

CAS handbook



for students of Leon
Kruczkowski Secondary
School in Tychy, Poland



Creativity

arts, and other experiences that involve creative thinking



Activity

physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP



Service

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

Dear Students 😊

By this time you already know a bit about CAS and in this handbook we will provide you with all you need to know to feel confident about your CAS “journey”. In the first part of this document we will give you some basic info that you can find on the IB website and in the CAS guide, and then there will be a section on CAS in our school, with more practical information. If some of your questions remain unanswered, remember that there is a CAS coordinator who will help you.

Let's start!

According to the CAS guide, there are three KINDS of CAS experiences that fall into three STRANDS:

KINDS:

- SINGLE EXPERIENCE
- SERIES OF EXPERIENCES
- PROJECT

STRANDS:

- CREATIVITY
- ACTIVITY
- SERVICE



Remember!
No CAS, no pass!

Remember!

CAS experiences may incorporate one or more of the CAS strands. For example:

- Going for a mountain hike could be a singular experience within the “Activity” strand.
- A student plans a number of visits to a nursing home resulting in a series of CAS experiences within the “Service” strand.
- A group of students plan and stage a basketball tournament for the local community, resulting in a series of CAS experiences involving the strands of “Activity” and “Service”.

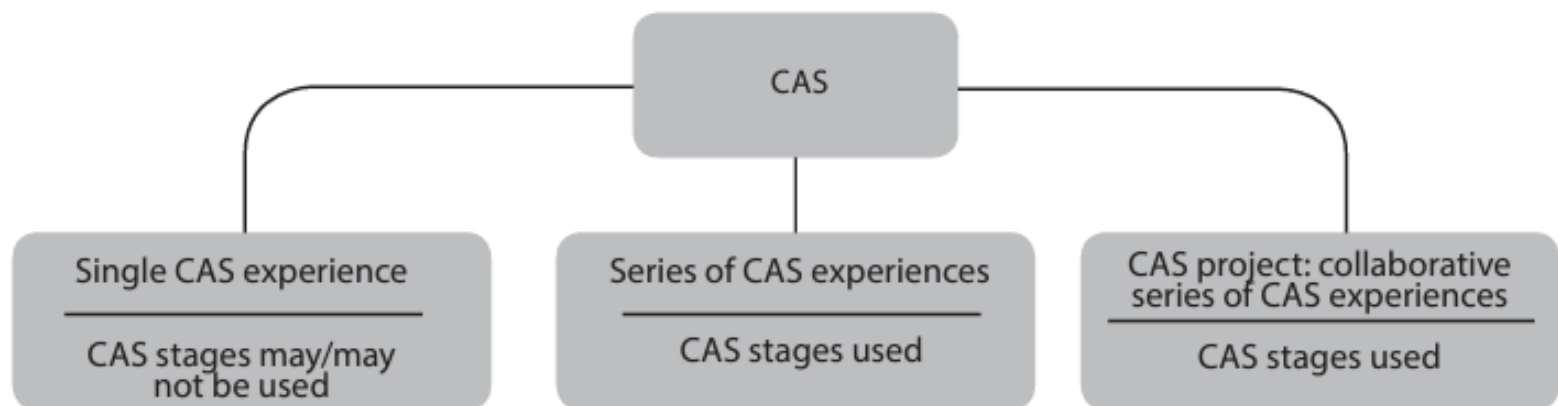


Figure 3
CAS experiences and stages



What is a CAS experience?

There are four guidelines that should be applied to any proposed CAS experience. A CAS experience must:


- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student's Diploma course requirements

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

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

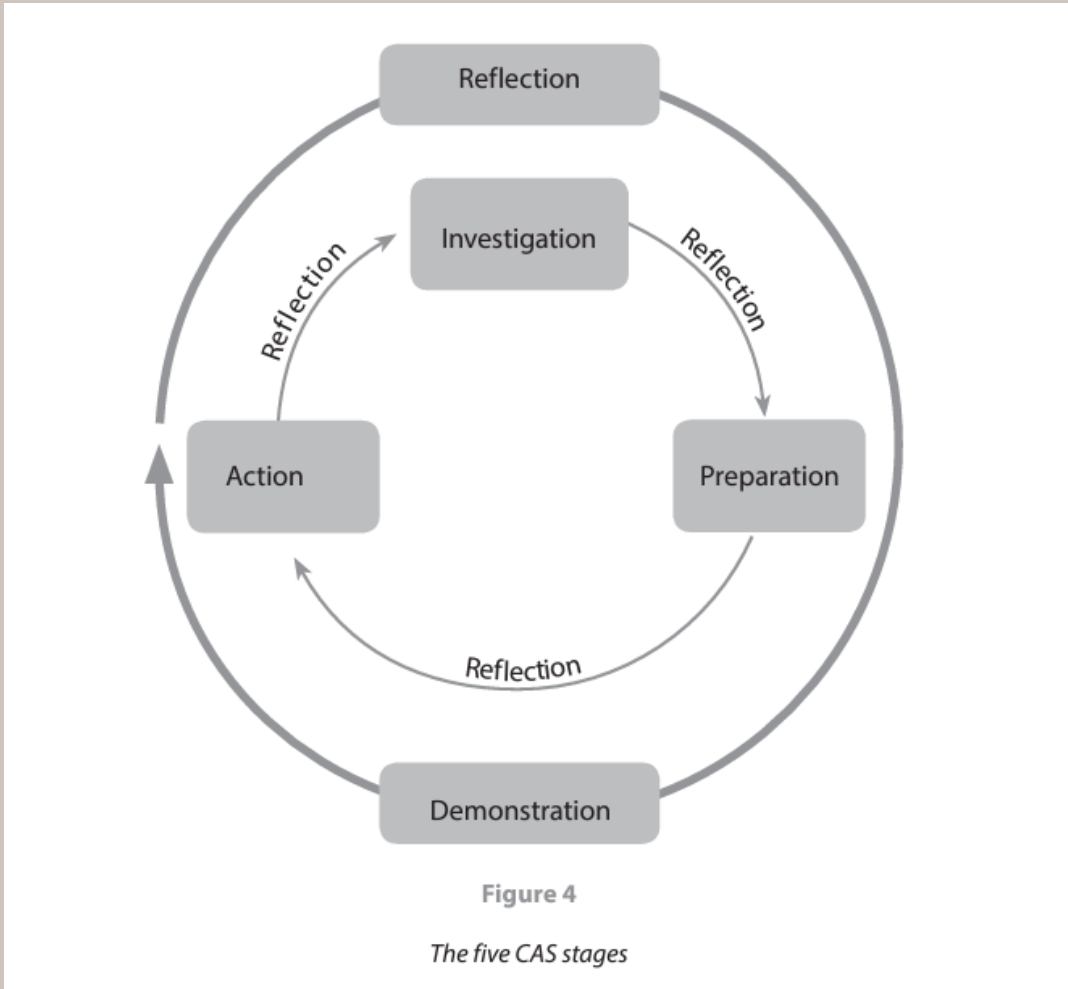


CAS stages:

- 1. Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
 - 2. Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
 - 3. Action:** Students implement their idea or plan. This often requires decision-making and problem solving. Students may work individually, with partners, or in groups.
 - 4. Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
 - 5. Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.
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CAS stages diagram:



There are two parts as noted in the diagram. 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.



CAS learning outcomes:

One of the key points for your CAS experiences are the so called Learning Outcomes. There are seven of them:

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).
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 skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area).
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).
4.	Show commitment to and perseverance in CAS experiences (Students demonstrate regular involvement and active engagement in CAS).
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).
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 issue either locally, nationally or internationally).
7.	Recognize and consider the ethics of choices and actions (Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences).

Remember! Some learning outcomes may be achieved many times, while others may be achieved less frequently. Not all CAS experiences lead to a CAS learning outcome. Students provide the school with evidence in their CAS portfolio of having achieved each learning outcome at least once through their CAS programme.



CAS project:

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. CAS students must be involved in at least one CAS project during their CAS programme.

The primary purpose of the CAS project is to ensure participation in sustained collaboration. Through this level of engagement students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making. A CAS project involves collaboration between a group of students or with members of the wider community. Students work as part of a team, with all members being contributors. A CAS project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities for individual students to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects. All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met. A CAS project can address any single strand of CAS, or combine two or all three strands.





CAS project - examples:

The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

- **Creativity:** A student group plans, designs and creates a mural.
- **Activity:** Students organize and participate in a sports team including training sessions and matches against other teams.
- **Service:** Students set up and conduct tutoring for people in need.
- **Creativity and activity:** Students choreograph a routine for their marching band.
- **Service and activity:** Students plan and participate in the planting and maintenance of a garden with members of the local community.
- **Service and creativity:** Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.
- **Creativity, activity, and service:** Students rehearse and perform a dance production for a community retirement home.

A minimum of one month is recommended for a CAS project, from planning to completion. CAS projects of longer duration can provide even greater scope and opportunities for all participants and should be encouraged. Students should aim to undertake their CAS project locally and, if possible, engage in more than one CAS project over the duration of their CAS programme.

Another two important terms for your CAS experience:

CAS portfolio:

Your portfolio should include three sections: your profile (here you include your interests, skills and talents, plans and goals for your CAS programme), a section on experiences (it chronicles your journey in CAS, incorporating a variety of reflections, learning moments, personal achievements etc) and finally evidence section (here you collect the evidence of your involvement and achievements in CAS).

CAS interviews:

There are three formal and documented CAS interviews:

The initial interview - this interview is conducted at the beginning of the Diploma Programme. The CAS coordinator/adviser ensures the student understands the requirements for CAS, explains the CAS learning outcomes and how the student might achieve these outcomes, discusses the student's interests and ideas for CAS experiences, determines what form the student's CAS portfolio should take, and reviews the CAS stages. If students are already aware of CAS, the CAS interview can be an opportunity to confirm their understandings and assist with any plans and ideas.





The second interview - this interview is normally held towards the end of the first year of the Diploma Programme. The main purpose of the interview is to assess the progress of the student in CAS. Of real interest in this interview is that the students have committed to a range of CAS experiences and they are achieving the CAS learning outcomes. Students at this stage may have completed or are planning to carry out a CAS project. The student's CAS portfolio is used as a reference in this interview and reviewed for gathered evidence including achievement of any of the seven learning outcomes.

The third interview - this is the summative interview for CAS. It may well be just before the Diploma Programme finishes. In this interview the student outlines how they have achieved the learning outcomes for CAS. In addition, they discuss and evaluate their overall CAS programme and reflect on personal growth. The student's CAS portfolio is used as reference in this interview. This third interview may provide the opportunity for discussion on development of the CAS programme for future CAS students based on this student's personal experience.



And finally... CAS at Leon Kruczkowski Secondary School :-)

In our school CAS meetings with your coordinator will be timetabled, which means they will be available for you every week at a particular time. The weekly meetings are not obligatory, however, you **MUST** attend at least one meeting a month in order to keep them informed about your experiences.

As it was stated before, there are three kinds of CAS experience: single experience, series of experiences and a project. In our school we want you to complete:

- 10 single ones - 3 out of each strand, we think it would be advisable to try to complete one once a month
- 3 series - preferably from three different strands
- 1 project - completed in DP1, preferably by May

Remember that each and every experience must be discussed with your coordinator before you start. That's why we want you to attend CAS meetings at least once a month.

CAS portfolio in our school.

First and foremost, we want your portfolio to be digital. It can be in a form of a word/pdf document or a presentation uploaded on our school disc (MS Teams), but can also be a blog or a website.



How to begin? Start it with your profile – write a few words about yourself. What are your passions, interests, skills and talents, plans and goals for your CAS programme? How can you develop IB Learner Profile through your CAS experience? How can you grow thanks to it?

Then you will be presenting your experiences alongside with the evidence. Each experience must be described, including the following elements (please, use the following headlines, when preparing your coverage):

- 1. Name of the experience (use you own)**
- 2. Kind of experience (single/series/project)**
- 3. Strand(s)**
- 4. Date**
- 5. Place**
- 6. Supervisor's name and role (if applicable)**
- 7. Brief overview**
- 8. Description of learning outcomes**
- 9. Reflections (in case of projects and series of experieeces also a description of CAS stages)**
- 10. Evidence (pictures, certificates, films, links etc)**





CAS calendar in our school:

Overall CAS lasts 18 months, starting at the beginning of DP1. Our deadlines:

September DP 1 – organisational meeting, tips on preparing portfolio's profile

October DP1 – 1st CAS interview

June DP1 – 2nd CAS interview

February DP2 – 3rd CAS interview

