### 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 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.

IB Learners strive to be:

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
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<tbody>
<tr>
<td>Inquirers</td>
<td>They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.</td>
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<td>Knowledgeable</td>
<td>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.</td>
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<td>Thinkers</td>
<td>They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.</td>
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<td>Communicators</td>
<td>They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.</td>
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<td>Principled</td>
<td>They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.</td>
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<td>Open-minded</td>
<td>They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.</td>
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<tr>
<td>Risk-takers</td>
<td>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.</td>
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<td>Balanced</td>
<td>They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.</td>
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<tr>
<td>Reflective</td>
<td>They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.</td>
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EIGHT KEY LEARNING OUTCOMES OF CAS

As a result of the CAS experience as a whole, the student has:

- **Increased their awareness of their own strengths and areas of growth.**

  They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.

- **Undertaken new challenges.**

  A new challenge may be an unfamiliar activity, or an extension to an existing one.

- **Planned and initiated activities.**

  Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.

- **Worked collaboratively with others.**

  Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of creativity, action, and service, is required.

- **Shown perseverance and commitment in their activities.**

  At a minimum, this applies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.

- **Engaged with issues of global importance.**

  Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).

- **Considered the ethical implications of their actions.**

  Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisors.

- **Developed new skills.**

  As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

Any activity that does not result in at least one of these LEARNING OUTCOMES is **NOT A CAS Activity!**
The nature of creativity, action, service

Creativity, action, service (CAS) is at the heart of the Diploma Program. It involves students in a range of activities alongside their academic studies throughout the Diploma Program. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows.

**Creativity:** arts, and other experiences outside the normal curriculum that involve creative thinking. (These activities need to have a definite goal or outcome. They require planning, reflection, and evaluation. These tasks must extend the student and be achievable.)

Examples: An instrument musician can learn a particularly difficult piece or a different style of playing in order to perform for an audience, or the student might give a talk to younger students about the instrument, with musical illustrations. Appropriate CAS activities are not simply “more of the same”- additional practice, more concerts, etc. Creativity may also include creative thinking used to design or carry out projects.

**Action:** physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Program. (These activities need to have a definite goal or outcome. They require planning, reflection, and evaluation. The tasks must extend the student and be achievable.)

Examples: A student athlete is not required to give up their sport in order to engage in an arbitrary, invented CAS physical activity. Instead, the student should set goals, and plan and reflect on their achievement in the sports in which they participate. Also, the student could share their knowledge and skills with others or try a new sport. Action activities can also include physical activity involved in carrying out creative and service projects.

**Service:** an unpaid and voluntary activity that has a learning benefit for the student. These activities need to have a definite goal or outcome. They require planning, reflection, and evaluation.

Examples: Service activities involve interaction with others in the community. The community includes the school, the school district, city, state, the United States, and the world. These activities involve doing things for others and doing things with others. Mundane, repetitive tasks and “service” without real responsibility are not CAS service activities.

For student development to occur, CAS must involve:

- real purposeful activities, with significant outcomes
- personal challenge-takes must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning

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 Program work. Concurrency of learning is important in the Diploma Program. Therefore, CAS activities should continue on a regular basis for as long as possible throughout the program, and certainly for at least 18 months. 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 and provide evidence that they have achieved the eight outcomes.
CAS Rationale

CAS is one of the three course requirements at the core of the IB Diploma Program hexagon. It is important to students for several reasons.

CAS is student directed. It allows you to determine what your are going to learn about yourself and others. Because you plan your program, you, not a teacher or IB, are in charge of what you learn.

CAS allows you to participate in an alternative kin of learning called **experiential learning.** It supports the way you usually learn in the academic classroom. Many people learn best by experiencing.

Through your CAS activities, you will learn about local and global communities and have the opportunity to use your time and talents to benefit others as well as yourself.

CAS allows you to develop cooperative learning skills.

Colleges seek students who are well-rounded and have volunteering/service experiences. Your CAS experiences will be useful when completing college applications, writing colleges essays, and applying for scholarships.

CAS opportunities may help determine a career path.

Aims

Within the Diploma Program, CAS provides the main opportunity to develop many of the attributes described in the IB learner profile.

The CAS program aims to develop students who are:

*reflective thinkers-they understand their own strengths and limitations, identify goals and devise strategies for personal growth.*

*willing to accept new challenges and new roles*

*aware of themselves as members of communities with responsibilities toward each other and the environment*

*active participants in sustained, collaborative projects*

*balanced-they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences*

Is it CAS?

The following is a list of questions you can ask that will help you determine if your activity/idea fits CAS.

*Is the activity a new role for me?*
*Is it a real task that I am going to undertake?*
*Does it have real consequences for other people and for me?*
*What do I hope to learn from getting involved?*
*How can this activity benefit other people?*
*What can I reflect on during this activity?*
*Will the activity help me develop new skills and proficiencies?*
*Will the activity help me meet any of the 8 learner profiles?*
*Would this activity be considered Creative, Action, Service?*

Important to note!! You must get your CAS activities pre-approved.
Not CAS!

The following is a list of activities that do not qualify as CAS.

* Student in a passive rather than active role
* Student not interacting with others
* Any class, activity, or project that is already part of the student’s Diploma Program
* An activity for which a student is personally rewarded financially or with some other benefit (unless this benefit is passed on in full to a worthy cause)
* Doing simple, tedious, repetitive work such as shelving library books
* A passive pursuit such as a visit to a museum, the theatre, art exhibition, concert or sports event
* All forms of duty within the family
* Participation in religious activities that are for the purpose of religious instruction or worship
* Religious devotion and any activity which can be interpreted a proselytizing
* Work experience that only benefits the student
* Fund-raising with no clearly defined end in site
* Activities which cause division amongst different community groups
* Volunteering in any place of work that is a profit making business
* Any activity where there is no leader or responsible adult on site to evaluate and confirm student participation and performance (Family members can not approve CAS hours.)

Responsibilities of the student

Students should “own” their personal CAS programs. With guidance from the CAS Coordinator and IB Coordinator, students should choose activities for themselves, initiating new ones where appropriate.

Students are required to:

* self review at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS program
* plan, do and reflect (plan activities, carry them out and reflect on what they have learned)
* undertake at least one interim review and a final review with the CAS Coordinator
* take part in a range of activities, including at least one project, some of which they have initiated themselves. At least one project must involve teamwork and include two or more of the CAS strands (creativity, action, service) and is of significant duration. Larger scale activities of this sort may provide excellent opportunities for students to engage “with issues of global importance”.
* keep records of their activities and achievements, including a list of the principal activities undertaken
* show evidence of achievement of the eight CAS learning outcomes

Reflection, recording and reporting

Reflection is what makes a CAS activity a true learning experience. Reflection allows you to critically think about your experiences. When you reflect on your experiences, you think, write, and talk about them. You share the experiences with others and relate them to other experiences that you have had. You become aware of your feelings. Reflection allows you to learn during and from your experiences. Reflection takes practice. No doubt as your work through your CAS activities you will learn to get better at reflecting on them.

Reflections can be done in both a written and oral format. For the most part your reflections will be written. These written reflections are important because they illustrate how you achieved the CAS outcomes you intended to cover. Even so, you will also reflect on your experiences orally within your TOK class and in conversation with the CAS Coordinator. Furthermore, the door is wide open for you to put your reflections in a creative format.
What is a reflection

Reflections include 2 parts!

The basics of “what”:  
What did I plan to do?  
What did I do?  
What were the outcomes, for me, the team I was working with, and others?

The “so what” of reflection (once you explain what it is you did, then you need to analyze what was meaningful about that experience):  
How did I feel? How do I think other felt?  
What did I perceive?  
What did I think about the activity?  
What did the activity mean to me?  
What was the value of the activity?  
What did I learn from the activity and how can I apply that learning?

For service activities, you might consider ethical question such as:  
What is service?  
Why is service to the family not considered an appropriate CAS activity?  
Am I trying to help[ or empower people with my service?  
What obligation do I have to the person who is being served?  
How do I end a service relationship?  
What do I do if the person I want to serve does not want my service?

Further questions to answer in CAS reflections

Summarize and describe the activity. What has happened? What is happening? Include relevant dates.

What activities were completed? What abilities and attitudes were put into action by me and others?

What did I (we) hope to accomplish by this activity/project?

What did I (we) actually accomplish? What have been or will be the outcomes or the consequences of the activity/project?

Who have I (we) met? Who have I (we) worked with?

Did you feel at any time that you were failing to achieve what you wanted from the activity?

What difficulties did you encounter? How and what did you do to overcome the difficulties?

What did you hope to learn about yourself, about others, or about academic subjects from the experience?

How did this activity benefit other people or institutions?

What would you change if you did this same activity again?

How can I (we) apply what I (we) have learned to other life situations?

Have I changed my perspectives? In what way?

Which of the 8 learning outcomes did the activity help me accomplish?

You are also welcome to add various pieces of evidence to your CAS portfolio as means to explain your experience. This includes, but is not limited to blogs, photos, videos, etc.
CAS Plan of Action

1. Read the CAS Handbook carefully and completely. When ever you have questions or concerns, contact the CAS Coordinator.

2. Complete Pre-Planning Requirements.
   a. Complete interest survey.
   b. Set personal goals for what you hope to achieve through your CAS program.

3. Make a CAS Plan
   a. Brainstorm possible CAS activities.
   b. Identify CAS activities/opportunities of interest. See last page for possible ideas.
   c. Determine CAS timeline goals.

4. Complete a CAS Activity/Project Proposal Form for each activity and submit it to the CAS Coordinator for approval prior to beginning the activity.

5. Complete Activity/Project
   a. Keep a detailed Activity Log Form.
   b. While completing the activity, continuously (beginning, middle, end) record your observations/reflections in a CAS notebook, journal, blog etc.
   c. For each reflection include:
      i. Name of Activity
      ii. CAS Category and which outcomes met
      iii. Student Name and Date
   d. In the reflection include:
      i. Share what you have experienced
      ii. Tell what you have learned about yourself, others, and the actual activity
      iii. Explain your thoughts and feelings
      iv. Identify your achievements and personal strengths
      v. Discuss any outstanding issues or challenges you encountered
      vi. Answer the relevant questions from the previous page.
   e. Remember to provide evidence that shows that you participated in and completed the activity.

6. Complete a CAS Activity Evaluation Form and have the supervisor of the activity sign it.

7. After completing an entire CAS activity, submit reflection and all supporting evidence to the CAS Coordinator.

**Final CAS portfolios must include Reflections, Evidence, Activity Log (one for junior year and one for senior year) and Evaluation forms (signed).**
**CAS Timeline**

**Grade 10**  
*Pre IB Diploma Program Students*

**May**  
**CAS Introduction:**
- Students will learn about the CAS requirements.
- Students will review CAS Handbook.

**Grade 11**  
*IB Diploma Program Students*

**September**  
**CAS Orientation:**
- Students will begin to determine and select CAS Activities.
- Students will brainstorm ideas for CAS group projects.

**October**  
**CAS Individual Student Consultations:**
- Student will discuss progress on CAS activities with coordinator.

**January**  
**CAS Individual Student Consultations:**
- Student will discuss progress on CAS activities with coordinator.

**April**  
**Junior CAS Activity Log.**
- Students will submit a completed CAS Activity Log and all reflections for year one.

**Grade 12**  
*IB Diploma Program Student*

**October**  
**CAS Individual Student Consultations:**
- Student will discuss progress on CAS activities with coordinator.

**January**  
**CAS Individual Student Consultations:**
- Student will discuss progress on CAS activities with coordinator.

**April**  
**Senior CAS Activity Log.**
- Students will submit a completed CAS Activity Log and all reflections for year two.

**May**  
**CAS Coordinator and IB Coordinator review CAS portfolio for completion.**
- A students’ CAS work is then approved.
Complete a copy of this form for each CAS Activity. Attach REFLECTION STATEMENT describing the activity and how you accomplished the learning outcomes.

Print Student Name:_____________________________________ Class of 20_______

Name of Activity:____________________________________________________________

Name of Organization:________________________________________________________

Date(s) of Activity:_______________________ Approximate # of Hours: _________

Length of Activity (weeks/days):______________________________________________

This Activity is (check all that apply):  Creative:_____ Action:_____ Service:_____ 

Indicate which of the LEARNING OUTCOMES you feel are achieved with this activity:

_________ (1) Increased my awareness of my own strengths and areas of growth.

_________ (2) Undertaken new challenges.

_________ (3) Planned and initiated activities.

_________ (4) Worked collaboratively with others.

_________ (5) Shown perseverance and commitment in this activity

_________ (6) Engaged with issues of global importance.

_________ (7) Considered the ethical implications of my actions.

_________ (8) Developed new skills.

__________________________________________
Student’s Signature

__________________________________________
Date
Print Student Name: _______________________________ Class of 20_____

Name of Activity: __________________________________________________________

Date(s) of Activity: _______________________________________________________

**ACTIVITY SUPERVISOR EVALUATION**

Thank you for your leadership of this activity. Please rate the volunteer’s performance using an X under the appropriate level.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>OUTSTANDING</th>
<th>GOOD</th>
<th>AVERAGE</th>
<th>BELOW AVERAGE</th>
<th>NOT OBSERVED</th>
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<tbody>
<tr>
<td>Attendance, Punctuality and time spent on the activity.</td>
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<td>Evidence of initiative, planning, organization.</td>
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<td>Amount of effort and commitment to the activity.</td>
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<td>Personal achievement and development, taking into account the student’s skills/attitudes at the start of the activity.</td>
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Comments: __________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

______________________________________________________

(Print) Supervisor’s Name ___________________________ Phone Number
# CAS Activity Log

Student Name: 

Please indicate, with a checkmark, which criteria of CAS the activity meets. Please indicate, with a number, which learner outcome(s) was/were met.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Nature/location of evidence (ex: blog, journal, photos)</th>
<th>Date(s)</th>
<th>C</th>
<th>A</th>
<th>S</th>
<th>Learning Outcome</th>
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<tbody>
<tr>
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<td></td>
<td></td>
<td>1 - increased awareness of your own strengths &amp; weaknesses</td>
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<td></td>
<td>2 – undertaken new challenges</td>
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<td>3 – planned and initiated activities</td>
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<td>4 – worked collaboratively with others</td>
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<td>5 – shown perseverance &amp; commitment in your activities</td>
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<td>6 – engaged with issues of global importance</td>
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<td>7 – considered the ethical implications of your actions</td>
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<td>8 – developed new skills</td>
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</table>

Name of CAS Advisor __________________________ CAS Advisor’s Signature __________________________ Date ________________
CAS Activity Proposal
To be submitted to CAS Coordinator prior to undertaking any activity which you wish to include in your CAS portfolio.
(if an idea comes up during the summer, go ahead with the activity and submit this form in Sept)

Name: Email:
Date:
Project/service title:

CAS elements involved: Creativity_____ Action_____ Service _______

Learner outcomes predicted:
___ Awareness of strengths and weaknesses  ___ Undertook new challenges
___ Planned and initiated activities  ___ Worked Collaboratively
___ Perseverance and commitment  ___ Global Importance
___ Ethical Implications  ___ Developed new skills

Briefly describe the activity. Explain its characteristics and context.

What obstacles do you foresee and how will you work them out?

What will be the nature of your own contribution? Who will benefit?

What goals do you have at this point for the project and for yourself?

Is this a group project with other IB students? If so, please name them. Each person must submit their own proposal.