

**Millbrook High School**  
**An International Baccalaureate World School**



**Creativity, Activity, Service**  
**Student Guide**  
**IB Diploma Class of 2018**

*...if you believe in something, you must not just think or talk or write, but must act.*  
*Alec Peterson (2003)*



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# Aims of the CAS Programme

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect.... who become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

*IBO Mission Statement*

One of the primary goals of the Diploma Programme and the IB in general is to create an educational environment where student learning translates into student involvement. That philosophy is realized in CAS, one of the three components that make up the core of the Diploma Programme. CAS, or Creativity, Activity, Service, is intended to give students the opportunity to pursue experiential learning. By encouraging activity outside of the classroom, CAS gives students the platform to further develop the characteristics identified in the IB Learner Profile in a way that is authentic and tangible. The CAS programme is indicative of the demand IB places on balanced, caring, and reflective individuals that see education as extending from and beyond the classroom and into the everyday lives of the students.

The aims of the CAS programme are true to the mission statement of the IB Programme. As such, the programme aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment

By giving students the platform and encouragement to connect with themselves and their communities outside of the classroom, the CAS programme connects students to the true value of their education.

# Connecting to Internationalism

As stated in the Learner Profile booklet,

*“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.”*

The CAS programme gives students fantastic opportunity to pursue growth in international perspective in so many different ways, whether they do so in another country or on their own back porch. Through art, activity, and service, students can engage cultures in ways that do not require travel. For a student who is an accomplished musician, learning another classical piece in the western tradition might be a challenge technically, but it will not necessarily impact the student’s understanding and view of other cultures, nor will it necessarily represent a reflective opportunity. Giving that student the opportunity to research, learn, and perform a musical piece from a different culture might require an entirely different approach to “understanding” music. In such a way this student can attempt to see the world through the eyes and ears of another musical tradition, thus increasing her understanding of another culture.

The same holds true for action and service. Whether it is joining a local cricket club in a community that overwhelmingly honors American football, or joining a rock-climbing club that opens one’s eyes to the world of mountaineering, students can travel to and connect with other countries and cultures even if they do not have the immediate opportunity to leave their own communities. Even so, students can use these newly acquired interests as gateways into a world that exposes them to the needs of other countries and peoples. Such exposure can motivate students to raise funds to support these communities in diverse ways to address diverse needs. In this way CAS encourages students to “travel the world” and meet other people, recognize a common humanity, and create a better and more peaceful planet.

Most importantly is the simple notion that CAS promotes *international mindedness* through a process of building understanding of and empathy for others through shared experience and understanding of the social, economic, emotional and cultural context of others. Through the process of planning, investigating, conducting and reflecting on CAS activity, students have the opportunity to learn from others and better connect to the larger world in which they will coexist and thrive. By building such experiences, students grown beyond the classroom and establish themselves as engaged citizens of the world.

# The CAS Strands

## *Creativity*

Creativity includes any experience that involves creative thinking, tapping into the student's imagination. The activity could fall under the traditional category of the arts, including dance, theatre, or music, or it could manifest itself in ways that are more accessible to less traditionally artistic students. In whatever manner the creative activity is pursued, it should be something that is meaningful to the student and reflects original thinking

### **Approaches to creativity**

There are many approaches to creativity, such as:

- **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.
- **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*

Activity encompasses physical activity as it serves to promote physical wellbeing and a healthy lifestyle. The action can be a sport that the student currently participates in or wants to learn. In such situations students will want to challenge themselves while engaging in the sport they already play. For example, 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 programme is appropriate. Action activities certainly do not have to be sports related. They could include an organized trek, rafting expedition, or rock climbing activity. They could be service projects that require the physical exertion of building a house (Habitat for Humanity) or walking a 10K (Walk for Hope). Such activities can also serve as “service” elements of the CAS programme.

### **Approaches to activity**

There are many approaches to activity, such as:

- **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 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

Service in the context of CAS is considered to be **the 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.

### Four types of service action

It is recommended that students engage with different types of service within their CAS programme. These types of action are as follows.

- Direct service: Student interaction involves people, the environment or animals. For example, this can appear as one-on-one tutoring, developing a garden in partnership with refugees, or working in an animal shelter.
- Indirect service: Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment. For example, this can appear as re-designing a non-profit organization’s website, writing original picture books to teach a language, or nurturing tree seedlings for planting.
- Advocacy: Students speak on behalf of a cause or concern to promote action on an issue of public interest. For example, this may appear as initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.
- Research: Students collect information through varied sources, analyse data, and report on a topic of importance to influence policy or practice. For example, they may conduct environmental surveys to influence their school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

### Approaches to service

There are many approaches to service, such as:

- 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. 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 centre.
- **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.
- **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.



# Learning Outcomes of CAS Activity

CAS activity is guided not by the actions themselves, but by the outcomes they achieve, also known as the Learning Outcomes. As a result of their CAS experience as a whole, including their reflections on the activities, there should be evidence that students have:

## **Learning outcome 1: Identify own strengths and develop areas for growth**

The student:

- is aware of own strengths and weaknesses
- is open to improvement and growth opportunities
- is able to propose activities according to own interests and talents
- is willing to participate in different activities
- is able to undertake a thoughtful self-evaluation
- is able to see themselves as individuals with various abilities and skills, some more developed than others.

## **Learning outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process**

The student:

- participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences
- is willing to become involved in unfamiliar environments and situations
- acquires new skills and abilities
- increases expertise in an established area
- shows newly acquired or developed skills or increased expertise in an established area.

## **Learning outcome 3: Demonstrate how to initiate and plan a CAS experience**

The student:

- is able to articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences
- demonstrates knowledge and awareness by building on a previous CAS experience
- shows initiative by launching a new idea or process
- suggests creative ideas, proposals or solutions
- integrates reflective thoughts in planning or taking initiative
- is aware of roles and responsibilities when designing an individual or collective CAS experience
- shows responsible attitude to CAS project planning is able to develop a coherent action plan taking into account the aim or purpose, activities and resources

## **Learning outcome 4: Show commitment to and perseverance in CAS experiences**

- The student:
- demonstrates regular involvement and active engagement with CAS experiences and CAS project

- is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
- demonstrates adaptability to uncertainties and changes
- gets involved in long-term CAS experiences and CAS project.

**Learning outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively**

The student:

- shares skills and knowledge
- listens respectfully to proposals from peers
- is willing to take on different roles within a team
- shows respect for different points of view and ideas
- makes valuable contributions
- is responsible for participating in the group
- readily assists others
- is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences.

**Learning outcome 6: Demonstrate engagement with issues of global significance**

The student:

- recognizes the global implications of local issues
- is able to identify global issues in the local or national community
- shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
- gets involved in CAS projects addressing global issues in a local, national or international context
- develops awareness and responsibility towards a shared humanity

**Learning outcome 7: Recognize and consider the ethics of choices and actions**

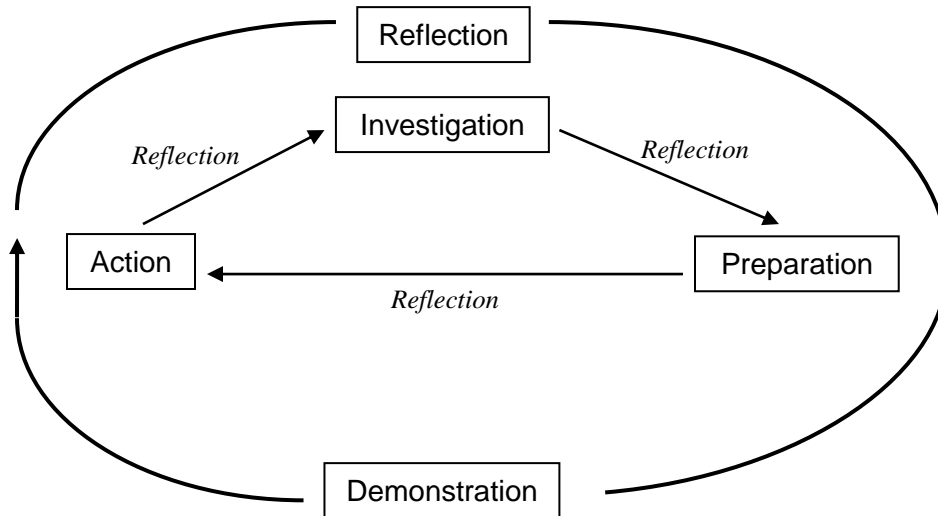
The student:

- recognizes ethical issues
- is able to explain the social influences on one's ethical identity
- takes into account cultural context when making a plan or ethical decision
- identifies what is needed to know in order to make an ethical decision
- articulates ethical principles and approaches to ethical decisions
- shows accountability for choices and actions
- is aware of the consequences of choices and actions regarding self, others involved and the community
- integrates the process of reflection when facing an ethical decision
- shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.

# CAS Stages

The CAS stages offer a helpful and supportive framework 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 project.

These CAS stages represent a process and sequence that can assist students in many aspects of their life. They follow a process whereby they investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what they have done along the way, and demonstrate their understandings and the process.



The five CAS stages are as follows.

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.

# The CAS Programme at Millbrook

At Millbrook High School our objective is employ the CAS programme in such a way that students can look back on a programme that effectively connected them to their communities, both locally and globally. With that in mind, **CAS students are expected to:**

- Meet with their CAS advisor a minimum of three times during the conduct of the CAS programme. The purpose of these meetings is receive support and feedback on the planning, conduct and reflection on the CAS experiences the student is engaged in.
- Address and achieve EVERY CAS learning outcome through various CAS experiences.
- Engage in 150 hours of CAS experiences, split relatively evenly among the three CAS strands
- Have an adult supervisor aware of any CAS experience and sign off on its completion
- Examine the connections between their CAS experiences and connections between classroom and the students' world outside of school. Thus there should be, as much as possible, links between students' CAS experiences and their DP coursework.
- Undertake at least one CAS project with a minimum duration of one month. The CAS project will be collaborative and utilize the *CAS stages* for planning, conduct and reflection. See the section in this guide on the CAS project for more information.
- Maintain a reflective journal of all CAS activity that demonstrates what they have learned through the CAS experience. The journal can take on a number of forms of "reflection" that reflect the personality/creativity of the student including blogs, videos, creative writing, artwork, etc. All CAS reflections must include written engagement.

## Specific regulations regarding CAS activity at Millbrook:

- Each student is responsible for engaging in a minimum of 150 hours of CAS experiences. While it is not required that the hours be divided equally between all three components of CAS, no single component can occupy more than 50% of a student's CAS hours.
- One CAS activity can account for up to 50 hours of the CAS requirement. No other single activity can account for more than 20 hours of the CAS requirement.
- All CAS activity must be recorded on the student's CAS activity log and be included in the CAS portfolio for final submission of the portfolio
- Final submission of the CAS portfolio must include a reflection addressing each of the seven learning outcomes. One reflection can cover more than one learning outcome, but there must be separate reflections for each of the three CAS strands (creativity, activity, service)
- All CAS experiences must be registered on a **CAS Completion Form**. If that particular CAS experience is also part of a student's optional or required reflection, the reflection will be a separate submission.
- Submission of CAS Reflections will follow the submission of a CAS Completion Form.

# Engaging In CAS Experiences

## Choosing the Experience

To get started, consider the following questions. If you answer positively to any or all of them, the experience you have chosen is likely a strong CAS experience.

Does this experience...

- challenge me in some way?
- encourage the development of new creative, physical, and social skills?
- have real and positive consequences for others and for me?
- offer an opportunity for reflection on what I have learned and achieved?

You must also consider the following questions to determine if the experience you are considering does not appropriately serve the objectives of the CAS programme:

Is the experience...

- something for which I am getting paid or fulfilling credit towards my MHS coursework?
- simply work without opportunities for reflection and personal growth?
- a passive activity as opposed to active engagement?
- a form of religious devotion or service to a religious/non-secular cause?
- one that might cause divisions amongst different groups within the community?

# Reflecting on CAS Experiences

Being reflective is one attribute of the IB learner profile: *“We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.”* Reflection is central to building a deep and rich experience in CAS. Developing a culture of reflection helps students grow in their ability to explore skills, strengths, limitations and areas for further development. Through reflection students examine ideas and consider how they might use prior learning in new contexts. Reflection leads to improved problem-solving, higher cognitive processes and greater depth of understanding.

## Starting the reflection

The fundamentals of reflecting on CAS experiences are simple. Of any experience, it is appropriate to start the process by asking the following questions.

- What did I plan to do?
- What did I do?
- What were the outcomes, for me, the team I was working with, and others?

## Developing the reflection

To help you engage in reflection, you will want to consider not only what you did, but why you did it, and how it impacted you and others. Consider, for example, the following questions:

- Why did you choose the experience you engaged in?
- What did you learn about the people with whom you worked?
- How have your experiences broadened your understanding of other ethnic or cultural viewpoints? A culture may include institutions, clubs, communities, etc.
- To what extent did contact with people having differing viewpoints and experiences broaden your own views?
- What did you learn about yourself through your participation in this CAS experience?

## When to engage in reflection

Purposeful reflection is about quality rather than quantity. The appropriate occasion, amount and method is the student’s decision. Students are not expected to reflect on every CAS experience; they should identify moments worthy of reflection. Those moments of reflection can happen before, during and/or after the completion of the CAS experience. Students should choose significant moments as the basis for reflection, for example when:

- a moment of discovery is happening
- a skill is mastered
- a challenge is confronted
- emotions are provoked
- achievement deserves celebration.

A quality portfolio will include samples of reflection happening at a variety of stages of completion of the CAS experiences.

## **Manner of Reflection**

Reflection can appear in various forms. CAS students should be able to identify forms of expression that have personal meaning and best enable them to explore their experiences. 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 endeavour.
- A student could produce a short video summarizing a CAS experience.
- A group of students create a poster highlighting aspects of a shared experience.

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. It is possible students may wish to keep private certain reflections. As such, it is recommended that students decide which reflections will be placed in their CAS portfolio. Students should include reflections in their CAS portfolio that give evidence to achieving each of the seven CAS learning outcomes.

## **Reflection and the CAS learning outcomes**

Reflection is the primary evidence used by CAS coordinators to determine whether students have successfully attained the seven CAS learning outcomes. However, it is important to note that not all reflections should or must discuss learning outcomes. With that in mind, in order to successfully complete the CAS programme, the student must offer at least one reflection on a CAS activity that clearly addresses each of the seven CAS learning outcomes. Each reflection included in the final submission must conform to the criteria of the CAS reflection rubric.

## CAS Reflection Rubric

Name of Student: \_\_\_\_\_ Activity Name: \_\_\_\_\_  
 Number of Hours Approved: \_\_\_\_\_ CAS Strand: \_\_\_\_\_ Learning Outcomes: \_\_\_\_\_

Criteria	Approved	Not approved	To be filled in by reviewer
<p><b>Reflection contains a concise summary of activity performed</b>—what they actually did is clearly explained in a way that makes sense &amp; gives context to the reflection.  <b>Must give evidence of planning—no “accidental” CAS.</b></p>	<p>Excellent</p> <p>Good</p> <p>Satisfactory</p>	<p>Elementary</p> <p>Not Included</p>	<p>Comments:</p>
<p><b>Reflection justifies how the activity is creativity</b> (making a product, a performance, or gaining a skill), <b>activity</b> (sporting, sweating with purpose, etc.), or <b>service</b> (giving of time &amp;/or talent to help someone; NOT donating or collecting money).</p>	<p>Excellent</p> <p>Good</p> <p>Satisfactory</p>	<p>Elementary</p> <p>Not Included</p>	<p><i>Circle ONE of the below categories if approved:</i></p> <p style="text-align: center;"><b>Creativity</b></p> <p style="text-align: center;"><b>Activity</b></p> <p style="text-align: center;"><b>Service</b></p>
<p><b>For each learning outcome stated, the reflection has clear evidence that you met that objective</b>—i.e. it is not enough to say that you collaborated; you must explain how you collaborated (in person, online, via phone or text, etc), who it was with, the collaborative decisions made, how each contributed, etc.</p>	<p>Excellent</p> <p>Good</p> <p>Satisfactory</p>	<p>Elementary</p> <p>Not Included</p>	<p><i>Check ONLY those boxes that are approved:</i></p> <p><input type="checkbox"/> Identify strengths/areas for growth</p> <p><input type="checkbox"/> Challenges/New skills</p> <p><input type="checkbox"/> Initiating CAS experiences</p> <p><input type="checkbox"/> Commitment and perseverance</p> <p><input type="checkbox"/> Collaboration</p> <p><input type="checkbox"/> Engagement with Global Issues</p> <p><input type="checkbox"/> Ethical choices and actions</p>
<p><b>Reflection includes a holistic thinking on what was learned during the experience.</b>  <i>Examples of holistic reflecting could include but are not limited to the following thoughts):</i></p> <ul style="list-style-type: none"> <li>▪ What personal knowledge did you develop and how?</li> <li>▪ How did this experience alter your perspective?</li> <li>▪ What were your original goals and did you achieve it or not?</li> <li>▪ Discuss successes and failures</li> <li>▪ What connections can be made to the subjects that you are studying?</li> </ul>	<p>Excellent</p> <p>Good</p> <p>Satisfactory</p>	<p>Elementary</p> <p>Not Included</p>	
<p><b>Logistical Details:</b></p> <p><input type="checkbox"/> Is there an adult signature or other convincing evidence of this CAS experience?</p> <p><input type="checkbox"/> Was the original reflection submitted within 1 month (4 weeks) of completing the activity?</p> <p><input type="checkbox"/> Is the reflection offered in an appropriate manner/style? Typed or in pen?</p>			<p><b>Comments:</b></p>
<p><b>Is this reflection approved?</b></p>	<p><b>Yes</b></p>	<p><b>No</b></p>	<p><b>Signature</b> _____</p>



# CAS project

The CAS project is a long term (one month or longer) series of CAS activities that is planned and conducted by the student(s), has a clear object and demonstrable outcome. The project should be one that challenges a student in an area of interest and allows the student to look back in awe at their accomplishment.

The requirements for the CAS project are as follows:

- Will be planned ahead and pre-approved by the CAS advisor/TOK teacher
- Will use the CAS stages as a planning structure and framework for implementation
- Will be structured as an ongoing project that includes a series of experiences spanning one month or longer
- Will be collaborative with other students or members of the wider community
- Will address one or more CAS strands (creativity, activity and/or service)
- Will address one or more of the CAS learning outcomes
- Will be tied to a specific MYP Global Context that will be discussed in the reflective activity
  - identities and relationships
  - dimensions of time and space
  - personal and cultural expression
  - scientific and technical innovation
  - globalization and sustainability
  - fairness and development
- Will include an ongoing reflection that demonstrates reflection before, during and after the completion of the project.

# 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.

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS and achievement of the seven CAS learning outcomes. The CAS portfolio is used by students to plan their CAS programme, reflect on their CAS experiences and gather evidence of involvement in CAS; it is not formally assessed. It could also be a valuable addition to a student's resume for a prospective employer or educational institution. During the three scheduled CAS interviews the CAS portfolio will be discussed with the CAS advisor.

## Type of CAS Portfolio

There is no singular preferred method for the CAS portfolio. The portfolio will ultimately be a reflection of the student that creates it. We have every hope and expectation that the CAS portfolio will be a source of pride for the student. The CAS portfolio can take the form of a scrapbook, a blog, or even a website. The primary requirement is that the CAS portfolio be accessible to the CAS advisor and the IB coordinator. If the student wishes to create a CAS portfolio that is accessible to the public, i.e. a blog or website, that is at the discretion of the student but must conform to the standards and expectations of Millbrook High School and Wake County.

While the Millbrook Diploma Programme does not require any particular format for the CAS portfolio, a three-part portfolio may appeal to students and could include the following sections:

**Profile:** In this section, students include their interests, skills and talents, plans and goals for their CAS programme. At the start of CAS, students map their interests against the three strands of CAS to identify possible CAS experiences. A consideration of how a student's personal value system aligns with the values expressed by the IB, with a particular focus on the IB learner profile, could also be included when developing a student profile. In addition, developing an awareness of themselves in relation to the CAS learning outcomes is a significant part of the profile. Through an understanding of the CAS aims and learning outcomes, students will be able to identify both short-term and long-term goals in their CAS programme.

**Experiences:** This section chronicles the student's journey in CAS, incorporating a variety of reflections, learning moments, personal achievements, and how they have utilized the CAS stages. This section would demonstrate that the student has actively engaged in his or her individual CAS programme. All throughout CAS, students can add their reflections regarding their ongoing personal development and self-awareness.

**Evidence:** In this section, students collect the evidence of their involvement and achievements in CAS. 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 CAS learning outcomes and may extend their thoughts to future ambitions within and outside the CAS programme.

# CAS Timeline

## Junior Year

- Sept. 2-8, 2016: Introduction to the CAS Programme
- Oct. 11-14, 2016: Detailed introduction to CAS Project,
- Oct. 24-Nov. 3, 2016: CAS Project interviews
- Oct. 25-26, 2016: CAS Check (1<sup>st</sup> quarter)
- Nov. 9, 2016: CAS Project Proposal (google form)
- Jan. 9-10, 2017: CAS Check (2<sup>nd</sup> quarter)  
First CAS Reflection due
- Mar. 20-21, 2017: CAS Check (3<sup>rd</sup> quarter)
- April 19, 2017: CAS Project Due
- April 24-25, 2017: CAS Project Gallery
- May 16-17, 2017: CAS Check (4<sup>th</sup> quarter)  
Second CAS Reflection due

## Senior Year

- Sept. 4-5, 2017: CAS Check-In/Inventory
- Oct. 23-24, 2017: CAS Check (1<sup>st</sup> quarter)
- Jan. 15-16, 2018: CAS Check (2<sup>nd</sup> quarter)  
Third reflection due
- Mar. 19-20, 2018: CAS Check (3<sup>rd</sup> quarter)
- April 18, 2018: CAS Paperwork Final Due Date  
CAS Summative Reflection  
CAS Completion Form

# Glossary of CAS Terms

## **CAS Adviser**

The CAS advisor is the teacher responsible for instructing the student and conversing with the student regarding CAS related activities. This will usually be the student's TOK teacher.

## **Collaboration**

Collaboration for the purpose of CAS activity is when two or more individuals work together for the achievement of a shared goal.

## **Community**

Students are naturally members of several different communities (the school, the local area where they live, their community of friends, ethnically or religiously defined groups, and so on). Some CAS experiences may involve CAS students within their own familiar community however they could also be involved with people from other less familiar communities that affords opportunities for personal and collective growth when possible.

## **CAS Experiences**

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. A CAS experience can be a single event or extended series of events.

## **Learning outcomes**

Learning outcomes are the specific objectives that describe what the varying CAS activities will try and achieve. These learning outcomes central to the growth of the student through CAS.

## **Reflection**

Central to CAS, reflection is a process of considered exploration of personal thoughts and feelings that informs students' learning and growth by allowing students to explore ideas, skills, limitations and areas for further development and consider how they may use prior learning in new contexts. Reflection can occur in varied formal and informal ways.

## **CAS Portfolio**

All CAS students are expected to assemble evidence of their involvement in CAS experiences, and their reflections upon them that show the learning outcomes have been achieved. A variety of forms are acceptable including but not limited to: blogs, written journals, artwork, music compositions, annotated photo diaries and audio or video diaries.

## **CAS Project**

All CAS students undertake a CAS project involving teamwork that integrates one or more of the strands of creativity, activity and service. Duration is a minimum of one month.

## **CAS Stages**

The CAS stages of investigation, preparation, action, reflection and demonstration 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.

## **CAS Strands**

The three categories of CAS experiences, i.e. Creativity, Activity, and Service