International Baccalaureate
CAS Handbook

Garland High School
Beginning CAS Experience 2017
Table of Contents

IB Learner Profile..........................................................3
Nature of CAS..............................................................4
CAS Stages.....................................................................5
CAS Requirements........................................................6-7
CAS Portfolio...............................................................7-8
CAS Project....................................................................8
Learning Outcomes.......................................................9
CAS Reflection.............................................................10
CAS Travel Abroad (Optional).........................................12
Quick Links to Documents and Forms..............................13

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GHS IB World School
**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.

The IB learner profile represents ten attributes valued by IB World Schools. GHS believes these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

**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 analyze 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 limitations in order to support our learning and personal development.
The Nature of CAS

“...if you believe in something, you must not just think or talk or write, but must act.”

~Alec Peterson

Creativity, Activity, Service (CAS) is at the heart of the IB Diploma Programme. It is one of the three essential elements in every student’s IB Diploma experience. The three strands of CAS, which are often interwoven with particular activities, are characterized 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

As a way of implementing our values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences. CAS experiences provide students with opportunities to explore their interests and express their passion, personalities and perspectives. CAS complements a challenging academic program in a holistic way, providing self-determination, collaboration, accomplishment and enjoyment.

CAS Aims to develop student 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.
CAS Stages

The CAS stages offer a helpful and supportive framework and continuum of process for CAS students as they consider what they would like to do in CAS, make plans, and carry out their ideas.

There are two parts as noted in the diagram. The center represents the process with four key parts: investigation, preparation, action, and reflection occurring in response to significant experiences. The outer circle has two parts that guide students in reflection and demonstration of CAS experiences.

**Stage 1**—Investigation: Students identify their interests, skills and talents, as well as areas for personal growth and development, to be used in considering opportunities for CAS experiences. Students investigate what they want to do and determine the purpose for their experience.

**Stage 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 need to engage in the experience.

**Stage 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.

**Stage 4**—Reflection: Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur any time during CAS to further understanding, to assist with revising plans, to learn from experience, and to make explicit connections between growth, accomplishment, and the learning outcomes for personal awareness.

**Stage 5**—Demonstration: Students make explicit what and how they learned and what they have accomplished. Through demonstration and communication, students solidify their understanding and evoke response from others.

*For singular CAS experiences, students may begin with investigation, preparation, or action.*
CAS Requirements

1. Students complete a self-review (link on GHS CAS Website) at the beginning of their CAS experience and set personal goals for what they hope to achieve through CAS.
2. Students meet with their CAS coordinator (Mrs. Tisdale) for an initial review to discuss their self-review, and submit a meeting form to the CAS coordinator (Link HERE)
3. Students take part in, and initiate, a variety of creativity, activity, and serve experiences over a minimum of 18 months.
   - Activities should be balanced between creativity, activity, and service.
   - Each activity should be verified by an adult supervisor.
   - Emphasis is on the quality of experience and learning outcomes; hour-counting is not the primary concern.
   - Students submit CAS Log Sheets verifying their activities (link HERE)
4. Students maintain a CAS Portfolio in which they record, show evidence of, and reflect upon their CAS experiences.
5. Students complete a CAS Project lasting approximately 4 weeks.
6. Students show evidence of achieving all seven learning outcomes, documented in their CAS Portfolio.
7. Students complete the CAS checklist to be turned in at the interim review (see below).
8. Students complete an interim review (at the beginning of their senior year) and a final review (at the end of their senior year) with the CAS coordinator.

Note:

- No activity completed for credit towards the Diploma Programme may be counted as CAS.
- Successful completion of CAS is a requirement for the IB Diploma.
- If you are unsure whether or not an activity may be counted as CAS, contact Mrs. Tisdale for clarification.

Is it... to be, or not to be...CAS?

To be considered CAS, an 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 (see page 3)
- Not to be included in the student’s Diploma course requirements

CAS is NOT: Activities for pay, an activity that is divisive, a course for a grade, religious proselytizing, or a family responsibility.
Verifying CAS Experiences

IB requires students to submit verification of all CAS activities. Students should have the activity supervisor sign the form verifying the student’s completed activity as described.

Supervision

Each CAS activity should be supervised by an adult who is not the student’s parent or family member. A supervisor may be a teacher, club sponsor, coach, or community leader. Please provide contact information for the activity supervisor on your CAS Log sheet.

*In special circumstances, it may not be feasible for certain activities to be supervised. If you believe this is the case, contact Mrs. Tisdale before you begin the activity to develop a plan for verification.

Alternatives to a Supervisor Signature

The CAS Log Sheet is provided as a tool for you, and it is intended to make it easy for you to verify experiences. Alternate forms of verification, such as a signed letter or organizational letterhead or a signed/stamped certificate of completion, may be submitted instead of a supervisor signature. To submit alternate verification, please list the activity on your Log Sheet, attach a copy of the alternate verification, and write “see attached” in the space provided for the supervisor’s signature.

The 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 learning outcomes. The CAS portfolio can also reveal how student have developed the attributes of the IB learner profile.

A successful CAS Portfolio must contain:

- Evidence of planning for CAS experiences
- Meaningful reflections on CAS experiences
- Evidence that the student has completed all seven learning outcomes
- Documentation of the student’s CAS project

The CAS Portfolio is an ongoing project, and students should update their CAS Portfolio continually with reflections and evidence.
Possible CAS Portfolio formats

There is no single requirement as to what format you should use for the CAS portfolio. Possible formats include web blogs, written journals, vlogs, illustrated displays, or the E Portfolio (Link HERE).

The 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 one CAS project during their CAS programme.

The primary purpose of the CAS project is to ensure participation in sustained collaboration. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making.

A successful CAS project must:

- Use the CAS stages as a framework for completion;
- Last at least one month from planning to completion;
- Involve collaboration or teamwork;
- Fall under at least one CAS strand (Creativity/Activity/Service);
- Be designed with a defined purpose and goal;
- Identify at least one desired learning outcome.

Students should submit a CAS Project Proposal form (p. 13) to the CAS Coordinator. All projects must be approved prior to being started.
The 7 CAS Learning Outcomes

The CAS Portfolio should provide evidence that you have:

#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 establish 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 seven outcomes must be present to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires SOME evidence for each outcome.

It is the quality of a CAS activity that is most important. The guideline is approximately 3-4 hours per week, with a reasonable balance between creativity, action and service. It is the experience and reflection that counts. CAS is NOT a logging of hours exercise.
CAS Reflection

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

The 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 limitations 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

Four Elements of reflection

The first two elements form the foundation.

1. **Describing what happened.** Retelling memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
2. **Expressing emotional responses** to their experiences.

The following two elements add greater depth and expand perspectives.

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

*Purposeful reflection is about quality rather than quantity. The appropriate occasion, amount and method is the student’s choice. Students are not expected to reflect on every CAS experience; they should identify moments worthy of reflection.*
Emphasis for students to determine key moments that inspire reflection include, but are not limited to:

- A moment of discovery
- A skill is mastered
- A challenge is confronted
- Emotions are provoked
- Achievement deserves celebration

Example of a CAS Reflection Journal Entry

Activity: YMCA Summer Splash Program

Duration: June 2-6 2016

During the first class of the week, we began by teaching both the younger and older groups beginning safety instructions and the fundamentals of swimming from the wall. Some of the elements of pool safety consisted of rules within the pool area (no running or horseplay, always being with someone in the pool, etc.) and things to do in an emergency (how to call for attention when they need help). However, these pool regulations and safety requirements progressed throughout the week into more difficult tasks for the students, such as saving drowning or panicking children with lifesavers' help or the hook device.

From this program, it is evident that those students who enrolled in these lessons gained valuable instruction on the beginning aspects of swimming the crawl stroke, along with the crucial safety skills necessary in all swimming environments. These results were in the expected and achieved goals in teaching lessons in the YMCA Summer Splash program. In seeing the progress of each student’s swimming skills, I felt very effective and successful in giving the lessons to both the older and younger students.

As this was the first time teaching swim lessons for me, I was able to undertake a new challenge by helping with the YMCA program. Although I have been swimming competitively for most of my life, this activity helped me to realize the challenges of teaching the swimming and safety skills on a first-hand basis.

Because many injuries and drowning deaths that occur every day around the world, I feel that it is necessary to teach as many children as possible the basic elements of swimming to reduce the possibilities of such tragedies. Therefore, the YMCA Summer Splash Program has enabled me to engage with issues of global importance.

Additionally, I feel that after this activity I have an increased awareness of my own strengths and areas for growth. I now know from my experience with the YMCA swim program that I have sound advice to give and specific elements of technique to demonstrate that I can apply to teaching others how to swim.

CAS Coordinator feedback:

Summarize CAS activity in a few sentences

Expressed feelings should be either bolded or italicized.

Indicate the CAS learning outcomes met by highlighting, italicizing, or bolding them.

Italicize your reflection

- Keep reflection to only one page
- Include your evidence of CAS by photo, journal, etc.
Optional CAS Travel Abroad Opportunities

What is CAS
The IB Diploma Programme aims to develop students intellectually, emotionally, ethically, and physically. The curriculum is made up of six subject groups and the three diploma core components. One of those core components is Creativity, Action, Service (or CAS).

The aims of CAS
The CAS programme aims to develop students who:
• enjoy and find significance in a personal CAS experience
• reflect on and reflect their experiences
• apply good decision-making strategies and determine individual goals 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.

Ireland
The Emerald Isle is known for its rolling hills and vistas of green. Beyond its beautiful countryside lies a ancient world and a window into past civilizations. Discover Neolithic and Megalithic historical sites, explore stainly and imposing castles, learn about Medieval architecture bearing witness Celtic art, and revel in Irish folklore.

Facts about Ireland
• Population: approximately 4.7 million
• Capital: Dublin
• Official Language: Irish and English
• National Symbols: Shamrock and Harp
• Irish Writers: James Joyce, Jonathan Swift

What is Included
The cultural program cost includes airfare, accommodations, ground transportation, and entrance fees to listed attractions.

Your personal journey
• Explore and experience the Irish culture
• Hike an ancient pilgrimage
• Help with environmental balance
• Reflect on growth and accomplishments

Details
Summer 2017
12-14 day tour
$2650*

For the proposed itinerary and/or registration form, please contact
R. Tisdale
rtisdale@garlandisd.net

Rock of Cashel

CAS 2018 Travel Abroad—TBA
Resource Links

GHS IB World School Facebook Page
GHS IB World School Website
GHS Website
CAS Self-Review Form (must be completed prior to any CAS experience/activity)
CAS Meeting Request Form
CAS Experience Approval Form
CAS Project Proposal
CAS Documentation Sheet
Final CAS Checklist (seniors only)