



INTERNATIONAL BACCALAUREATE ORGANIZATION

CLASS OF 2017 and thereafter

CREATIVITY, ACTIVITY, SERVICE

Name

If found please contact the above at

Or send to
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Aims

CAS is intended to move IB students out of the academic arena and help them learn through life experiences.

The CAS programme aims to develop students 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.
- create a balance—enjoy and find significance in a range of activities involving intellectual, physical, creative, and emotional experiences.

The nature of CAS

...if you believe in something, you must not just think or talk or write, but must act.
Peterson (2003)

Creativity, activity, service (CAS) is at the heart of the Diploma Programme. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment, and enjoyment. 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 that provide students with opportunities to explore their interests and express their passions, personalities, and perspectives.

Learning outcomes

As a result of the CAS experience, including reflections, there should be evidence that students 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 established area.
3. **Demonstrate how to initiate and plan a CAS experience:** Students can articulate the stages from conceiving an idea to executing a plan for a CAS

- experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
4. **Show commitment to and perseverance in CAS experiences:** Students demonstrate regular involvement and active engagement in CAS.
 5. **Demonstrate the skills and recognize the benefits of working collaboratively:** Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
 6. **Demonstrate engagement with issues of global significance:** Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
 7. **Recognize and consider the ethics of choices and actions:** Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

Responsibilities

Responsibilities of the student:

- approach CAS with a proactive attitude
- develop a clear understanding of CAS expectations and purpose
- 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 CAS programme
- 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/adviser and/or CAS supervisor in formal and informal meetings
- ensure a suitable balance between creativity, activity and service in their CAS programme

Responsibilities of the CAS adviser:

- implementation and advancement of the CAS programme to
- works directly with the CAS students (if there are no CAS advisers)

Responsibilities of the CAS supervisor (if applicable):

- be familiar with elements of the CAS programme as applicable
- be responsible for student safety and risk management procedures
- provide students with guidance, support, and feedback on the CAS experience
- encourage reflection
- comment on the student's engagement with the CAS experience if required

CAS Experiences

The school and students must give CAS as much importance as any other element of the Diploma Programme and ensure sufficient time is allocated for engagement in the CAS programme. Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

Requirements:

- begins at the start of the Diploma Programme
- continues regularly (ideally on a weekly basis)
- covers an 18 month period
- maintains a reasonable balance between creativity, activity, and service
- maintains and completes CAS portfolio as evidence of engagement with CAS
- demonstrates achievement in all seven CAS learning outcomes
- focuses on a single experience or an extended series of experiences
- undertakes at least one collaborative project that lasts at least one month uses the CAS stages (investigation, preparation, action, reflection, and demonstration) as a framework for CAS experiences and the CAS project
- participates in three formal documented interviews with their CAS coordinator/adviser. (beginning DP, end of first year, and end of CAS programme)
- reflects on the CAS experience through a variety of methods

All proposed CAS experiences should meet the following four criteria:

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

CAS Strands

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.

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.

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. All forms of service should involve investigation, preparation and action that meets an identified need.

CAS Stages:

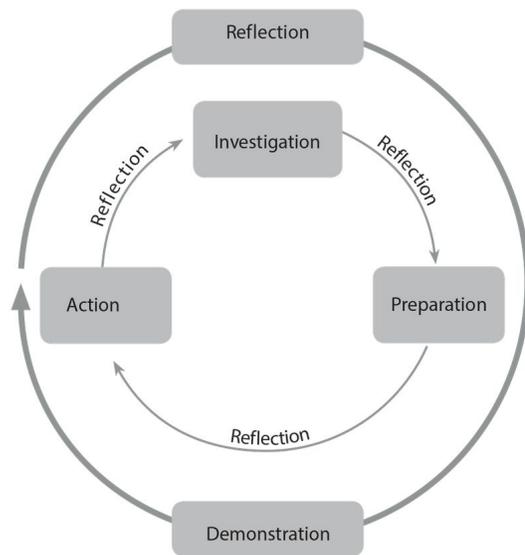


Figure 4
The five CAS stages

The five CAS stages are as follows:

1. **Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.

2. **Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
3. **Action:** Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.
4. **Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

For singular CAS experiences, students may begin with investigation, preparation, or action. For ongoing CAS experiences, beginning with investigation is advised. In these ongoing experiences, the action stage may lead students back to investigation or preparation as they further develop, expand and implement new or related ideas.

Four types of service action

It is recommended that students engage with different types of service within their CAS programme.

- Direct service: Student interaction involves people, the environment, or animals.
- Indirect service: Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment.
- Advocacy: Students speak on behalf of a cause or concern to promote awareness on an issue of public interest.
- Research: Students collect information through varied sources, analyse data, and report on a topic of importance to influence policy or practice.

CAS Project

A CAS project must:

- be collaborative
- be a well-considered series of sequential CAS experiences
- engage students in one or more of the CAS strands
- use CAS stages
- be a minimum of one month in length from planning to completion

A CAS project can address any single strand of CAS, or combine two or all three strands. The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

- Creativity: A student group plans, designs and creates a mural.
- Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.
- Creativity, activity, and service: Students rehearse and perform a dance production for a community retirement home.

CAS students must be involved in at least one CAS project during their CAS programme.

Reflection

Reflection is central to building a deep and rich experience in CAS. Developing a culture of reflection helps students recognize and understand how to be reflective as well as deciding the best methods and appropriate timing. 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 overarching 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 areas 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

Reflection is a dynamic means for self-knowing, learning and decision-making. Four elements assist in the CAS reflective process. The first two elements form the foundation of reflection.

- Describing what happened: Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- Expressing feelings: Students articulate emotional responses to their experiences.

The following two elements add greater depth and expand perspectives.

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

Extending Reflection:

The theory of knowledge (TOK) course provides students with critical thinking skills to

develop and extend their reflections. For example, during TOK (ways of knowing) they consider their emotions, ability to reason and how to use language.

Possible questions for reflection:

- 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?
- How did I feel about the challenges?
- What happened that prompted particular feelings?
- What choices might have resulted in different feelings and outcomes?

If the activity is service, you might also want to consider ethical questions such as:

- What is a service?
- Why is service to the family not considered as a service?
- Am I trying to help or empower people with a service?
- What obligation do I have to the person who is being served?
- How do I finish a service relationship?
- What do I do if the person does not want my service?

Moments of reflection:

The preferred emphasis is for the student to determine key moments during CAS experiences that inspire reflection. The following approaches may be helpful.

- Students choose significant moments as the basis for reflection, for example when:
 - a skill is mastered
 - a challenge is confronted
 - emotions are provoked
 - achievement deserves celebration
- Students engage in group reflection with their peers to discover shared insights
- Students reflect at the beginning, during, and at the end of a series of CAS experiences. This enables students to deliberate on such elements as planning, opportunities, expectations, challenges, progress, and personal growth.

Ways to reflect:

- writing a journal entry
- presenting orally to peers, parents, or outsiders
- scrapbooking
- creating a photo essay or video
- writing a blog
- other options should be approved by the CAS Coordinator

APPENDIX A:

CAS Deadlines - IB Diploma Class of 2017

Due Date – 1st Six Weeks (Junior Year)

Criterion	Points	Score
Personal inventory	50	
CAS initial plan sheet	40	
First interview	10	

Due Date – 2nd Six Weeks (Junior Year)

Criterion	Points	Score
A minimum of 1 experience	30	
Covers at least 1 of CAS	10	
Weekly log entries	30	
Evidence of appropriate and timely reflection for each experience	30	

Due Date – 3rd Six Weeks (Junior Year)

Criterion	Points	Score
A minimum of 1 experience	10	
Covers at least 1 of CAS	10	
Addresses all adviser comments	15	
Provides supporting evidence for 1 experience	15	
Weekly log entries	15	
Evidence of appropriate and timely reflection for each experience	15	
CAS project proposal	20	

Due Date – 4th Six Weeks (Junior Year)

Criterion	Points	Score
A minimum of 2 experiences	20	
Covers at least 2 of CAS	10	
Addresses all adviser comments	15	
Provides supporting evidence for 1 of 2 experiences	15	
Weekly log entries	20	
Evidence of appropriate and timely reflection for each experience	20	

Due Date – 5th Six Weeks (Junior Year)

Criterion	Points	Score
Weekly log entries	50	
Evidence of appropriate and timely reflection for each experience	50	

Due Date – 6th Six Weeks (Junior Year)

Criterion	Points	Score
A minimum of 2 experiences	10	
Covers at least 2 of CAS	5	
Addresses all adviser comments	15	
Provides supporting evidence for 2 experiences	15	
Weekly log entries	15	
Evidence of appropriate and timely reflection for each experience	15	
Concluding thoughts (1 experience)	15	
Second interview	10	

Due Date – 1st Six Weeks (Senior Year)

Criterion	Points	Score
Weekly log entries	50	
Evidence of appropriate and timely reflection for each experience	50	

Due Date – 2nd Six Weeks (Senior Year)

Criterion	Points	Score
A minimum of 3 experiences	15	
Covers all of CAS	5	
Addresses all adviser comments	15	
Provides supporting evidence for 2 of 3 experiences	5	
Weekly log entries	20	
Evidence of appropriate and timely reflection for each experience	20	
Concluding thoughts (2 experience)	20	

Due Date – 3rd Six Weeks (Senior Year)

Criterion	Points	Score
A minimum of 3 experiences	10	
Covers all of CAS	5	
Addresses all adviser comments	15	
Provides supporting evidence for 2 of 3 experiences	5	
Weekly log entries	20	
Evidence of appropriate and timely reflection for each experience	20	

Concluding thoughts (2 experiences)	25	
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Due Date – 4th Six Weeks (Senior Year)

Criterion	Points	Score
A minimum of 3 experiences	5	
Covers all of CAS	5	
Addresses all adviser comments	15	
Provides supporting evidence for 2 of 3 experiences	5	
CAS project completed	30	
Weekly log entries	15	
Evidence of appropriate and timely reflection for each experience	15	
Concluding thoughts (2 experiences)	10	

Due Date – 5th Six Weeks (Senior Year)

Criterion	Points	Score
A minimum of 4 experiences	10	
Covers all of CAS	5	
Addresses all adviser comments	15	
Provides supporting evidence for all experiences	15	
Weekly log entries	10	
Evidence of appropriate and timely reflection for each experience	10	
Concluding thoughts on all experiences	25	
Final Interview	10	

International Baccalaureate CAS Agreement

I have read the Bryan High School CAS Handbook and understand that my CAS experiences must extend over an 18 month period (beginning with the first day of my junior year) and that I must be involved in meaningful CAS activities every week. The spirit of CAS is intended to encourage growth over an extended period of time.

CAS is an IB diploma requirement and lack of attention to this requirement will result in denial of the IB diploma.

I understand that the Bryan High School International Baccalaureate Program does not sponsor activities but provides students with guidance, direction, and support. The IB CAS Coordinators and the IB Coordinator may make suggestions for on-campus and off-campus activities; however, no particular activity will ever be required. For most students, documentation of experiences already a part of their current extra-curricular schedule will meet the requirements for the IB diploma. Students are encouraged to continue participating in events sponsored by Bryan High School clubs, sports teams, and organizations.

When the student chooses to participate in an activity which is not sponsored by the school, the parents and the student take on the responsibility of scheduling and transportation to and from events. The parents must assume all legal responsibility for the student's safety. The IB CAS Coordinators and the IB Coordinator will assist students in categorizing and documenting all experiences as well as archiving the CAS portfolio.

My CAS portfolio will be reviewed by the CAS Coordinator each six weeks, and students must meet the minimum expectations as outlined in the Bryan High School CAS Handbook (see Appendix A). All experiences and reflections must be completed on or before April 30, 2017. I understand that if I do not submit the documented CAS experiences on or before this date, I will not qualify for the IB Diploma.

PRINT Student Name

Student SIGNATURE & Date

I will review my son/daughter's CAS Portfolio periodically. If I have a question about anything in the portfolio, or if I would like a status report on my son/daughter's CAS progress, I understand that I may contact Mrs. Dominy or Mrs. Prejean or ask my son/daughter to show me his/her folder.

PRINT Parent Name

Parent SIGNATURE & Date