CAS Handbook
Creativity, Activity, Service

The International Baccalaureate Diploma Programme
Stanton College Preparatory School

For students graduating in 2017 and thereafter
What’s the point of Creativity, Activity and Service?

Before we get started – let’s talk about why you have to do Creativity, Activity and Service (CAS). You’re probably thinking: Why are they giving us more to do? Don’t we have enough already? Leave me alone! First, let me explain “the point” of CAS, why it’s important, and how the goal is to help you grow.

In the Diploma Programme a large part of your time will be devoted to the courses that you’ve selected from each group of the hexagon. What you learn in those courses is determined mainly by the International Baccalaureate (IB) with your teacher providing a little twist. You have some choices in your course selection, however, you have very little choice in what you learn in each of those courses. Don’t get me wrong, what you’re going to learn in those courses is going to be wonderful and new but CAS poses a rare opportunity that your courses may not be able to provide.

In CAS, you get to choose what you’re going to discover about yourself and the world around you. CAS is your chance to take charge of what you learn. In other words, you plan and make the decisions about your CAS activities. In this sense, CAS is exactly as beneficial as you make it.

CAS is also different from your other IB courses in that CAS is an opportunity for “service learning.” It involves learning by experiencing which differs in many ways to learning in a classroom. Many high school students’ education is dominated solely by classroom learning but this is not the case for you. You have the opportunity to challenge yourself and learn in a completely different way than you would in the classroom.

CAS provides an opportunity for you to learn about and give back to your local or global community by getting involved. CAS allows you to take the knowledge you have gained in the classroom and apply it to local and/or global community. Through CAS you have the opportunity to give your time and skills to benefit other people who may need help or are less fortunate. The ultimate goal of CAS is to foster your awareness and appreciation of life outside the academic arena.

Finally, CAS can be one of the unique thing that truly sets you apart from other high school students, other Stanton students, and other IB diploma students. As a student you are more than just a GPA – CAS gives you the opportunity to prove it. A strong CAS portfolio is something that can be brought up in college applications, interviews, and beyond. Additionally, the unique nature of CAS means that you get to follow your passion and develop habits that will only improve the quality of your citizenship and your life. It is easy to tell a student who has discovered or pursued a passion throughout their CAS experiences and a student who is simply “clicking the boxes”. I hope you all will find yourselves as the former.

My advice is to take some time to think how you want to approach your CAS program, how you will record evidence, what activities will challenge you, and, most importantly, what you will enjoy. If there’s any point when you are uncertain of what direction to take, come see me.

While CAS requires you to plan, observe, and reflect it also creates a space for you to have some fun. My challenge to you: approach CAS with an open mind and an open heart.

As your CAS Coordinator, I’m not only here to assess that you have evidence towards the seven learning outcomes, I’m here to help. I want to see you challenge yourself and grow while having fun and exploring your interests through the activities that you’ll be involved in. Therefore, remember that my door is always open to help you at any stage of your CAS experience.

Yours in Creativity, Activity, and Service,

Ben Nasrallah
Diploma Coordinator
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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.

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.

*IB learners strive to be:*

**Inquirers**
They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable**
They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers**
They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators**
They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled**
They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded**
They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring**
They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers**
They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced**
They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective**
They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
Philosophy of Creativity, Activity, Service

- Counterbalance to academic self-absorption
- Sharing energies and talents
- Development of awareness, concern for and ability to work with others
- Education of the whole person - beyond the classroom
- Promotion of more informed and understanding attitudes
- Development of enjoyable service activities as lifelong activities
- Service to the community as a complement to intellectual development in the academic curriculum
- Development of attitudes and values which transcend race, religion, gender and politics
- Establishment of links with local, national and international communities
- Encouragement of a sense of responsibility to all
- Challenge to the student
- Promotion of international understanding
- Development of a spirit of discovery and self-reliance
- Encouragement of new skills and interests
The Nature of Creativity, Activity and Service

...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. As one of the three essential core elements in every student's Diploma Programme experience, it engages students in a range of activities to complement their academic studies. Each student **must satisfy the requirements of CAS in order to be awarded the IB diploma.** To this end, a student's CAS records and evaluations must clearly demonstrate quality, balanced content, and commitment for a student to meet the CAS requirement.

The three strands of CAS, which are often interwoven with particular experiences, are characterized as follows.

- **Creativity:** exploring and extending ideas leading to an original 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 enables students to demonstrate attributes of the IB learner profile in real and practical ways while enhancing their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme.

A good CAS program should be a personal journey of self-discovery: both challenging and enjoyable. Each individual student has a different starting point, and therefore goals and needs differ, but for many their CAS experiences are profound and life-changing.

For student development to occur, CAS should involve:
- real, purposeful activities, with significant outcomes, objectives, and goals
- enjoyable experiences, covering a diversity of CAS experiences and strands
- personal challenge – tasks must extend the student while being achievable in scope
- thoughtful consideration, such as planning, reviewing progress, or reporting
- reflection on outcomes, learning, and personal growth
- sustained and individual experiences lasting at least 18 months

All proposed CAS experiences need to meet these criteria. It is also essential that they do not simply replicate other parts of the student’s Diploma Programme work. **Experiences that are part of a Diploma Course do not count as CAS experiences.**

Additionally, CAS experiences should:
- vary in length and amount of commitment
- be planned and evaluated
- be initiated by the student where possible
- include collaboration
- be enjoyable

CAS activities should continue on a regular basis for as long as possible throughout the programme, and for at least 18 months. Therefore, a student who completes all learning objectives will be required to complete CAS experiences for the duration of the 18 month period.
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 enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences

The CAS Strands: Creativity, Activity, and Service

Creativity:

What is a “Creative” CAS Experience?

Exploring and extending ideas leading to an original or interpretive product or performance

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. Students are encouraged to engage in creative endeavors that move them beyond the familiar, broadening their scope from conventional to unconventional thinking.

If students are accomplished in a particular creative form, for example, music, painting or acting, they may choose to extend their involvement and deepen their skill level. Within their field, students can define new challenges and objectives to fulfill creativity in CAS. For example, a musician may compose and perform a guitar solo; an artist may create a new sculpture or photographic series; an actor may present an original dramatic piece. By striving for new possibilities, students may discover ways to meet challenges and identify strengths that carry them forward with curiosity and continued innovation. When demonstrating creative expression, students may showcase their product or performance in a variety of ways, for example, through a recording, a presentation, an exhibition, social media or shared discussion.

Creativity in CAS is not met by the appreciation of the creative efforts of others, such as attending a concert or art exhibition.

Creativity can be inspired and informed by the student’s Diploma courses. For example, students can meet new challenges and objectives in creativity using the skills developed in the visual arts course, or find new ways of expression utilizing elements in the design technology course. However, creativity experiences must be distinct from, and may not be included or used in, the student’s Diploma course requirements.

As with all CAS experiences, students reflect meaningfully on their engagement with creativity, and may be guided to look for moments of personal significance or inspiration as a call for reflection. Creativity may provide inspiration for the ways in which students will reflect. For example, students may reflect through art, music, a brief narrative, a blog posting, photos, a skit, or other methods.
Approaches to creativity

- **Ongoing creativity**: A student may already be engaged in creativity as part of a school group or club, or through some other form of sustained creativity. Students may continue in this as part of their creativity; however, students could also be encouraged to further extend and develop their participation if appropriate.

- **School-based creativity**: Students are encouraged to participate in meaningful creativity and to explore their own sense of original thinking and expression. In school, there may well be appropriate creativity opportunities in which the students can engage. These creativity experiences could be part of the school’s service CAS projects, a school club, timetabled creativity sessions, or other opportunities.

CAS strands

- **Community-based creativity**: Participating in creativity within the local community advances student awareness and understanding of interpersonal relationships with others, particularly if the creativity experience involves the local community. Creativity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of students’ talents, interests, passions, emotional responses, and imagination. For example, students could be encouraged to join a community-based theatre group, contribute towards a community art gallery, create a sculpture for the community park, take cooking classes, or other opportunities.

- **Individual creativity**: Students may decide that they wish to engage in solitary creativity experiences such as composing music, developing a website, writing a compilation of short fiction stories, designing furniture, creating arts and crafts, or painting a series of portraits. Such creativity experiences are of most benefit when they take place over an extended duration of time. Students can be encouraged to set personal goals and work towards these in a sustained manner. Risk assessment of such solitary creativity experiences should be conducted with the student beforehand if applicable.

Activity:

**What is an “Active” CAS Experience?**

*Physical exertion contributing to a healthy lifestyle*

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. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit.

Schools must support students whose circumstances or culture may determine participation in physically active experiences. Similarly, students with disabilities must be given opportunities to take part in this strand. All CAS students must satisfy the basic requirement of physical exertion contributing to a healthy lifestyle as is appropriate for each student.

Students who regularly participate in suitable activity experiences are encouraged to develop and extend their participation. Students could expand personal goals, explore different training models to enhance their existing sport or become involved in a new sport. For dedicated student athletes, maintenance of a planned rigorous training program is appropriate. Some national curriculums require students to participate in a physical education course. Participation in such courses may be considered activity if it meets the CAS guidelines.

As with all CAS experiences, students reflect purposefully on their engagement with activity and may be guided to look for moments of personal significance or inspiration as a call for reflection.
**Approaches to activity**

- **Ongoing activity:** A student may already be engaged in activity as part of a school team or club, or through some other form of sustained physical exercise. Students may continue in this as part of their activity; however, they should set personal goals in keeping with the principles of CAS. Students can also be encouraged to further extend and develop their participation if appropriate.

- **School-based activity:** Students are encouraged to participate in meaningful activity that benefits their physical well-being. In school there may well be appropriate activity opportunities in which the student can engage. These activity experiences could, for example, be part of the school curriculums, a school sports club, or timetabled sports sessions. Students may elect to initiate a school-based activity such as basketball or tennis and engage other CAS students or any student within the school.

- **Community-based activity:** Participating in activity within the local community advances student awareness and understanding of interpersonal relationships, particularly if the activity experience involves members of the local community. However, single events of activity can lack depth and meaning. When possible, activity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of physical well-being of the students. For example, rather than a single activity experience at a community-based fun run, students could be encouraged to join a community-based running club, a dance class, an aerobics class or an out-of-school sports group.

- **Individual activity:** Students may decide that they wish to engage in solitary activity experiences such as, for example, attending a gym, bicycling, roller-skating, swimming, or strength conditioning. Such activity experiences are of most benefit when they take place over an extended duration of time. Students can be encouraged to set personal goals and work towards these in a sustained and correctly applied manner. Risk assessment of such solitary activity experiences should be conducted with the student beforehand if applicable.

**Service:**

**What is a service experience?**

*Collaborative and reciprocal engagement with the community in response to an authentic need*

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. Use of the CAS stages in developing a service experience is recommended for best practice.

Service within CAS benefits all involved: students learn as they identify and address authentic community needs, and the community benefits through reciprocal collaboration. Service fosters development of abilities, attitudes and values in accordance with the IB mission statement and the IB learner profile. As such, CAS service experiences are unpaid.

When defining “community”, consideration must be made to situation and culture. The community may be the school; however, it is recommended that service experiences extend beyond the school to local, national and/or international communities. Community involvement includes collaboration with others, as students investigate the need, plan and implement their idea for service.

CAS coordinators should always consider the advantage of students conducting service locally. Local interactions allow for developing relationships, observing and participating in sustained change, and meeting challenges through collaboration. From the local context, students can extend their thinking and knowledge to understanding global issues. Students can also extend local service to global impact.
through partnerships with CAS students in other cities and towns, countries and continents. Technology affords opportunities for networking, sharing of initiatives, partnerships and impact.

As with all CAS experiences, students reflect purposefully on their engagement with service, and may be guided to look for moments of personal significance or inspiration as a call for reflection.

**Approaches to service:**

• **Ongoing service:** When investigating a need that leads to a plan of action implemented over time, students develop perseverance and commitment. They observe how their ideas and actions build on the contributions of others to effect change. Their reflections may show deeper awareness and knowledge of social issues.

• **School-based service:** While students are encouraged to participate in meaningful service that benefits the community outside school, there may well be appropriate service opportunities within the school setting. In all cases an authentic need must be verified that will be met through student action. Service needs met at a school may prepare students for further action within the larger community; for example, by tutoring within the school, students may then be better prepared to tutor at a community center.

• **Community-based service:** Participating in service within the local community advances student awareness and understanding of social issues and solutions. However, single incidents of engagement with individuals in a service context can lack depth and meaning. When possible, interactions involving people in a service context best occur with a regularity that builds and sustains relationships for the mutual benefit of all. For example, rather than a single service experience at a retirement facility, students can decide to establish regular visits when they realize their efforts are valued and have reciprocal impact.

• **Immediate need service:** In response to a disaster, students often want to move towards immediate action. Typically, they quickly attempt to assess the need and devise a planned response. Later, the students can be reminded and encouraged to further investigate the issue to better understand underlying causes. This provides greater context even if the service action has already taken place. With increased knowledge, students may commit to ongoing assistance, for example, such as joining with prevention or community resilience initiatives regarding an environmental issue.

• **Fundraising:** The preferred approach is for students to initially develop their understanding of the organization they choose to support and the issues being addressed. Students can draw from their interests, skills and talents to plan the method and manner of fundraising. Ideally, students directly communicate with the organization and establish accountability for funds raised. Sharing the rationale for the fundraising educates others and advocates the chosen cause. Students can also be asked to consider other ways to augment their contribution through direct, advocacy, or research service.

• **International service:** Students are encouraged to participate locally in service before considering service opportunities outside their country. When participating in international service, students must understand the background and the circumstances of an identified and authenticated need to support their involvement. When direct communication with an overseas community is not possible, students could cooperate with an outside agency to provide an appropriate service. Students do benefit from serving in an international context when able to make clear links to parallel issues in their local environs and they understand the consequences of their service. Schools must ensure that commercial providers, if used, act in accordance with the aims of the IB mission statement and CAS requirements. Additionally, schools must undertake risk assessment to ensure the safety of students.

• **Volunteerism:** Students often volunteer in service experiences organized by other students, the school or an external group. In such cases, students benefit from prior knowledge of the context and the
service need. Being informed and prepared increases the likelihood that the students' contribution will have personal meaning and value. Utilizing the CAS stages prior to volunteering is highly recommended.

- Service arising from the curriculum: Teachers plan units with service learning opportunities in mind, students may or may not respond and act. For example, while studying freshwater ecology in environmental systems and society, students decide to monitor and improve a local water system.

### Additional Considerations for Service experiences

Unlike CAS experiences in the creativity and activity strands, many of the CAS Service experiences that you participate in will also count for Bright Futures. For example, if you volunteer for 10 hours at HabiJax as one of your CAS experiences, you would also be able to apply the same 10 hours toward Bright Futures. The guidelines for Bright Futures are available on the Stanton IB website. The website will assist you in determining which of your activities will count for Bright Futures.

In order to document these hours and have them apply toward Bright Futures you will need to fill out the *Bright Futures Verification Form* which can also be downloaded from the Stanton IB website or picked up at either the Diploma Coordinator's office or your School Counselor's office.

Additionally, service hours can be used for eligibility towards other scholarships. Unless specifically stated otherwise on the individual applications, CAS service hours may count towards those as well.
Requirements for the Completion of CAS

The next many pages of this handbook will detail the requirements for completing CAS successfully, including the forms and ways of documenting completion.

Completion of CAS requires the following standards be met:

- Evidence of achievement of the seven CAS learning outcomes
- Evaluation of CAS portfolio including evidence of experiences and reflections (minimum of 8)
- Completion of a CAS project
- Completion of CAS planning interviews
- Evidence of consistency over approximately 18 months of CAS experiences
- Reasonable balance between CAS strands of creativity, activity, and service.
- Approximately the equivalent of two to three hours per week, or 150 hours in total, with a reasonable balance between creativity, action and service.

Learning Outcomes

Student completion of CAS is based on the achievement of the seven CAS learning outcomes throughout the student’s CAS program, over a period of 18 months. Some outcomes will be achieved many times, others few. Not all CAS experiences can achieve a learning outcome, but through a variety of CAS experiences all seven learning outcomes must be met throughout the CAS program.

Learning outcomes are differentiated from assessment objectives because they are not rated on a scale. The completion decision for each student is “Is there evidence these outcomes have been achieved?” Most commonly, the evidence of achieving the seven learning outcomes will be found in student reflection.

To complete the CAS program, there should be evidence that students have achieved:

- **Outcome 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.

- **Outcome 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 skill may be shown through experiences the student had not previously undertaken or through increased expertise in the established area.

- **Outcome 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.

- **Outcome 4: Show commitment to and perseverance in CAS experiences**
  Students demonstrate regular involvement and active engagement in CAS.

- **Outcome 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.

- **Outcome 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 issues either locally, nationally, or internationally.

- **Outcome 7: Recognize and consider the ethics of choices and actions**
  Students show awareness of the consequences of choice and actions in planning and carrying out CAS experiences.

Students will indicate which learning outcomes were achieved in each experience on their Reflection Form (discussed on page 13).

If particular difficulties arise in achieving learning outcomes, it is the student’s responsibility to consult with the IB Coordinator and develop an action plan to achieve the learning outcome.

This focus on learning outcomes emphasizes that it is the quality of a CAS experience (its contribution to the student’s development) that is of most importance. **The guideline for the minimum amount of CAS experience is approximately the equivalent two to three hours per week, or approximately 150 hours in total, with a reasonable balance between creativity, action and service.**

**CAS Program Evaluation**

**Portfolio**

Students should keep a portfolio of all of their CAS activities. The format in which the portfolio takes is entirely up to the student. Some examples include scrapbooks, photo essays, videos/DVDs, blogs, and journals. The depth of the portfolio entry should match the level of experience. In other words, 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. The Portfolio will assist the student in completing their Reflection Forms once they have completed each experience and the Summary Form once they have completed their entire CAS project.

Student portfolio’s may be reviewed by the IB as part of the evaluation of a school CAS program. Sample portfolios can be found in the Diploma Coordinator’s office.

**Log Sheets**

The log sheet will be the main resource for recording CAS experiences. You can supplement this sheet with other forms of documentation to verify your CAS activities. Distinct experiences should use different log sheets.

**Reflection Forms**

CAS emphasizes reflection which is central to building a rich and deep CAS experience. 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. As one of the attributes of the IB learner profile, CAS provides an opportunity to develop the skills leading to independent reflection as a valuable process of human experience.

Reflection should contain a variety of elements, but the basic structure should:
- Describe what happened: relate memorable moments, identify things of influence, difficulties, obstacles, and successes
- Express feelings: articulate emotional responses to experiences
- Generate Ideas: increase awareness of self and others by re-thinking choices, actions, or possibilities
- Ask questions: people, processes, or issues prompt further thinking and ongoing inquiry.
As CAS progresses, the quality of reflection should also deepen. For example,

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

**Opportunity for Feedback**
Following reflection, feedback from the CAS coordinator and/or adviser is beneficial, as is peer feedback. Feedback provides acknowledgment, confirmation or clarification of students’ understanding and insight, and opportunities for further development. Feedback can take many forms such as part of an informal or formal discussion, as a written response to a blog posting, during group discussion or paired peer conversation. Students may also advise on their preferred method for feedback.

**Time for reflection**
Purposeful reflection is about quality rather than quantity. The appropriate occasion, amount and method is your decision. **Students are not expected to reflect on every CAS experience; they should identify moments worthy of reflection.** A minimum of 7 thoughtful pieces of reflection (one for each learning outcome) is suggested – but additional reflections may be necessary if the quality is not adequate. One additional reflection will be required for the summary of the CAS project.

Students choose significant moments as the basis for reflection, for example,
- a moment of discovery is happening
- a skill is mastered
- a challenge is confronted
- emotions are provoked
- achievement deserves celebration.

Additional guidelines for reflection:
- 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.

**Forms of reflection**
Reflection can appear in countless forms. CAS students should be able to identify forms of expression that have personal meaning and best enable them to explore their experiences. Student reflection may be expressed through a paragraph, a dialogue, a poem, a comic strip, a dramatic performance, a letter, a photograph, a dance, or other forms of expression. When appropriate, attach these forms of reflection with your reflection logs.
For example:
- A student might take photographs while hiking and use these to reflect in writing.
- Two students could compose a song describing how they helped children.
- A student might dramatize a poem to capture a feeling of creative endeavor.
- A student could produce a short video summarizing a CAS experience.
- A group of students create a poster highlighting aspects of a shared experience.

**Summary Form**
Once a student has completed their CAS activities and Reflection Forms the student must complete a CAS Summary Form. The Summary Form gives the student the opportunity to reflect on their entire CAS
experience. The Portfolio and Reflection Forms may be used as reference when writing the summary but should not simply duplicate the information. In other words, the summary should indicate how the student has grown and changed because of all of the CAS activities they participated in while completing their CAS program.

**Student Samples**

It is the responsibility of the CAS Coordinator to verify each students’ CAS activities. When a student has completed their entire CAS project it is the responsibility of the CAS Coordinator to review and notify IB. Each year IB randomly selects and requests samples of student CAS projects. If a student CAS project is selected as a sample the school will need to send the original Reflection Forms and a copy of the Portfolio to IB for review.

**Deadlines**

All CAS requirements must be completed and turned into the CAS Coordinator on **April 1st of the senior year**. If April 1st falls on a non-school day, then the following school day is the deadline. Failure to meet this deadline may result in delays in the awarding of the diploma.
CAS Timeline

Junior Year

June/July:
- Be sure to read the entire CAS Handbook.
- Start identifying CAS experiences that are meaningful, important, enjoyable, or challenging to you.
- Determine the goals that you plan on achieving through CAS experiences.
- Begin thinking about which of the Learning Outcomes you hope to achieve with each experience. Remember all outcomes must be achieved to complete the CAS program.
- Completion of 50 hours of service towards Bright Futures are due the first month of your junior year. These will not count towards CAS.

August:
- You may begin your CAS activities the first day of your junior year.
- Determine how you are going to provide evidence of your CAS activities for your portfolio.

September:
- First CAS planning night scheduled at Stanton after school—be sure to attend (parents are invited).
- CAS experiences should begin ASAP

October/November
- Meet with IB Coordinator if you have not gotten started, at this point you are in danger of being off track.
- Continue recording CAS experiences, periodically submit to IB Coordinator

December:
- Juniors should have approximately 25-50 hours documented in their Portfolio.
- Continue adding to your Portfolio and Reflection Forms.
- Start CAS Project planning Winter, Spring, and Summer breaks are opportune times.

April/May:
- Juniors should have approximately 75 hours documented in their Portfolio.
- Portfolio check with IB Coordinator – verify if you are on track, and if the quality of CAS documentation needs to change.

*These are the ONLY possible starting times that will also meet the 18 Month periods required for CAS programs. It is suggested that students start as early as possible.
  - August (junior year) to February (senior year)
  - September (junior year) to March (senior year)
  - October (junior year) to April (senior year)
Senior Year

June:
- Summer is a good time to get involved with CAS activities.
- Review your Portfolio and Learning Outcomes to identify the areas that you may need to focus on.
- Continue documenting experiences, completing forms when appropriate.
- Seniors should have approximately 100 hours of their CAS activities documented in their Portfolio.
- Remember to keep copies of your Reflection Forms and Log Sheets in a safe place with your Portfolio.

September:
- Seniors should have approximately 125 hours documented in their Portfolio.
- CAS planning night scheduled at Stanton after school—be sure to attend (parents are invited).
- Continue filling out Reflection Forms after you complete an experience.
- Meet with the CAS Coordinator if you do not seem to be on track or if you have questions.

December:
- Seniors should be near completion of their CAS requirements.
- Review your Portfolio, Reflection Forms and Log Sheets to see if all the hours as well as the Learning Outcomes have been achieved.
- Create a plan for missing learning outcomes.
- Continue working on your CAS activities as needed.
- CAS Project should be nearing completion

March/April:
- Make copies of your Reflection Forms, Log Sheets and Summary Forms for your records.
- Your original Reflection Forms, Log Sheets and Summary Form will be turned into the CAS Coordinator once you complete your CAS project.
- Final CAS planning night scheduled at Stanton after school—be sure to attend (parents are invited). This should be a summative meeting.
- The CAS Coordinator may request a copy of your Portfolio to send to IB. If requested you will be able to keep the original for your records.
- All CAS requirements must be completed and turned into the CAS Coordinator on April 1st. If April 1st falls on a non-school day, then the following school day is the deadline. Failure to meet this deadline may result in a delay or no IB diploma being awarded.
Creativity, Activity, and Service Opportunities

It is the intent of IB to foster a lifelong commitment in CAS philosophy. It is the responsibility of the IB student to take the initiative and pursue activities which interest them. The CAS Coordinator can guide students, but can not make direct referrals to specific organizations. The following are suggestions to help students think about the multitude of opportunities they could be involved in. Students are encouraged to discuss additional organizations with their CAS coordinator if they are unsure CAS experience requirements. Some organizations may cover multiple CAS strands.

Creativity
- Art gallery / museum volunteer
- Arts and crafts camp volunteer
- Band
- Chess Club
- Chorus
- Debate Team (JSA)
- Drama: Drama club, Theater productions, Tech crew
- IB Magazine
- Jacksonville Youth Symphony Orchestra
- Instrument lessons (learning or teaching)
- Serendipity (Literary Magazine)
- Symphony volunteer
- Theatre Jacksonville
- Web page design for an organization or group

Activity
- Community Clean-up / Beautification
- Habitat for Humanity
- Little League Coaches, Referees and Umpires
- Martial Arts
- Participation on an organized sports team
- Race for the Cure
- Relay for Life
- Special Olympics
- Volunteer Lifeguard
- Walking, running, hiking, biking with an organization (Ex: Boy Scouts of America)
- World of Nations
- Yoga Lessons

Service
- American Cancer Society
- American Diabetes Association
- American Heart Association
- American Lung Association
- American Red Cross
- Big Brothers / Big Sisters
- Best Buddies
- Clara White Mission
- City Rescue Mission
- Environmental Clean-up
- Food Bank of Jacksonville
- Girl / Boy Scouts
- Goodwill Industries
- Habitat for Humanity
- Hospice
- Hubbard House
- HUGGS
- Non-profit Summer Camp Volunteer
- Hospital Volunteer
- Jacksonville Humane Society
- Jacksonville Zoo and Gardens
- Leukemia & Lymphoma Society
- Local Library
- Make-A-Wish Foundation
- March of Dimes
- Meals on Wheels
- MOSH
- National Multiple Sclerosis Society
- NHS School Clean-up
- Peer Tutoring (set up through guidance)
- Public Library Volunteer
- SADD
- Salvation Army
- Soup Kitchens
- Special Olympics
- Sulzbacher Center for the Homeless
- Retirement and Elder Care
- Ronald McDonald House
- Tutoring at Middle / Elementary Schools
- The Bridge
- United Way
- YMCA
IB CAS Log Sheet

Candidate name: ___________________________________________ Year of Graduation ____________________

Directions: This form is used to show evidence of participation in CAS activities. You can supplement this sheet with other forms of documentation to verify your CAS activities. Some examples would be a stamped certificate, formal letter on the organizations letterhead, etc.

Name/Title of CAS Experience:
_____________________________________________________________________________________________

<table>
<thead>
<tr>
<th>Dates</th>
<th># of Hours</th>
<th>Summary</th>
<th>Initials of Supervisor</th>
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<tbody>
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</table>

SUPERVISOR EVALUATION: It is to the best of my knowledge that the candidate has completed the form above with honesty. My signature is verification that the candidate has completed the hours listed.

Additional comments: ________________________________________________________________

Supervisor's Name (print): ___________________________________ Phone Number: ______________________
Title of Supervisor: _________________________________________ Total Number of Hours: ______________
Supervisor's Signature: ___________________________ Date: ______________________
Candidate name: ___________________________________________ Year of Graduation _______________________

Name of Activity: ____________________________________________________________

Date the experience began: __________________________ Date the experience ended: ________________________________

Total # of hours: __________. How many of these hours were creativity __________, activity __________, service __________?

Include a brief reflection on the significance of this CAS experience. You may reference the CAS handbook for appropriate prompts your reflection can address.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Directions: Please place a check (✓) by each of the learning outcomes you achieved during this experience and use the box to the right of the check to explain how this learning outcome was achieved. (Most activities will meet only a handful of the learning outcomes, only very rarely will a single experience achieve each outcome.)

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Achieved</th>
<th>Explain how the learning outcome was achieved through this experience.</th>
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</thead>
<tbody>
<tr>
<td>Identify own strengths and develop areas for growth</td>
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<tr>
<td>Demonstrate that challenges have been undertaken, developing new skills in the process</td>
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<td>Demonstrate how to initiate and plan a CAS experience</td>
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<td>Show commitment to and perseverance in CAS experiences</td>
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<tr>
<td>Demonstrate the skills and recognize the benefits of working collaboratively</td>
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<tr>
<td>Demonstrate engagement with issues of global significance</td>
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<tr>
<td>Recognize and consider the ethics of choices and actions</td>
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<td></td>
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</tbody>
</table>
Directions: Write a clear and complete critical reflection on your entire CAS experience. Use your portfolio, reflections, and the learning outcomes indicated in the CAS Handbook to organize your summary.
### Planned Experience

(Include anticipated dates)

<table>
<thead>
<tr>
<th>Projected Hours</th>
<th>CAS Category</th>
<th>Anticipated Learning Outcomes*</th>
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### **Include the CAS Project**

### CAS Learning Outcomes:

1. Identify own strengths and develop areas for growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience
4. Show commitment to and perseverance in CAS experiences
5. Demonstrate the skills and recognize the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance
7. Recognize and consider the ethics of choices and actions
Stanton College Preparatory School - IB Diploma Candidate
CAS Project Planning Guide

Each student must have this form completed with their CAS portfolio. It should be used to direct the CAS project. Additional documentation may be required based on the project. CAS experiences throughout the project must also be recorded on separate CAS experience forms.

Please explain the CAS project you plan on completing over the junior and senior years. Include details of the following required components of the CAS project:

Title of CAS Project: _____________________________________________________________

Goal of the CAS project: _________________________________________________________

Learning outcome(s) engaged: _____________________________________________________

Expected CAS strands engaged (can be more than one): ______________________________

Estimated dates of project
Start of Project: ________________________________________________________________

Significant milestones (if applicable): __________________________________________________

Completion of Project: ____________________________________________________________

Describe potential companies, organizations, or companies to collaborate with:
________________________________________________________________________________

How do you plan on documenting the project: __________________________________________
________________________________________________________________________________

Describe the variety of CAS experiences this project will include:
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Additional Information may be provided below:
________________________________________________________________________________

Student Signature: __________________________ Date: ____________

Parent Signature: __________________________ Date: ____________

IB Coordinator Approval: __________________ Date: ____________

This project requires additional supervision: Yes / No ______________ (Coordinator Initials)