

# HANDBOOK FOR STUDENTS

graduating 2024

Student's name: \_\_\_\_\_

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*Designed by FEG Bonn/ CAS handbook for students graduating in 2018/19*

# CAS at a glance

Creativity, activity, service (CAS) is at the heart of the Diploma Programme. With its holistic approach, it is designed to strengthen and extend students' personal and interpersonal learning.

It is intended to be a collection of enjoyable and challenging experiences determined by you to extend your abilities.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

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.

All 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.

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.

Students engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Further, 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. 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 towards the end of the CAS programme.

CAS emphasizes reflection which is central to building a deep and rich experience in CAS. 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.

If you have any questions, please contact your CAS coordinator: via mail [silke.demtroider@feg-bonn.com](mailto:silke.demtroider@feg-bonn.com) or via Teams

## CAS learning outcomes (LO)

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- (1) Identify your own strengths and develop areas for personal growth.
- (2) Demonstrate that you have undertaken challenges and developed new skills in the process.
- (3) Demonstrate how to initiate and plan a CAS experience.
- (4) Show commitment to and perseverance in your 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 strands

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

Music, theatre, film, design technology, visual arts, dance, fashion and other experiences that involve creative thinking fall under creativity (for example, joining a choir or engaging with fashion design).

Activity is physical exertion contributing to a healthy lifestyle.

Taking on a new sport or extending your ability (for example, with football, yoga, dance, aerobics classes, biking or hiking), counts as activity.

Service is collaborative and reciprocal community engagement in response to an authentic need.

By investigating and identifying a community need, then determining a plan of action that respects the rights, dignity and autonomy of all involved (for example, reading to the aged or advocating for a cause), you are performing service.

CAS experiences may cover more than one strand; for example, planning sports events for disadvantaged children may involve both service and activity. Some CAS experiences may involve all three strands; for example, choreographing a performance that promotes the work of a non-profit organization involves creativity, activity and service.

## Student responsibilities

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- Thoroughly familiarize yourself with our CAS handbook and timelines.
- Keep a CAS portfolio.
- Meet with your CAS coordinator according to the timeline, at least three times over the duration of your CAS programme. Be sure to come prepared and bring your updated CAS portfolio.
- Base your choices on your interests, skills, talents and areas for growth to stay motivated. Challenge yourself!
- Balance your experiences between creativity, activity and service.
- Initiate or engage in at least one CAS project in collaboration with others that extends over at least one month.
- Ask questions along the way when you need assistance or clarification.
- Participate in meaningful reflection as a way to capture your experiences and summarize your evidence linked to the learning outcomes.

- Behave appropriately and ethically in your choices and behaviour. The IB and the learner profile attributes encourage students to be risk-takers; however, this does not mean that students or teachers should be encouraged to take unnecessary risks or place themselves in danger. The IB requires that CAS experiences always comply with the pertinent local health and safety laws and regulations both in and out of the classroom. If you are in doubt, contact your CAS coordinator.
- Enjoy CAS! That is perhaps most important—to participate in experiences that assist your personal growth and offer you a world of possibilities.

## What counts as CAS?

In general, an activity/ project may be acceptable if:

- The activity falls under one or more of the CAS areas (creativity, activity, service).
- 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 other people.

Unacceptable projects/ activities include:

- Anything for which money is paid.
- Anything that is needed for IB credit.
- Time spent on simple, tedious, and/or repetitive tasks (ex. filing, replacing books on library shelves, shredding paper).
- Family duties, religious devotions, or proselytizing.
- Passive pursuits (ex. going to a museum or concert will not count as creative).
- It is recognized that political and religious activities are a sensitive and difficult area. Nevertheless, the general rule is that religious devotion, and any activity that can be interpreted as proselytizing, does not count as CAS.

## The CAS portfolio

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All students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is meant to be a collection of evidence that showcases the overall experience and will be a source of pride for the student. Students should include reflections in their CAS portfolio that give evidence

to achieving each of the seven CAS learning outcomes. The CAS portfolio also reveals how students have met the learner profile traits. Students are expected to update their CAS portfolio regularly. It could be a valuable addition to a student's application for a prospective employer or educational institution. Most importantly, the portfolio is a summation of the CAS programme for the student.

### Sample format

Your portfolio should contain at least three sections: "Profile", "Experiences" and "Evidence". These sections are intended to assist students to better understand their engagement with CAS, reflect on their experiences and provide evidence of their experiences.

#### *Profile*

Here, students would include their goals, interests, skills and talents and plans for their CAS programme. At the start of CAS, students map their interests against the three strands of CAS to identify possible CAS experiences, creating a personal profile. In addition, developing an awareness of themselves in relation to the CAS learning outcomes is a significant part of the profile. Throughout CAS, students can add their reflections regarding their ongoing personal development and self-awareness.

#### *Experiences*

This section would chronicle a student's journey in CAS, incorporating a variety of reflections, learning moments, personal achievements, significant opportunities and how he or she has utilized the CAS stages. This section would demonstrate that the student has actively engaged in his or her individual CAS programme.

#### *Evidence*

Students would place in this section the collected evidence of their involvement in the CAS cycle and their achievements. Evidence could include, but is not limited to, planning documents, letters, emails, certificates, acknowledgments of participation and achievements, photographs, videos and so on. Students could correlate their involvement with the learning outcomes and may extend their thoughts to future ambitions within and outside of the CAS programme.

## CAS interviews

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During the three scheduled CAS interviews, the CAS portfolio is discussed and appropriate encouragement and advice are given. Notes and recommendations from these consultations should be briefly documented and included in your CAS portfolio.

## CAS projects

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How do you select a CAS project? Keep in mind that a CAS project is expected to last at least one month, although for many students this is such a highlight of their CAS programme it lasts longer. Why? The CAS project can be done with other CAS students. You get to determine what you will do, and which CAS strands—creativity, activity and/or service—you will include. You may decide to combine creativity and activity, or activity and service, or creativity and service, or all three. You may just select one. The choice is for you and the other students involved in your project.

Here are some ideas:

Animal shelter, adoption or rescue  
Bicycle repair clinics  
Environmental campaign  
Museum involvement  
Sports tournament or activity  
Theatre performance  
Aiding the elderly  
Music concert for a cause

Photography club  
Dance-a-thon  
Toy repair workshop  
Aiding those in need  
Art exhibition  
Donation campaign  
Puppet show

## Integration of service learning with the DP subject groups

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One aspect of service learning is that engagement in service evolves from being exposed to and developing an understanding of issues and subject matter studied in the academic curriculum. Following are some examples that outline possible links between each of the DP subject areas and the service strand of CAS.

Studies in language and literature



- produce diaries, blogs and wikis as a writing practice and a new form of communication about experiences
- write articles about CAS projects for school and local newspapers
- raise awareness about issues treated in literature

#### Language acquisition

- become involved with a local or international organization, inspired by articles about human rights from a class conversation
- apply language learning to assist immigrants new to the country

#### Individuals and society

- create public displays and presentations on history, particularly of the area surrounding the school
- record the oral histories of community elders
- apply geography by identifying and working with migrant groups and asylum seekers

#### Sciences

- apply physics to form an astronomy club within the school and encourage younger students to be more aware of the universe
- use chemistry to develop a water-quality project, including testing local water (or air) quality, and implement an awareness campaign

#### Mathematics

- teach younger children who have difficulties with mathematics
- assist special-needs pupils with their mathematics
- analyse statistics for sports teams.

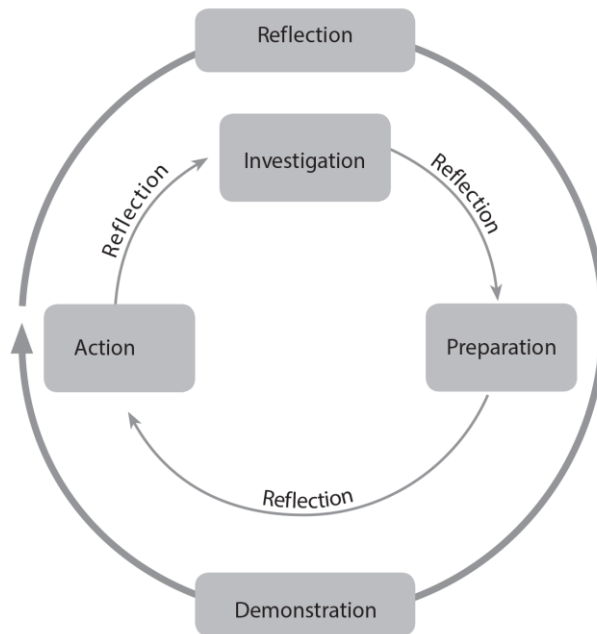
#### The arts

- carry out a fundraising concert for a charity
- create lighting and set for theatre productions
- film theatre performances and sports events.

## The CAS stages

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The CAS stages (adapted from Cathryn Berger Kaye's "The five stages of service learning", 2010) offer a helpful and supportive framework and continuum of process for CAS students as they consider what they would like to do in CAS, make plans and carry out their ideas. The CAS stages are applicable to the three strands of creativity, activity, service, and the CAS



The five CAS stages

### Stage one: 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. Introduce this idea by having CAS students consider what the term "investigation" means to them.

Students should ask themselves: What are my interests, skills, talents and potential areas for personal growth and development?

### Stage two: Preparation

Often, when a student has decided on a CAS experience, he or she will need to prepare. This can include students clarifying roles and responsibilities, developing a plan of steps to be taken, identifying specified resources and timelines, and acquiring any skills as needed to engage successfully in the CAS experience.

For any part of CAS, students might prepare by setting a timeline or calendar. Most plans require some sort of preparation.

## Stage three: Action

Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners or in groups. Students put their ideas for a CAS experience into action; they implement what they set out to do.

1. CAS experiences where the action taken is built upon investigation and preparation. Example:
  - o Activity: A student decides to go on a series of six hikes with increased challenge. For investigation the student does research about hikes and determines which would be the best sequence. To prepare, the student gets supplies for each hike including water, snacks, ropes and a map.
2. CAS experiences where the action taken is not built upon investigation and preparation. Students, with a partner or in small groups, come up with ideas of CAS experiences where the action is not built upon prior investigation and preparation. Examples are:
  - o Service: A student signs up to go to a school to tutor children at the last minute.
  - o Activity: A student suddenly decides to go on a long bike ride.
  - o Creativity: A student is travelling and sees a scenario perfect for a photo essay.

Both types are equally valid within CAS; however, using the CAS stages usually deepens and strengthens the CAS experience for the student.

## Stage four: Reflection

During meaningful 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.

Reflection can also take place at the end of a CAS experience as a summary. This can be done in a myriad of ways, extending from the students' interests and preferred ways to reflect (art, music, writing, poetry, movement, photography).

Reflection is:	Reflection is not :
honest	only led by teachers

varied	copying what someone else said
done in many different ways	forced
sometimes boring	right or wrong
difficult	good or bad
sometimes creative	to be graded
building self -awareness	difficult
necessary for learning	predictable
surprising	to be judged by others
sometimes really fun	done to please someone else
helpful for planning	a waste of time
done alone or with others	only written
about thoughts, feelings and ideas	only discussion

## Stage five: 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 responses from others.

## CAS CALENDAR

Q1.1	<ul style="list-style-type: none"><li>- Introduction to CAS (distribution of CAS handbooks)</li><li>- First Interview</li><li>- students prepare and plan CAS activities, start to work on their first CAS activities/ projects</li></ul>
Q1.2	<ul style="list-style-type: none"><li>- regularly work on a variety of CAS activities/ projects</li><li>(- discuss plans for summer CAS activities with coordinator)</li></ul>
Q2.1	<ul style="list-style-type: none"><li>- regularly work on a variety of CAS activities/ projects</li><li>- Second Interview</li></ul>
Q2.2	<ul style="list-style-type: none"><li>- all CAS activities /projects are completed along with all necessary documentation and submitted to the coordinator</li><li>- Third Interview: review all CAS activities/projects and how learning outcomes were met; coordinator verifies completion of the programme</li></ul>

## Appendix: Useful forms

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### Personal Profile Questionnaire

This document will help in matching your interests, experience, skills, talents and ways you want to grow and develop with CAS experiences and project ideas. This is simply a way to get started with your CAS programme.

Name

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Class

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1. What are your talents?
2. What do you enjoy doing?
3. What skill or talent would you like to improve?
4. What are you already doing that could be part of your CAS programme?
5. What would you like to be involved in?
6. About what issues do you have concern or feel most passionate?
7. Are there any local clubs or community associations in which you could be involved?
8. What would you like to learn more about?
9. What have you always wanted to try but haven't yet?

What other questions may help? Write down two and answer them.

## My checklist for CAS

My CAS programme	Y/N?	Notes Date
Evidence of planning of a CAS programme		
Regular commitment over at least 18 months to CAS		
Understanding and ability to use the CAS stages when planning CAS experiences		
Balance between creativity, activity and service		
At least one planned project undertaken over at least one month		
Evidence of achieving all seven learning outcomes		
<ul style="list-style-type: none"> <li>Evidence of identification of strengths and areas for personal growth (LO1)</li> </ul>		
<ul style="list-style-type: none"> <li>Evidence of undertaking new challenges and developing new skills in the process (LO2)</li> </ul>		
<ul style="list-style-type: none"> <li>Evidence of initiating and planning a CAS experience (LO3)</li> </ul>		
<ul style="list-style-type: none"> <li>Evidence of commitment and perseverance in CAS experiences (LO4)</li> </ul>		
<ul style="list-style-type: none"> <li>Evidence of demonstrating the skills and recognizing the benefits of working collaboratively (LO5)</li> </ul>		
<ul style="list-style-type: none"> <li>Evidence of engagement with issues of global significance (LO6)</li> </ul>		
<ul style="list-style-type: none"> <li>Evidence of recognizing and considering the ethics of choices and actions (LO7)</li> </ul>		
Reflections completed on significant CAS experiences		
Supervisor reports supplied where necessary		
CAS interview 1 completed		
CAS Interview 2 completed		
CAS Interview 3 completed		
<b>CAS portfolio completed</b>		

NOTES:



# CAS Initial Personal Self-Review

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class of \_\_\_\_\_

This Initial Personal Self-Review is designed to give you and your CAS Advisor a better idea on where to focus your future CAS Activities.

What are some of your strengths?

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

Describe the kind of person you think you will be post IB.

## CLUBS/SPORTS/EXTRACURRICULAR ACTIVITIES/COMMUNITY SERVICE

List any clubs, sports, extracurricular activities, or community service that you have been or are currently involved in:

Activity	Length of time	Positions/Offices Held

If you are not or have not been involved in any club, sport, extracurricular activity or community service please provide the reason why:

## CAS PLANNING SHEET

<b>Activities:</b> List possible activities you may do. Include: <ul style="list-style-type: none"> <li>• Service activities</li> <li>• Sports activities</li> <li>• Band/Music/Art</li> <li>• Other</li> </ul>	<b>C, A, or S?</b> Identify each activity as Creative, Action, or Service (or a combination of the three)	<b>Learning Outcomes:</b> Identify the Learning Outcomes (1-8) you would accomplish with each activity. If an activity does not result in at least one learning outcome, then it is NOT A CAS ACTIVITY.	<b>CAS Project:</b> At least one of your activities should last for a minimum of 3 weeks, involve learning outcome #4, and have 2 or more areas of CAS to be considered a project. Which of the activities listed could be considered a CAS project?

***Bring this completed form with you to your initial meeting with the CAS Coordinator.***

## CAS LOG

Activity / Category: creativity, action or service)	Date	Time spent	Supervisor's signature

Supervisor/Telephone number:

Group/organization that you will be working with / Address / Telephone number:

# CAS LOG

Activity: \_\_\_\_\_

Category: (creativity, action or/and service):  
\_\_\_\_\_

Date	Time spent

Supervisor/Telephone number: \_\_\_\_\_

Group/organization that you will be working with / Address / Telephone number: \_\_\_\_\_

Date: \_\_\_\_\_ Supervisor's signature: \_\_\_\_\_

CAS Progress Form  
Friedrich-Ebert-Gymnasium, Bonn

Name of Student:

\_\_\_\_\_

Event	Date	Signature	Comments
Student has declared an acceptable plan for CAS activities.			
Student has completed first activities and reflected upon it.			

# CAS: activity/project self-evaluation form

Candidate name: \_\_\_\_\_

Name of activity/project: \_\_\_\_\_

No of hours (approx): \_\_\_\_\_

Session: \_\_\_\_\_

School number: \_\_\_\_\_

School name: Friedrich-Ebert- Gymnasium, Bonn

*The following questions should be addressed at the end of each activity/project. These are guiding questions. You can either answer on this form or write a reflective, continuous text incorporating responses to these questions.*

## Candidate self-evaluation

1. What did you plan to do?

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2. Explain what you hope to accomplish through this activity/project. Identify your goals.

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3. Summarize what you did in this activity/project and how you interacted with others.

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4. How successful were you in achieving your goals? What difficulties did you encounter and how did you overcome them?

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5. What did you learn about yourself and others through this activity/project? What abilities, attitudes and values have you developed?

*Examples: Service: ability to communicate with others, awareness of others' needs, ability to listen to other people, appreciation of humanitarian and environmental issues etc. Action: self-discipline, strength, flexibility, stamina (the ability to exercise over time), technique, your self-discipline by fitting into a regular training schedule, your willingness to accept advice, your competitiveness, a sense of fair play etc. Creativity: new skills/techniques, ability to design and carry out (service) projects, appreciation of your own and others' talents, ability to meet challenges, initiative and perseverance, planning and organisation, leadership skills etc.*

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6. Did anyone help you to think about your learning during this activity/project? If so, who helped and how did they help?

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## CAS: student final summary

Candidate name: \_\_\_\_\_

Submit to: CAS coordinator

School deadline:

Session:

School number: 0973

School name: Friedrich-Ebert-Gymnasium, Bonn

*Indicate below the CAS activities/projects in which you have been involved and the hours dedicated to each one with a total number of hours for the whole CAS course.*

Number of CAS activities/projects which you have undertaken  Total hours dedicated

Activities/projects	Approximate no of hours
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	

# CAS: student final summary

Candidate name: \_\_\_\_\_

Write a clear and complete critical reflection on your entire CAS experience, following the same performance criteria as indicated on the activity/project self-evaluation form.

(Lined writing area)

Candidate's signature: ..... Date: .....

CAS coordinator's name: .....

I guarantee the information given is correct.

CAS coordinator's signature: ..... Date: .....