

C.A.S. Handbook

Creativity, Activity & Service



The International Baccalaureate Diploma Programme

Athénée de Luxembourg

2018-2020

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1. The Diploma Programme

The Diploma Programme is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



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For students graduating in 2017 and after

The Diploma Programme model

The course is presented as six academic areas enclosing a central core. It encourages the concurrent study of a broad range of academic areas. Students study: two modern languages (or a modern language and a classical language); a humanities or social science subject; an experimental science; mathematics and one of the creative arts. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

The core of the Diploma Programme model

All Diploma Programme students participate in the three elements of the IB Diploma Programme core.

The theory of knowledge (TOK) course encourages students to think about the nature of knowledge, to reflect on the process of learning in all their subjects, and to see and understand the connections between them.

The extended essay, a substantial piece of academic writing of up to 4,000 words, enables students to investigate a topic of special interest that they have chosen themselves ; this encourages the development of independent research skills expected at university.

CAS involves students in a range of enjoyable and significant experiences, as well as a CAS project.

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2. The Nature of Creativity, Activity, Service (CAS)

CAS stands for Creativity, Activity and Service, and is a fundamental part of the International Baccalaureate Programme for all diploma students. The CAS requirement takes seriously the importance of life outside the world of scholarship. A successful completion of CAS is one of the requirements for obtaining the IB diploma.

3. International Baccalaureate 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.

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4. International Baccalaureate Learner Profile



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.

As IB learners we strive to be:

| | |
|---|---|
| <p>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.</p> | <p>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.</p> |
| <p>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.</p> | <p>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.</p> |
| <p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> | <p>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.</p> |
| <p>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.</p> | <p>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.</p> |
| <p>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.</p> | <p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p> |

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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5. Learning Outcomes of CAS

Completion of CAS is based on student achievement of the seven CAS learning outcomes. The student provides evidence of having achieved each learning outcome **at least once**.

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 a 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.

6. Good to know

The CAS programme begins at the start of the Diploma Programme and continues on a **weekly basis for at least 18 months** with a reasonable balance between creativity, activity and service.

All students are expected to maintain and complete a **CAS portfolio**, which is a collection of evidence that showcases CAS experiences and for student reflections. The portfolio could be divided into three sections: profile (this section offers an overview over the student's interests, skills, talents, plans and goals for CAS), experiences (this section chronicles the student's journey in CAS and presents some significant reflections), evidence (this section presents evidence of the students involvement and achievements). The reflection might be expressed at different moments (e.g. when a discovery is happening, a skill is mastered, a challenge is confronted, emotions are provoked, achievement deserves celebration,...) and in various ways (a written text, a poem, pictures, drawings,...), however the seven learning outcomes should never be forgotten.

Students engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Further, students undertake a **CAS project of at least one month's duration** that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. It is a series of sequential CAS experiences and can address a single strand of CAS or combine two or three of them.

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7. What is CAS ?

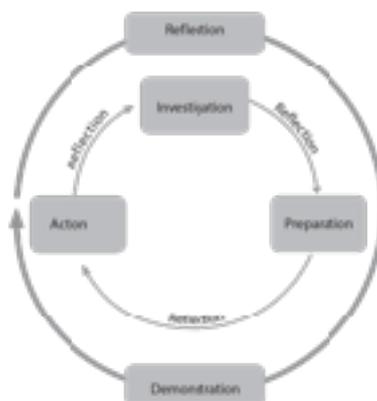
CAS is a framework for experiential learning, designed to involve students in new roles. The emphasis is on learning by doing real tasks that have real consequences and then reflecting on these experiences over time. This process of doing and reflecting on the doing provides an excellent opportunity to extend what is learned in the classroom to a form of service, such as applying science to the environment, or applying technology to the design of devices to help people who are disabled or to improve living conditions in a home or town or refugee camp.

The most meaningful CAS experience comes from spending time with others to build relationships and develop the self-worth of both server and served. In the design and construction of their CAS schedules candidates are strongly encouraged to emphasize these aspects as much as possible. The experiences as well as the project should take into account the students' aptitudes and preferences and should reward and enrich all involved. When well carried out, CAS should build self-esteem, self-confidence, autonomy and self-reliance.

The CAS programme aims to develop students who:

1. enjoy and find significance in a range of CAS experiences,
2. purposefully reflect upon their experiences,
3. identify goals, develop strategies and determine further actions for personal growth,
4. explore new possibilities, embrace new challenges and adapt to new roles,
5. actively participate in planned, sustained, and collaborative CAS projects,
6. understand they are members of local and global communities with responsibilities towards each other and the environment.

In order to reach these aims, **the CAS stages** offer a helpful framework. These stages represent a process and sequence that can assist students in many aspects of their life.



The three CAS strands

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

8. What CAS is NOT!

CAS is not a points-scoring exercise. It should be an interesting variety of activities 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; and no real reflection is possible.

Below is a list of examples of inappropriate CAS activities:

- Anything for which money is paid or other credit is given,
- Doing simple, tedious and repetitive work, like returning school library books to the shelves,
- Working in an old people's or children's home when the student:
 - Has no idea of how the home operates,
 - Is just making sandwiches,
 - Has no contact at all with the old people or children,
 - Actually does no service for other people,
- All forms of duty within the family,
- A passive pursuit, such as a visit to a museum, the theatre, art exhibition, concert or sports event, unless it clearly inspires work in a related activity in which a student is already engaged,
- Fund-raising attempts with no clearly defined purpose,
- Work experience which only benefits the student,
- Any course that is part of your IB Diploma Programme.

9. Guiding Questions & Aims

Students may ask themselves the following questions to determine whether or not an experience qualifies as CAS:

- 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?
- How can this experience benefit other people?
- How does this CAS experience address the Learning Outcomes of CAS?

IB students at the Athénée of Luxembourg are expected to seek appropriate CAS experiences. Mrs. Caroline Ewert and Mrs Joanne Goebbels, CAS Coordinators are available for advice. The three strands of CAS described are designed to assist students in classifying their activities. Whenever possible, please direct approval and advice questions to either one of your two CAS Coordinators before undertaking the potential CAS experience.

It is the student's responsibility to have parent permission and, if possible and necessary, an adult supervisor at all CAS endeavours that are not school-sponsored activities. The Athénée de Luxembourg does not officially sponsor any outside CAS activities and students assume their own risk for these events.

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:

- 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 towards each other and the environment,
- Active participants in sustained, collaborative projects,
- Balanced—they understand the importance of physical and mental balance and personal well-being.



10. Responsibilities of the students & Requirements

Student Responsibilities : A checklist

Students should :

1. Keep a record of experiences/dates in their portfolio. Photographs, video, audio recordings or other forms of record are encouraged. For each of the CAS experiences/projects, students reflect in their journal focusing on one or more of the Learning Outcomes of CAS.
2. Whenever possible, CAS experiences should be **pre-approved by either one of the two CAS Coordinators** in order to confirm that the experience will qualify as a CAS experience. It is the student's responsibility to find, select, and organize the CAS experiences during the two-year program. Students have to submit a CAS proposal form (see Appendix A) for every experience/project.
3. Submit to either one of the CAS Coordinators, at the end of each semester, one self-evaluation.
4. It is the student's responsibility to have parent permission and, if possible and necessary, an adult supervisor at all CAS endeavours that are not school-sponsored activities. The Athénée does not officially sponsor any outside CAS experiences and students assume their own risk for these events.

All records that are collected by the students and the CAS Coordinators will focus on the performance criteria:

- 1) The student's attendance, punctuality and time spent on the experience,
- 2) Evidence of initiative planning and organization,
- 3) The amount of effort and commitment displayed by the student,
- 4) The student's personal achievement and development taking into account the skills and attitudes evident at the start of the activity.

All records of student performance will be kept by the Athénée of Luxembourg primarily to be made available to the IBO but also for reference in college/university transcripts.

NOTE: Should an IB Diploma student fail to fulfil the CAS requirements at the Athénée of Luxembourg, the school will report this to the IBO. This will result in no IB diploma being given.

Expectations of IB Diploma Students

1. All Grade 12 & 13 students will participate in the CAS program.
2. All project/experiences will be evaluated by participating students.
3. IB Diploma students can fail CAS by not fulfilling the CAS requirements at the Athénée of Luxembourg and the school will report this to the IBO.
4. Students may transfer from one project to another after informing both the project supervisor and the CAS Coordinator.
5. For additional information or troubleshooting, contact either one of the CAS Coordinators.

11. Recording and Reflection

Students should document their CAS experiences and projects, noting in particular their reflections upon their experiences. As previously indicated, this documentation may take many forms, including weblogs, illustrated displays and videos, and written notes. Its extent should match the significance of the particular experience to the student. While it is important to encourage students to make an early start on their CAS portfolio, there is no point in writing lengthy accounts about relatively routine experiences.

There should be consultations between each student and the CAS Coordinator as necessary. At least four meetings with either one of the CAS Coordinators are mandatory (September and June of year 12 and September and December/January of year 13). These consultations should be briefly documented (by the Coordinator) on a simple CAS progress form. If any concerns arise, especially about whether a student will successfully complete the CAS requirement, these should be noted and appropriate action should be taken at the earliest opportunity. The school will record the completion decision for each student, noting the evidence for each learning outcome. This decision is reported to the regional office, as specified in the Handbook of procedures for the Details.

12.CAS Timeline

September of grade 12

Students should

- Be sure to read the entire CAS Handbook,
- Start identifying CAS experiences that are meaningful and important to them,
- Determine the goals that they plan on achieving through these experiences,
- Begin thinking about which of the seven Learning Outcomes they hope to achieve with each experience,
- Set a meeting with either one of the CAS Coordinators,
- Once they have a plan they may begin their CAS experiences,
- Determine how they are going to provide evidence of their CAS experiences,
- Not forget to create a Portfolio (written, electronical....) of their experiences,
- Begin filling out their Reflection Form for each experience,
- Keep a copy of their Reflection Forms and Log Sheets with their Portfolio in a safe place.

December of grade 12

Students should

- Continue adding to their Portfolio and Reflection Forms.

April of grade 12

Students should

- Not forget to fill out Reflection Forms after they complete an experience.

June of grade 12

Students should

- Meet with either one of the CAS Coordinators.

Summer is a good time to get involved with CAS activities, review their Portfolio and the Learning Outcomes to identify the areas that they may need to focus on.

September of grade 13

Students should

- Continue filling out Reflection Forms after they complete an experience,
- Meet with either one of the CAS Coordinators.

December of grade 13

Students should

- Be near completion of their CAS requirements,
- Review their Portfolio, Reflection Forms and Log Sheets to see if all the experiences/projects have been mentioned as well as the Learning Outcomes have been achieved,
- Continue working on their CAS experiences if needed,
- Meet with either one of the CAS Coordinators.

March of grade 13

Students should

- Make copies of their Progress Forms, Journal/Reflection Forms, and Summary Forms for their records.

Moreover

- The Progress Forms, Journal/Reflection Forms, and Summary Forms will be turned in to the CAS Coordinator,
- The CAS Coordinator may request a copy of the Portfolio to send to IB. If requested students will be able to keep the original for their records,
- **All CAS requirements must be completed and turned in to the CAS Coordinator on March 30. If March 30 falls on a non-school day, then the following school day is the deadline. Failure to meet this deadline may result in no IB diploma being awarded.**

13. Appendix : Sample forms

A. CAS Experience/Project Proposal Form

| CAS Experience/Project Proposal Form | |
|---|-------------------|
| Name _____ | Grade Level _____ |
| Name of Project/Experience: _____ | |
| Date(s) _____ | |
| Description & Objectives _____ _____ _____ _____ _____ _____ _____ | |
| Activity involves (check all that apply) : Creativity _____ Activity _____ Service _____ | |
| Circle the number (s) that represent the CAS Learning Outcome(s) you will demonstrate in this experience/project : | |
| 1 2 3 4 5 6 7 | |
| Name of Supervisor _____ | |
| Name of Institution (if it is an off-campus project) : _____ | |
| <i>It is the student's responsibility to have parent permission and, if possible and necessary, an adult supervisor at all CAS endeavours that are not school-sponsored activities. The Athénée of Luxembourg does not officially sponsor any outside CAS activities and students assume their own risk for these events.</i> | |
| Student Signature _____ | Date _____ |
| Signature of CAS Coordinator _____ | |

B. CAS Progress Form

CAS Progress Form

Name of Student : _____

Name of Coordinator: _____

| Event | Date | Signature | Comments |
|--|-------------------------|-----------|----------|
| Student has declared an acceptable plan for CAS activities | Sept. 2018 | | |
| First consultation between CAS Coordinator and student | Sept. 2018 | | |
| Second consultation between CAS Coordinator and student | June. 2019 | | |
| Student has submitted reflective work | June 2019 | | |
| Third consultation between CAS Coordinator and student | Sept. 2019 | | |
| Fourth consultation between CAS Coordinator and student | Dec. 2019/ Jan. 2020 | | |
| Student has submitted final version of portfolio | March 2020 | | |