

CAS – CREATIVITY, ACTIVITY, SERVICE

NATURE OF THE SUBJECT

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

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students’ personal and interpersonal learning from the PYP and MYP.

CAS is organized around the three strands of **creativity, activity** and **service** defined 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 shining beacon of 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 that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for **self-determination, collaboration, accomplishment** and **enjoyment**.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals.

Source : IBO, OCC – CAS guide

AIMS

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.

Source : IBO, OCC – CAS guide

OUTLINE

Years 1 and 2

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity, and service. All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS.

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. The CAS project can address any single strand of CAS, or combine two or all three strands. Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.

There are three formal documented **interviews** students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme.

CAS emphasizes **reflection** which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

Source : IBO, OCC – CAS guide

REQUIREMENTS

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.

The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed. Completion of CAS is based on student achievement of the seven **CAS learning outcomes**. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Learning outcomes

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.