



CAS at a glance



CAS is organized around the three strands of Creativity, Activity and Service defined as:



Creativity: exploring and extending ideas leading to an original or interpretive product or performance.



Activity: physical exertion contributing to a healthy lifestyle and positive well-being.



Service: collaborative and reciprocal engagement with the community in response to an authentic need.

Achieving the **7 learning outcomes** in completes CAS:

- Increased awareness of own strength and areas for growth
- Undertake new challenges and develop new skills
- Planned and initiated experience
- Worked collaboratively with others
- Shown perseverance and commitment
- Engaged with issues of global importance
- Considered the ethical implications

CAS begins at the start of the **Diploma Program** and continues regularly, ideally on a weekly basis for at least **18 months** with a balance of all the three strands of CAS.

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.

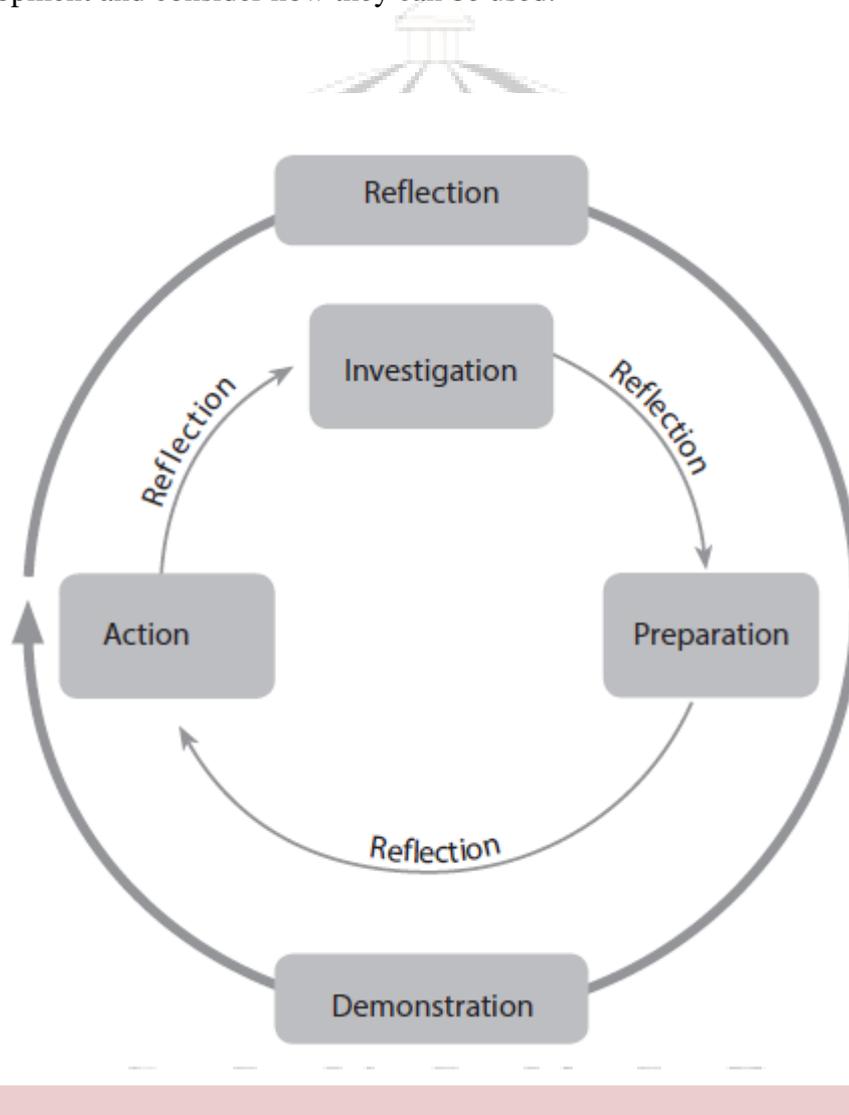


Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.

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.

Reflection: is the central to build a deep and rich experience in CAS. It informs about learning and growth by having to explore ideas, skills, strengths, limitations and areas for further development and consider how they can be used.

CAS stages:



The centre represents the process with four key parts: **investigation, preparation, action, and reflection** (occurring intermittently in response to significant experiences). The outer circle has two parts and guides students in summarizing their experience: **reflection** and **demonstration**.



Investigation: Students participate in social analysis of a selected issue, with identification and confirmation of a community need, often with the designated community partner. Having an inventory of interests, skills, talents and areas for personal growth, students are able to make choices based on their priorities and abilities and the designated need.

Preparation: Students design a service plan appropriate to the identified need, with clarification of roles and responsibilities, resource requirements, and timelines to successfully implement the plan. Any community partners are likely to be consulted. Students also acquire and develop the knowledge and skills needed for the experience.

Action: Students implement the plan through direct service, indirect service, advocacy, or research. Their service may be a combination of one or more of these types of service. Students may work individually, with partners, or in groups.

Reflection: Students examine their thoughts, feelings and actions applied to the context of self, community and the world. With service learning, reflection often occurs with greater frequency as students identify significant moments generated by new situations and insights.

Demonstration: Students make explicit what and how they learned and what they have accomplished, for example, by sharing their service 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.

Risk assessment

School strikes the right balance between protecting students from risk and allowing students to participate in CAS experiences. When planning a CAS experience in which participants may be exposed to hazards, it is important that risks are identified and assessed. **The IB requires that schools always comply with the pertinent local health and safety laws and regulations both in and out of the classroom.**

The CAS portfolio

The CAS portfolio provides students with opportunities to record their diverse CAS experiences and summarize and celebrate their achievements. The CAS portfolio is a collection of evidence and reflections (for example: photographs, visual and audio recordings, documents, posters, programmes of events or performances) that demonstrate participation in CAS and achievement of the seven CAS learning outcomes.