



International
Baccalaureate®

Creativity,
Activity, and
Service

What is CAS?

Creativity, activity, service (**CAS**) is one of the essential elements in every student's IB experience. The core of the diploma program is designed to do three things:

- **TOK** pushes you to be an independent, abstract thinker who analyzes arguments and comes to your own conclusions about issues.
- **Extended Essay** pushes you to apply your academic knowledge and be an independent academic researcher who is skilled at finding the answers to any questions you may have.
- **CAS** pushes you apply your knowledge and skills to think outside of

yourself and impact the world in some way while leading a healthy, balanced life.

It is these three elements that make IB different from other academically advanced programs. For **CAS**, you will basically be volunteering or engaging yourself in activities outside of the school curriculum over your junior and senior year. These activities will encompass the following categories:

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 cont.

CAS was designed to encourage you to take your life outside of school just as seriously as you take school so that you can become a well-rounded adult. It should not be something that you do to check a box. It should be meaningful to you and beneficial to others as well.

CAS should involve:

- Real, purposeful activities which meet one or more of the 7 learning outcomes.
- Personal challenge—tasks must extend the student and be achievable in scope.
- Students using CAS stages (investigation, preparation, action, reflection, and demonstration) to guide CAS experiences and projects.
- Thoughtful consideration, such as planning, reviewing progress, and reporting
- Evidence and reflection of outcomes and personal learning



CAS Learning Outcomes

Students must provide evidence of having achieved all seven of the following outcomes in your experiences and/or projects:

- 1) Identify own strengths and develop areas of 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

CAS- An IB Diploma and Graduation Requirement

A student who fails to satisfy the CAS requirement will not be awarded the IB diploma even if all other diploma requirements have been satisfied. Fulfillment of CAS requirements involves the following:

- 18 months of weekly creativity, activity, and service experiences (begin documenting this day one of your junior year in August)
- Completion of documentation for CAS on Managebac

Additionally, students not completing CAS will not be eligible to earn their high school diploma due to not completing all elements of an IB curriculum in the state of Florida.

Understanding the CAS Strands

<p style="text-align: center;">Creativity</p> <p>Exploring and extending ideas leading to an original or interpretive product or performance</p>	<p>May cover a wide range of arts and other activities that the student engages in to design and carry out service projects. Activities may include arts and crafts, choir, band, acting, debate, dance, photography, or any other creative activity. Does not include “more of the same” or simple appreciation of the creativity of others (attending a concert or art exhibition)</p>
<p style="text-align: center;">Activity</p> <p>Physical exertion contributing to a healthy lifestyle</p>	<p>May include many types of physical activities such as participation in expeditions, individual and team sports and physical training. It can also include carrying out creative and service projects as well as training for service. These activities include school or community sports, mountain climbing, skiing, gardening, martial arts classes or competitions, coaching, club participation, or any charitable activity participation such as March of Dimes Walkathon. Should not involve just “more of the same”—more practice.</p>
<p style="text-align: center;">Service</p> <p>Collaborative and reciprocal engagement with the community in response to an authentic need</p>	<p>Involves community or social service. It can include environmental and international projects. Service work would include volunteering at a local hospital or nursing home, working on a Habitat for Humanity house, tutoring, participation in student government or service on community organizations or committees, working in a recycling program or organizing your own recycling program. Service can also include participation in a local or international fundraising event, travel to another country for humanitarian purposes. It is essential that the service activity has learning benefits, which rules out mundane, repetitive activities as well as “service” without real responsibility.</p>

Basic CAS Requirements

Students must take part in and document CAS experiences and projects on a regular basis for a minimum of 18 months. *The earliest a student may begin to document CAS is day one of junior year in August and all documentation must be completed by April 15 of senior year.*

In order for a CAS experience/project to be approved, you must provide the following information:

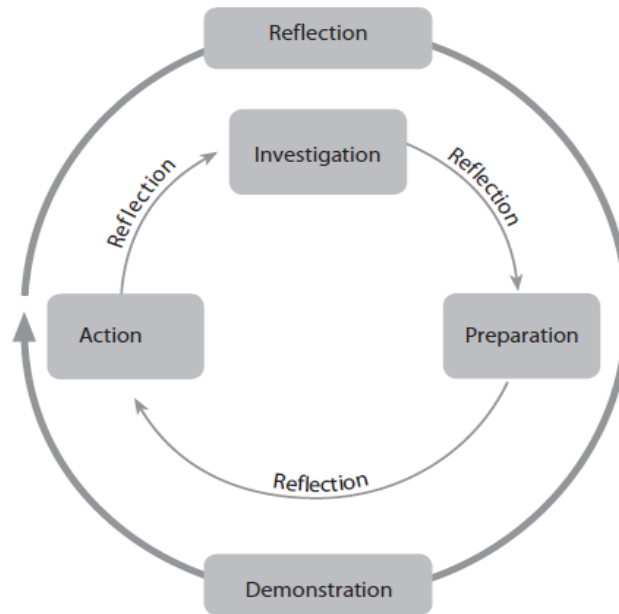
- A detailed description of the activity as well as your personal goal for doing the activity.
- Indicate the CAS strand(s) to be addressed
- Identify which of the 7 learning outcomes will be addressed
- Identify an activity supervisor (non-family member) and list their name and email address

The Initial Personal Self Review

All students are required to complete the CAS initial Personal Self Review by November of junior year in the diploma program. This form will get students to begin making connections about how things they are currently doing or would like to pursue in the future may relate to their potential CAS experiences/projects.



The CAS Stages



The **CAS** stages provide the framework for students to consider, make plans for, carry out, and reflect on their CAS experiences/projects. The five CAS stages are:

- 1) Investigation- identifying interests, skills and talents to potentially use for CAS
- 2) Preparation- determining roles, responsibilities, necessary resources, and an action plan
- 3) Action- implementation of the idea or plan to meet the CAS experience/project
- 4) Reflection- describing what happened, expressing feelings, formulating ideas, and making connections
- 5) Demonstration- make it clearly known what was learned and accomplished

CAS Experiences

The following guidelines should be applied when deciding if something may be considered a CAS experience:

- Meets one or more of the CAS learning outcomes
- Meets at least one of the CAS learning outcomes
- Based on personal interest, skill, talent, or opportunity for growth
- Provides opportunities to develop attributes of the IB learner profile
- CAS experiences cannot be used or included in your DP course requirements

CAS Projects

All students must be involved in **at least one** CAS project.

Although only one is required, it is recommended that students engage in more than one CAS project over the duration of their CAS program. In addition to the criteria stated above for CAS experiences, the following must be in place in order for the experience to count as a CAS project:

- Should be at least 1 month in length from planning to completion
- Must include collaboration with others

Posting Reflective Evidence

For each CAS experience/project, **students must have some sort of reflective evidence**. Each reflection must address the learning outcomes identified by the student. Reflective evidence may be documented in the following ways:

- Pictures (with captions)
- Journals
- Blogs
- Creating and posting the link to videos
- Creating and posting the link to websites
- Another creative form of reflection (previously approved by CAS coordinator)

There needs to be at least one form of reflection for each experience/project.

CAS experiences/projects in various CAS strands (creativity, activity, service) may fall into the different categories below:

Ongoing	The student may already be engaged in an activity that falls into one or more strands. Students may continue but are encouraged to further extend or develop participation if appropriate	<ul style="list-style-type: none"> • Learning to play an new instrument • Continuing service at the Humane Society but seeking a different area of expertise
School-based	Activities sponsored by the school or school organizations that may fall into one or more CAS strands.	<ul style="list-style-type: none"> • Learning to play a new position on the school basketball team

Community-based	Activities sponsored by the local community.	<ul style="list-style-type: none"> Organizing a group to participate in Race for the Cure Working with a group to create a community garden
Individual	The student engages in a solitary activity in which they work towards a personal goal.	<ul style="list-style-type: none"> Composing a song Working out at a gym

Does an Activity Qualify for CAS?

What counts as CAS?

In general, an experience/project may be **acceptable** if:

- The activity falls under one or more of the CAS strands.
- The student can demonstrate how one or more of the learning outcomes will be met.
- The student can demonstrate how they will personally grow from the experience.
- The activity has real consequences or benefits for the student and/or other people.

Unacceptable projects include:

- Anything for which money is paid.
- Anything that is for a grade or needed for high school/IB credit.
- Time spent on simple, tedious, and or repetitive tasks (filing, replacing books on library shelves, shredding paper).
- Family duties, religious devotions, or proselytizing.
- Passive pursuits (going to a museum or concert will not count as creative).
- Activities that cause division among different groups in the community.
- Any course that is part of your IB Diploma Program

Political and Religious Activities

Because it is an international program of study, the IB has no view on whether or not it is appropriate for students to be involved in political/religious activities as part of their educational experience. When trying to determine if an activity within one or both of these areas should be submitted for CAS approval please take into consideration the following:

- Does the activity meet the requirements above for something that counts as CAS?
- Could the activity be interpreted as proselytizing by others?
- Does the religious activity take place during regularly scheduled worship?
- Is it an activity that will cause, or worsen social division?
- Is the activity safe and secure, given the local circumstances?
- What are the learning opportunities for the student?

When in doubt, ask your CAS coordinator before completing the activity/project.

Sample CAS Experiences and Projects

CAS and the Diploma Program

Students should be able to see connections between CAS and the various subject groups that they are studying in the Diploma Program. Below are sample CAS experiences and projects and how they may be tied to the Diploma Program groups:

	Sample CAS Experience/Project	Creativity	Activity	Service
Group 1- Language and Literature	Producing audiobooks for the blind	*		*
Group 2- Language Acquisition	Provide language lessons to those in need	*		*
Group 3- Individuals and Societies	Record the oral histories of people living in an elderly residential facility	*		*
Group 4- Sciences	Form an astronomy club for younger students	*	*	
Group 5- Mathematics	Maintain financial accounts for a local charity			*
Group 6- The Arts	Take dance lessons that lead to a theatrical performance	*	*	

Additional Sample CAS Experiences and Projects

Activity	C	A	S
teaching children with disabilities to swim	*	*	*
Coaching a softball team	*	*	*
Teaching young students how to play guitar	*		*
Working with young children to paint murals	*	*	*
Leading a hiking expedition	*	*	*
Rehearse and perform a dance production for a community retirement home	*	*	*
Choreographing a routine for the marching band	*	*	

Agencies and Organizations to Contact about CAS

- American Red Cross
- Boys and Girls Clubs
- Hospice
- Foodbanks
- Greenpeace
- Habitat for Humanity
- The Neighborhood Center
- Make-A-Wish Foundation of Florida
- Meals on Wheels
- Museum of Arts and Sciences
- Police Athletic League
- Salvation Army
- Organize tutoring programs for middle and/or elementary students
- Youth camps and programs
- Arni Foundation
- Volusia County Public Library
- Limbs International
- Heifer International
- Shelter boxes

RECORDING AND REPORTING CAS

Students will document all CAS experiences/projects in Managebac. It is the student's responsibility to make sure that they keep up to date with logging their CAS experiences in Managebac.

CAS CALENDAR OF DEADLINES

Junior	After the 1 st day of school and by Nov. 15 th	<ul style="list-style-type: none"> • Begin meeting with CAS coordinator • Students prepare and plan for CAS experiences/projects using their initial self-review • Students begin posting experiences to Managebac
Junior	ONGOING	<ul style="list-style-type: none"> • Regularly work on a variety of experiences • Post reflective evidence • Meeting individually as needed with assigned CAS coordinator (at least once in person)
Junior	BY MAY 1 st	<ul style="list-style-type: none"> • Discuss plans for summer CAS experiences/projects with your CAS coordinator (in person)
Senior	ONGOING	<ul style="list-style-type: none"> • Regularly work on a variety of CAS experiences/projects • Post reflective evidence frequently and complete CAS questions as experiences/projects are completed • Meet individually with assigned CAS coordinator (at least once in person)
Senior	By April 15th	<ul style="list-style-type: none"> • ALL CAS experiences/projects are completed along with all necessary documentation.
Senior	By May 1st	<ul style="list-style-type: none"> • CAS coordinator verifies completion of the CAS Program



DHS CAS Contract

Name of Candidate _____

Graduation Year _____ Alpha code: _____

Please read the following agreement and initial next to each statement indicating that you have read and understood the implications of that statement and then sign in the appropriate place. Please note that both the student and parent/guardian must sign the bottom of this form before CAS work can commence.

_____ I acknowledge that I received this packet, that I have read and understood the contents within.

_____ I understand that I am expected to make steady progress toward completion of my CAS experience over at least 18 months and keep to monitored deadlines as outlined in this direction packet or I will risk being put on probation from IB and/or removed from the program.

_____ I understand that it is my responsibility to read and understand the directions for what can and cannot count for CAS before I pursue any experience or project. I understand that if I am in any way unsure that a project will count, it is my responsibility to consult my CAS coordinators for approval before undertaking the project.

_____ I understand that the school will assist me by providing information they have about volunteer opportunities but ultimately all aspects of CAS including coordinating appropriate volunteer opportunities are my responsibility.

_____ I understand the philosophy of CAS. It is designed to provide an important counterbalance to the academic pressures of the rest of the program by pushing me to pursue interests and activities outside of the classroom that can impact my life and the world around me. I understand that if the completion of CAS is causing me undo stress and not providing me with meaningful things to reflect upon, I am not pursuing an authentic experience and should reassess my activities.

_____ As always, I will avoid academic misconduct issues and conduct myself in an appropriate, respectful manner throughout the course of this activity.

Student signature _____

Parent signature _____



CAS Initial Personal Self-Review

Student Name: _____

Date: _____ Class of: _____

What are some of your strengths?

Name one skill that you have always wanted to develop but haven't had a chance to.

