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 through local, national or international action. Think globally but act locally.
- **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.
- **Demonstrate engagement of Native American/Indigenous Community (CAS At a Long-term Project)** Students are able to identify and demonstrate their understanding of Native American issues, make responsible decisions, and take appropriate action in response to the issue through local, national, or international action.
- **Recognize and consider collegiate studies and career choices (CAS At a Long-term Project)** Students are able to identify and demonstrate their how their future career goals and/or collegiate studies engages with the issues of their community.

RESPONSIBILITIES OF A CAS STUDENT:

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
- 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 programme CAS
- 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 in formal and informal meetings
- Behave appropriately and ethically in their choices and behaviors.

WHAT IS CAS:

Creativity, activity, service (CAS) is at the heart of the Diploma Program and should continue on a weekly basis for at least 18 months. For student development to occur, CAS should involve these criteria:

- fit within one or more of the CAS strands
- be enjoyable
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- meet one or more of the CAS learning outcomes
- is active, not passive
- have a meaningful purpose or present a new challenge
- not be used or included in the student's Diploma course requirements
- must have a supervisor (not a parent) who confirms completion

The CAS Strands:

Creativity, Activity, and Service

CREATIVITY:

What is a “Creative” CAS Experience?

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 show case 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 post, photos, a skit, or other methods.

Approaches to creativity

- *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, timetable creativity sessions, or other opportunities. CAS strands
- *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, p

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:

What is an “Active” CAS Experience?

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 curricula require students to participate in a physical education course. Participation in such courses may be considered an 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

- *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 curriculum, a school sports club, or timetable 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 aerobic 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 toward these in a sustained and correctly applied manner. Risk assessment of such solitary activity experiences should be conducted with the student before and if applicable.

SERVICE:

What is a service experience?

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.

CAS coordinators should always consider the advantage of students conducting service locally. 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.

APPROACHES TO SERVICE:

- *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 identified that will be met through student action. Service needs met at 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 to fall. 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 needs service*: In response to a disaster, students often want to move toward 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 environment 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 assessments 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 in creases 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 respond and act. For example, while studying freshwater ecology in environmental systems and society, students decide to monitor and improve a local water system.

ADDITIONAL CONSIDERATIONS FOR SERVICE EXPERIENCES

Unlike CAS experiences in the creativity and activity strands, many of the CAS service experiences that you participate in will also count for Bright Futures. For example, if you volunteer for 10 hours at Habi Jax as one of your CAS experiences, you would also be able to apply the same 10 hours toward Bright Futures. The guidelines for Bright Futures are available on the Stanton IB website. The website will assist you in determining which of your activities will count for Bright Futures.

In order to document these hours and have them apply toward Bright Futures you will need to fill out the *Bright Futures Verification Form* which can also be downloaded from the Stanton IB website or picked up at either the Diploma Coordinator's office or your School Counselor's office.

Additionally, service hours can be used for eligibility toward other scholarships. Unless specifically stated otherwise on their individual applications, CAS service hours may count toward those as well.

IDEAS FOR CAS EXPERIENCES

Activity Ideas: (Non-IB classes count for CAS)

- Teamsport (on-campus or off-campus) – all practice and games count
- Individual sport (bowling, golfing, rodeo, swimming, mountain biking, running etc.)
- Dancing
- Martial arts classes
- Yoga, Pilates, Zumba
- Marathon or fundraising run (need to train for it)
- Join a gym, set up a workout plan and stick to it!
- Hiking expedition
- Learn to ski or snowboard this winter
- Teach sports to kids who don't get an opportunity to learn (A/S)

Creativity Ideas: (Non-IB classes and club on campus count)

- Take driver's license lesson to earn your license
- Learn a musical instrument to extend what you are already doing
- Debate or public speaking competitions, write for a magazine or newspaper
- Participate in a school musical, play, lip sync battle
- Design and create a mural at school (C/S)
- Learn an especially challenging piece of music/dancer routine (C/A, if dance)
- Choreograph and participate in a dancer routine for a dance production (C/A)
- Perform music or dance in a new or especially challenging context (public audience, competition)
- Plan a musical program and perform for hospital patients. (C/S)
- Teach art/music/dance to another person/group of people. (C/S)
- Design a website for a school/non-profit/charity organization. (C/S)
- Design a series of afterschool tutoring sessions. (C/S).
- Create a mini photography portfolio with a clearly defined theme, objective, and goal.
- Design video games, coding, set up video game competition to raise funds/awareness.

Service Ideas: (Need to find a variety of Service types)

- Tutor at a local primary school
- Work as a teacher's aide in a local primary school
- Volunteer to help play with orphans at a local orphanage
- Teach singing/piano/guitar at a lunchtime or afterschool club (S/C)
- Visit the hospital and chat to the residents, or teach them a new craft/skill

- Volunteer to teach a workshop at a local internet café on writing a resume (S/C)
- Organize a clean-up with your friends.
- Campaign the local government on an issue you feel strongly about
- Become certified in CPR/First Aid at local Red Cross.
- Serve as a translator for school activities as and when needed.
- Design and perform a creative skit about healthy eating habits for lower school (S/C)
- Design a poster campaign for healthy eating (S/C)
- Work Experience/Internship (unpaid work in a hospital, kindergarten) (C/A/S)

WHAT IS NOT CAS?

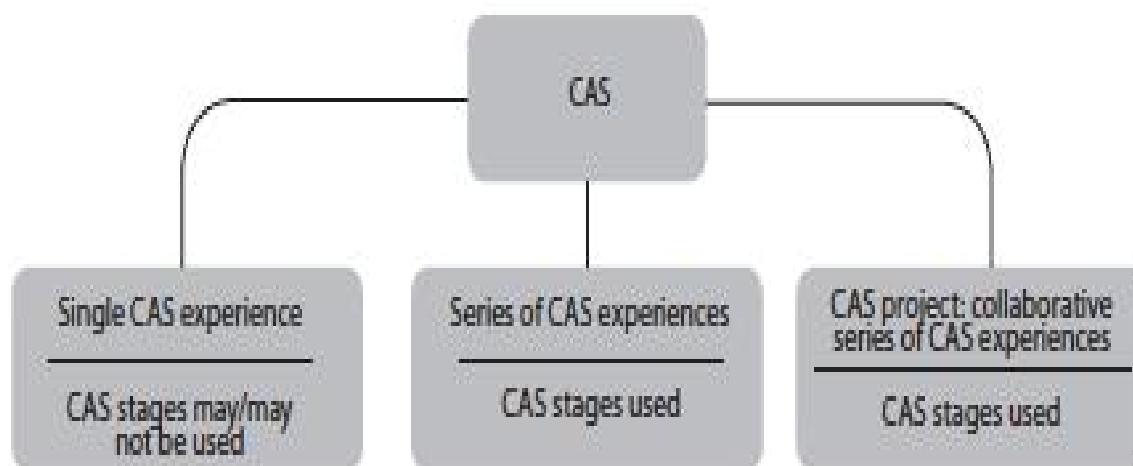
CAS is not an hour counting exercise. It should be an interesting variety of experiences that you find intrinsically worthwhile and rewarding, and which is mutually beneficial to you and to your community. Generally, CAS is not taking place when you are in a passive role, but rather an active role. There should be **interaction**. If you are passive, nothing of real value, either for you or for other people, results from what you are doing. Examples of activities that may be inappropriate are listed below:

- Any class, activity or project that is already part of the Diploma Program
- An activity for personal reward, financial or benefit-in-kind
- Simple, tedious and repetitive work
- A passive pursuit, e.g. museum, theater, exhibition, concert visits
- Work experience that only benefits the student
- Fundraising with no clearly defined end in sight
- An activity that causes division among different groups in the community
- Working in an elderly or children's home when you:
 - Have no idea of how the home operates
 - Have no contact at all with the elderly or children
 - Actually do no service for other people/animals/environment
- An activity where there is no responsible adult on site to evaluate your performance

CAS STAGES

The five CAS stages are as follows and must be demonstrated in all series of experiences and the CAS project. A single one-

time experiencedoesnotrequirethesestages.



- **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 action to be taken, identify specified resources and timelines, 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 responses from others.

CAS LONG-TERM PROJECT

The primary purpose of the CAS Long-Term 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.

- Must be collaborative (group project)
- Must be student initiated (in part or in entirety)
- Must be a sustained long-term project (longer than 4 months from planning to completion)
- Can address any single strand of CAS or combine two or all three strands
- Must use the CAS stages for implementation.
- Must incorporate Learner Outcome

The following examples are provided to help generate ideas without limiting the scope and direction of a CAS project.

- Creativity: A student group plans, designs and creates a mural.

- Creativity and Service: Cancer Prevention and Education in Native communities
- Activity: Students organize and participate in a sport team including training sessions and competitions to help you to develop discipline, self-confidence, and health
- Service: Students set up and conduct tutoring for people in need.
- Creativity: Improving Native language preservation through technology
- Service and activity: Students plan and participate in the planting and maintenance of a garden in the community.
- Service and creativity: Students design and make the backpacks out of recycled materials for students in need.
- Creativity, activity, and service: Students create and host a Song and Dance production for a community retirement home.

REFLECTION PROCESS

Reflection is a dynamic means for self-knowing, learning and decision-making. Reflection should occur **before, during and after** the CAS experience (one reflection is insufficient for single experiences). Four elements assist in the reflective process. The first two elements form the foundation of reflection. The last two elements add greater depth and expand perspectives.

- Describing what happened: Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes (include the learning outcome(s) they addressed).
- Expressing feelings: Students articulate emotional responses to their experiences.
 - How did I feel about the challenges?
 - What happened that prompted particular feelings?
 - What choices might have resulted in different feelings and outcomes?
- Generating ideas: Rethinking or re-examining choices and actions increases awareness about self and situations.
 - 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?
- Asking questions: Questions about people, processes or issues prompt further thinking and ongoing inquiry.

*It must be possible for the IBO evaluator to tell: **what happened, why it happened, how it happened, what value it was, what the student learned from it, and how they achieved each learning outcome.**

FORMS OF REFLECTION

During CAS, the form of reflection must take into account student choice. 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. The ultimate intention is for students to be independently reflective. 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. It is possible students may wish to keep private certain reflections. As such, it is recommended that students decide which reflections will be placed in their CAS portfolio. Students should include reflections in their **CAS Portfolio that give evidence to achieving each of these seven CAS learning outcomes.** 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.

CASTIMELINE

JUNIOR YEAR

AUGUST:

- You may begin your CAS activities the first day of your junior year.
- Plan your CAS Project and a timeline of activities that lead to your goal.
- Determine how you are going to provide evidence of your CAS activities for your portfolio.

SEPTEMBER:

- CAS experiences should begin ASAP

OCTOBER/NOVEMBER

- Meet with IB Coordinator if you have not started, at this point you are in danger of being off track.
- Continue recording CAS experiences, periodically submit to IB Coordinator

DECEMBER:

- Juniors should have approximately 25-50 hours documented in their Portfolio.
- Continue adding to your Portfolio and Reflection Forms.
- Start CAS Project Winter, spring, and Summer breaks are opportune times.

APRIL/MAY:

- Juniors should have approximately 75 hours documented in their Portfolio.
- Portfolio check with IB Coordinator – verify if you are on track, and if the quality of CAS documentation needs to change.

SENIOR YEAR

JUNE:

- Summer is a good time to get involved with CAS activities.
- Review your Portfolio and Learning Outcomes to identify the areas that you may need to focus on.
- Continue documenting experiences, completing forms when appropriate.
- Seniors should have approximately 100 hours of their CAS activities documented in their Portfolio.
- Remember to keep copies of your Reflection Forms and Log Sheets in a safe place with your Portfolio.

SEPTEMBER:

- Seniors should have approximately 125 hours documented in their Portfolio.
- CAS planning night scheduled at Stanton after school – be sure to attend (parents are invited).
- Continue filling out Reflection Forms after you complete an experience.
- Meet with the CAS Coordinator if you do not seem to be on track or if you have questions.

DECEMBER:

- Seniors should be near completion of their CAS requirements.
- Review your Portfolio, Reflection Forms and Log Sheets to see if all the hours as well as the Learning Outcomes have been achieved.
- Create a plan for missing learning outcomes.
- Continue working on your CAS activities as needed.
- CAS Project should be nearing completion

JANUARY/FEBRUARY:

- Make copies of your Reflection Forms, Log Sheets and Summary Forms for your records.
- Your original Reflection Forms, Log Sheets and Summary Form will be returned into the CAS Coordinator once you complete your CAS project.
- The CAS Coordinator may request a copy of your Portfolio to send to IB. If requested you will be able to keep the original for your records.
- All CAS requirements must be completed and turned into the CAS Coordinator in February. Failure to meet this deadline may result in a delay or no IB diploma being awarded.

CREATIVITY, ACTIVITY, AND SERVICE OPPORTUNITIES

It is the intent of IB to foster a lifelong commitment in CAS philosophy. It is the responsibility of the IB student to take the initiative and pursue activities which interest them. The CAS Coordinator can guide students, but cannot make direct referrals to specific organizations. The following are suggestions to help students think about the multitude of opportunities they could be involved in. Students are encouraged to discuss additional organizations with their CAS Coordinator if they are unsure of CAS experience requirements. Some organizations may cover multiple CAS strands.

CREATIVITY

<ul style="list-style-type: none"> ▪ Art gallery/museum volunteer ▪ Arts and crafts ▪ Choir ▪ Debate Team ▪ Drama: Drama club, Theater productions, Tech crew 	<ul style="list-style-type: none"> ▪ IB Magazine ▪ Instrument lessons (learning or teaching) ▪ Literary Magazine ▪ Music Band volunteer ▪ Theatre ▪ Web page design for an organization or group
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ACTIVITY

<ul style="list-style-type: none"> ▪ Community Clean-up/Beautification ▪ Cricket Club Coaches, Referees and Umpires ▪ Martial Arts ▪ Participation on an organized sport team 		<ul style="list-style-type: none"> ▪ Special Olympics ▪ Volunteer Lifeguard ▪ Walking, running, hiking, biking with an organization ▪ Zumba/Pilates ▪ Yoga Lessons
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SERVICE

<ul style="list-style-type: none"> • Bali Memorial • Arthritis Foundation • Govt School, DHA • Red Crescent 		<ul style="list-style-type: none"> • Edhi Center • Rising Sun Institute • Old Home volunteer
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