

What is CAS?

(HINT: Creativity, Activity, Service)



All Diploma Programme (DP) students participate in the three elements of the IB DP core (TOK, Extended Essay, and CAS).

The three elements of the DP core were introduced by the original curriculum designers of the DP as a way to educate the whole person. The core is seen as the heart of the DP.

The core relies on the disciplines to provide enrichment, and individual subjects should be nourished by the core.

It's part of the core. Great! But what is it?

CAS is an experiential learning component where students engage in a wide range of enjoyable and significant experiences, as well as a CAS project.

CAS is organized around three 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**

CAS 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.

It's an experience. It's a project. It's CAS.

- ❑ **A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events.**
- ❑ **A CAS project is a collaborative series of sequential CAS experiences lasting at least one month.**

Typically, a student's CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than just a series of unplanned/singular experiences. Students must be involved in at least one CAS project during the programme.

Tell Me (a little bit) More

The CAS programme formally begins at the start of the DP and continues regularly for at least 18 months with a reasonable balance between creativity, activity and service.

Typically, students' service experiences involve the following stages:

- Investigation, preparation and action that meets an identified need.**
- Reflection on significant experiences throughout to inform problem-solving and choices.**
- Demonstration allowing for sharing of what has taken place.**

All CAS students are expected to maintain and complete a CAS portfolio that showcases CAS experiences and student reflections as evidence of their engagement with CAS. It is not formally assessed.

With no formal assessment, how do you know a student has completed their CAS requirements?

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. Some learning outcomes may be achieved many times, while others may be achieved less frequently. In their CAS portfolio, students provide the school with evidence of having achieved each learning outcome at least once through their CAS programme.

The Seven Learning Outcomes

<i>Learning outcome</i>	<i>Descriptor</i>
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.
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 new experiences or through increased expertise in an established area.
Demonstrate how to initiate and plan a CAS experience.	Students can articulate the stages from conceiving an idea to executing a plan for individual or collaborative CAS experiences. Students may show their knowledge and awareness by building on a previous experience or by launching a new idea or process.

The Seven Learning Outcomes continued

<i>Learning outcome</i>	<i>Descriptor</i>
Show commitment to, and perseverance in, CAS experiences.	Students demonstrate regular involvement and active engagement in CAS.
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.
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.
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.

Sample Projects

- ***Creativity:*** A student group plans, designs, and creates a mural.
- ***Activity:*** Students organize and participate in a sports team including training sessions and matches against other teams.
- ***Service:*** Students set up and conduct tutoring for people in need.

- ***Service and Creativity:*** Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.
- ***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.

Now that I know what CAS is, where do we all fit in?

All members of the school community (staff, students, families) should demonstrate a commitment to and an understanding of CAS; they should be able to collectively identify areas of CAS that need strengthening, and recognize and celebrate successes.

The CAS coordinator and staff should discuss opportunities for connections between the written curriculum and CAS so teachers can highlight possible CAS involvement that utilizes and extends curriculum content. Teachers and ancillary staff could contribute to the CAS programme in a variety of ways, using their academic subjects as a catalyst for CAS experiences or a particular skill, hobby or talent that will contribute to the student's involvement in CAS experiences. To ensure the importance and relevance of CAS in the school community, staff should be informed and involved in the CAS programme.

Families should talk to their child(ren) about their interests, make suggestions for needs in the community, and even participate in experiences and projects along with them. Stay informed about your child(ren)'s involvement in CAS. Ask them about their experiences and/or project on a regular basis. Families should also stay in contact with the CAS Coordinator and feel free to reach out with questions or suggestions.