



Salisbury Composite CAS Handbook

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

Aims of CAS

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 role
- 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.

Requirements of CAS

- Successful completion of CAS is a requirement for the award of the IB Diploma.
- 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
- CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.
- Through their CAS portfolio, students provide the school with evidence demonstrating achievement of the 7 CAS learning outcomes.
- A CAS experience involves one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.
- 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.
- 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.

adapted from CAS Guide 2015, P8-10

Role of the CAS Advisor

- educate students on all aspects of the CAS programme including the learning outcomes
- promote the importance of CAS to student
- identify safety issues (risk assessment and child protection)
- periodically engage in interviews with students and review their CAS portfolios
- promote and publicize student achievements in CAS
- assist students with clarifying and developing the attributes of the IB learner profile
- support students in understanding ethical concerns and international-mindedness
- develop purposeful reflection skills through individual interviews, group discussions and teaching strategies provide feedback on student reflections
- assist students in identifying personal and group goals
- provide ongoing guidance and support to students
- monitor the range and balance of experiences undertaken by individuals
- advise and monitor progress towards meeting the CAS learning outcomes
- meet each student in three formal documented interviews
- report any questions or concerns to the CAS coordinator

Role of the CAS student

- undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months
- approach CAS with a proactive attitude
- develop a clear understanding of CAS expectations and the purpose of CAS
- 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 and/or CAS adviser
- understand and apply the CAS stages where appropriate
- take part in a variety of experiences 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 adviser in formal and informal meetings
- ensure a suitable balance between creativity, activity and service in CAS
- behave appropriately and ethically in their choices and behaviours.

adapted from CAS Guide 2015, p 13, 34

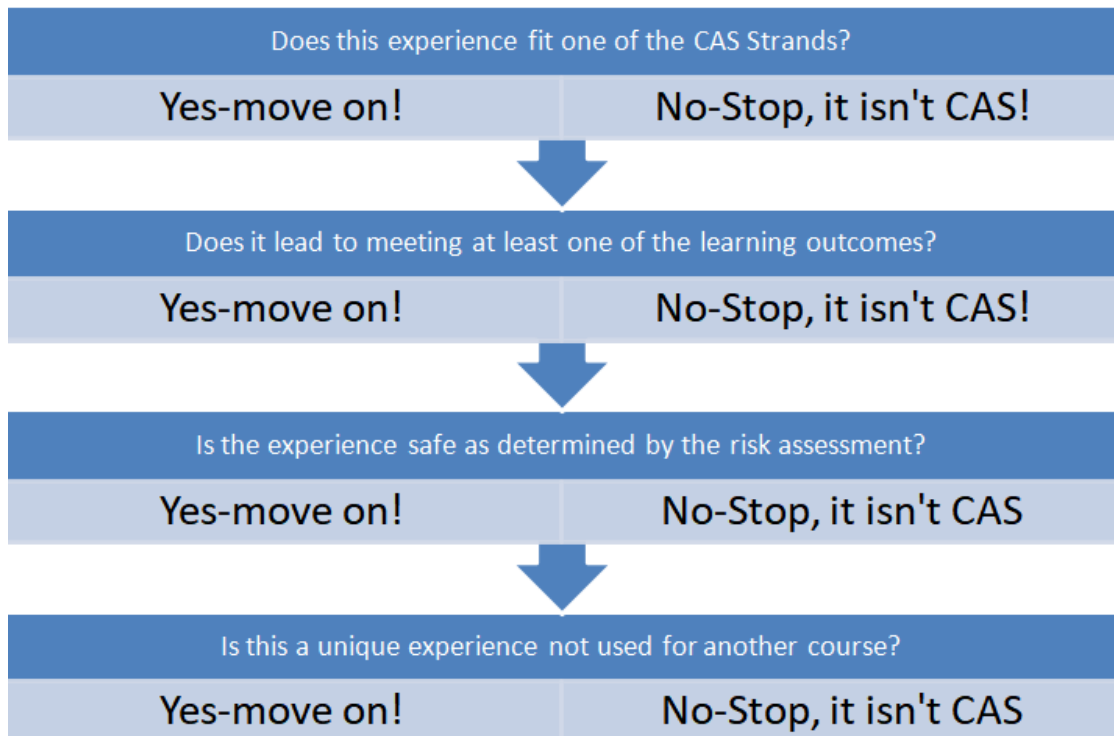
Guidelines to CAS experiences

- 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
- not be used or included in the student's Diploma course requirements

To further assist students in deciding on a CAS experience, the following questions may be useful for students to consider.

- Will the experience be enjoyable?
- Does the experience allow for development of personal interests, skills and/or talents?
- What new possibilities or challenges could the experience provide?
- What might be the possible consequences of your CAS experience for you, others and the environment?
- Which CAS learning outcomes may be addressed?

adapted from CAS Guide 2015 p. 13, 15



CAS Learning Outcomes

In CAS, there are seven learning outcomes that students must achieve as least once in their CAS program:

LO 1	Identify own strengths and develop areas for growth
Descriptor	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
LO 2	Demonstrate that challenges have been undertaken, developing new skills in the process
Descriptor	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.
LO 3	Demonstrate how to initiate and plan a CAS experience
Descriptor	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.
LO 4	Show commitment to and perseverance in CAS experiences
Descriptor	Students demonstrate regular involvement and active engagement in CAS
LO 5	Demonstrate the skills and recognize the benefits of working collaboratively
Descriptor	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
LO 6	Demonstrate engagement with issues of global significance
Descriptor	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.
LO 7	Recognize and consider the ethics of choices and actions
Descriptor	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

CAS Guide 2015 pp. 11-12

CAS stages

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.

CAS Guide 2015, p. 17

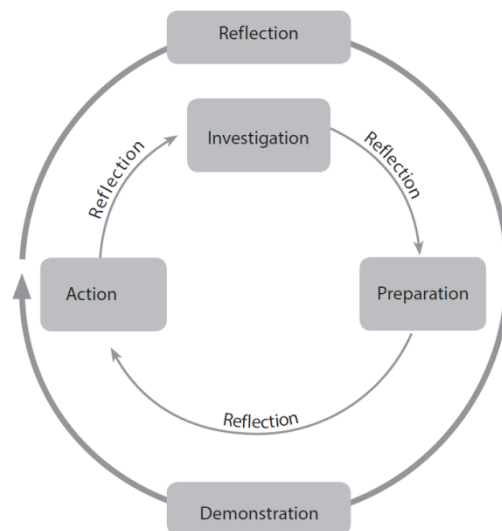


Figure 4

The five CAS stages

CAS Project

- involves collaboration between a group of students or with members of the wider community.
- offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS project.
- engages students in one or more of the CAS strands of creativity, activity, and service.
- a minimum of one month is recommended for a CAS project, from planning to completion.
- students should aim to undertake their CAS project locally and, if possible, engage in more than one CAS project over the duration of their CAS programme.

Adapted from CAS Guide 2015 p 24

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 CAS learning outcomes learner profile.
- students can select the style of their portfolio (online blog, written journal, audio/video recording etc)
- During the three scheduled CAS interviews the CAS portfolio is discussed and appropriate encouragement and advice is given. Notes and recommendations from these consultations should be briefly documented and included in the student's CAS portfolio.
- The CAS portfolio is used by students to plan their CAS programme, reflect on their CAS experiences and gather evidence of involvement in CAS; it is not formally assessed.

Adapted from CAS Guide 2015 p. 30



Salisbury IB - CAS



Student Name: _____

IB Years: _____

CAS Introduction Meeting

Date: _____

Hand out CAS handbook, go through introductory activity, set date for Interview 1

Interview 1

Date: _____

Interview 2

Date: _____

Interview 3

Date: _____