

WELCOME TO CAS

Dear Students,

This handbook is aimed at making it easier for you to understand fully what CAS is and what will be expected from you in the two-year programme.

We will be meeting regularly throughout the school year, but you are always welcome to come and talk to us at any time about the CAS programme.

Enjoy your CAS programme; it can be one of the most rewarding experiences of your school career.

Good luck!

Dora Lenart and Viljem Babič

Maribor, September 2024



IB MISSION STATEMENT

The International Baccalaureate Organization aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.



Figure 1
Diploma Programme model

THE NATURE OF CAS

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the PYP and MYP. CAS is organised around the three strands of creativity, activity and service defined as follows.

- **Creativity**—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**—physical exertion contributing to a healthy lifestyle (taking on a new sport or extending your ability, for example, football, yoga, dance, aerobics classes, biking and hiking counts as activities)
- **Service**—collaborative and reciprocal engagement with the community 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, by reading to the aged or advocating for a cause, you are performing a service)

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualised according to student interests, skills, values and background.

Realise several things about CAS

- It is central to the IB Diploma Programme model.
- It is not peripheral; it is not on the outside; it is in the middle. Students tend to consider CAS as this “other thing” that is part of the IB programme. Academic work is the foundation that informs CAS, EE, and TOK, but academic learning is only one part of the IB mission and programme. CAS is central to this mission.
- CAS is essential for obtaining an IB diploma. **Successful completion of CAS is a requirement for the award of the IB diploma.**
- CAS is not formally assessed but students need to document their activities, reflect on the process and provide evidence that they have achieved the seven learning outcomes (CAS portfolio, interviews, reflection, essay, ...).
- When I consider whether or not you completed your CAS programme, I ask one question: “Did the student meet all of the necessary criteria?” The ultimate evaluation of your CAS work is a simple “yes” or “no.”

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.

What is the CAS Cycle?

After choosing an activity, students ask for **an adult to be their supervisor**. Their supervisor needs to be aware that they will have to write a brief review on how the student did during this activity (this person could be a member of the II. gimnazija community, or someone outside of the school).

The student must **keep on going reflection** with regards to the CAS experience on the Google Classroom system. **Evidence** (such as photographs, videos, ...) should be collected where possible, and put into the CAS Portfolio.

When the activity is finished, and the supervisor has written their comment, and all of the evidence is in the portfolio, then the advisor will sign off on the CAS Experience.

CAS Reflections/Portfolio

As part of CAS all students will keep a portfolio on Google Classroom. This portfolio will have **three sections**, profile, experiences and evidence. As part of their experience section, they will include reflections regarding their CAS experiences.

All 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** (see below for these).

The CAS portfolio can also reveal how students have developed the attributes of the IB learner profile.

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.

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**.

The project provides opportunities to develop and advance skills particularly related to collaboration and sustained relationships, and enables students to develop and refine plans in response to any problems that arise, and to reflect on their progress and outcomes.

A CAS project can address any single strand of CAS, or combine two or all three strands. 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 organise 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

CAS Stages

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

CAS interviews

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.



CAS Learning Outcomes

All **seven** outcomes must be present to complete the CAS requirement.

Some may be demonstrated many times, in a variety of activities, but **completion requires only that there is some evidence for every outcome.**

Every activity does not need to address all 7 learning outcomes.

- **Identify your own strengths and develop areas for growth**
You are able to see yourself as an individual with various abilities and skills, of which some are more developed than others.
- **Demonstrate that challenges have been undertaken, developing new skills in the process**
A new challenge may be an unfamiliar activity, or an extension to 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.
- **Demonstrate how to initiate and plan a CAS experience**
You can articulate the stages from conceiving an idea to executing a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. You may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
- **Show commitment to and perseverance in CAS experiences**
You demonstrate regular involvement and active engagement in CAS.
- **Demonstrate the skills and recognise the benefits of working collaboratively**
You are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
- **Demonstrate engagement with issues of global significance**
You are able to identify and demonstrate your understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
- **Recognise and consider the ethics of choices and actions**
You show awareness of the consequences of choices and actions in planning and carrying out CAS experiences (for example, on the sports field, in musical composition, in relationships with others involved in service activities).

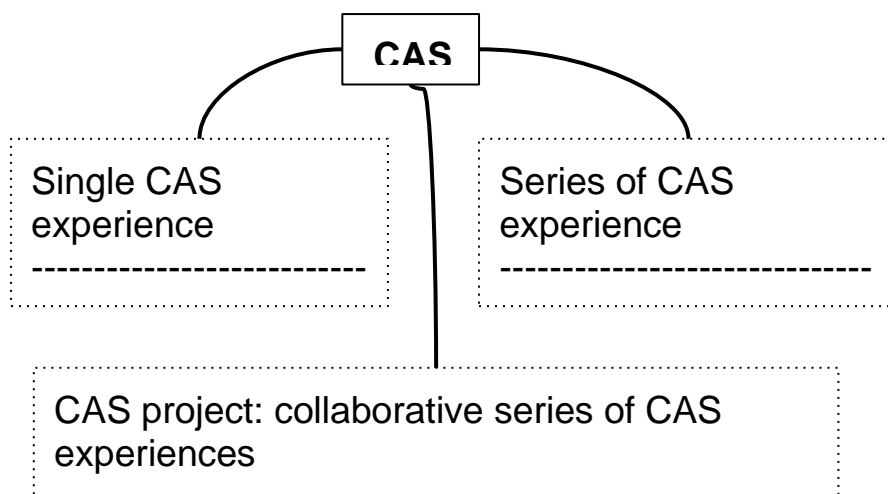
CAS Experiences

A **CAS experience** is a specific event in which the student engages with one or more of the three CAS strands.

Typically, a student's CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than unplanned/singular experiences. A series of planned CAS experiences are recommended for a more engaging CAS programme.

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”.



CAS stages

The five CAS stages are as follows.

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.

Preparation: Students clarify roles and responsibilities, develop a plan of action to be taken, identify specific resources and time lines, and acquire any skills as needed to engage in the CAS experience.

Action: Students implement their idea or plan. This often requires decision-making and problem- solving. Students may work individually, with partners, or in groups.

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.

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 a response from others.

Service and Service Learning¹

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.

Service learning is the development and application of knowledge and skills towards meeting an identified community need. Using the CAS stages is the recommended approach for students engaging in service experiences. All forms of service should involve investigation, preparation and action that meets an identified need. Reflection on significant experiences throughout informs problem-solving and choices; demonstration allows for sharing of what has taken place. The CAS stages specific to service learning offer students a helpful and supportive approach. As students progress through each of these stages, they can draw upon the skills and knowledge gained from their academic subjects to support their experiences.

The service learning **stages** are:

1. Investigation:

Students participate in social analysis of a selected issue, with identification and confirmation of a community need, often with a 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.

2. 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.

3. 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.

4. 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.

5. 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 a response from others.

¹ learning by doing / learning and using real-life skills through service

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 organisation's website, writing original picture books to teach a language, or nurturing tree seedlings for planting, making a documentary film, fundraising,

• **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
- School-based service (must be an **authentic** need)
- Community-based service (needs to be sustained to have meaning)
- Immediate need service (disaster relief, earthquake preparedness research)
- Fundraising
- International service (local before international!, build on locally-developed skills)
- Volunteering (participating in events organised by other students)
- Service arising from the curriculum (a biology lesson leads to a local reforestation project for example)

Reflection

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 NOT

Just a summary

Forced

Right or wrong

Good or bad

To be graded

Difficult

A copy of what someone else said

Predictable

To be judged by others
awareness

Done to please someone else

A waste of time

Only written

Only discussion

Only led by teachers

REFLECTION IS

Thoughts and feelings

Honest

Varied

Done in many different ways

Sometimes boring

Difficult

Creative

Descriptive

Capable of building self-

Necessary for learning

Surprising

Sometimes really fun

Helpful for planning

Done alone or with others

Elements of reflection

Reflection is a dynamic means for self-knowing, learning and decision-making. **Four** elements assist in the CAS reflective process. The first two elements form the foundation of reflection.

- **Describing what happened:** Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- **Expressing feelings:** Students articulate emotional responses to their experiences. The following two elements add greater depth and expand perspectives.
- **Generating ideas:** Rethinking or re-examining choices and actions increases awareness about self and situations.
- **Asking questions:** Questions about people, processes or issues prompt further thinking and ongoing inquiry.

Time for reflection

- Students choose **significant moments** as a 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.
- Students **reflect during** or at **the end** of a CAS experience or series of CAS experiences, to identify important moments, discuss a possible learning outcome, recognise personal growth and achievements, and plan for their next CAS experience.
- Students engage in **group reflection** with their peers to discover shared insights.
- Students reflect at the **beginning, during, and at the end** of a series of CAS experiences. This enables students to deliberate on such elements as planning, opportunities, expectations, challenges, progress, and personal growth.

Forms of reflection

Reflection can appear in **countless 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 dramatise a poem to capture a feeling of creative endeavour.
- A student could produce a short video summarising a CAS experience.
- A group of students could create a poster highlighting aspects of a shared experience.

GENERAL IDEAS

CREATIVITY

Design and create a mural at school (C/S), learn a new musical instrument, learn an especially challenging piece of music/dance routine (C/A, if dance), choreograph and participate in dance routine for sports events (C/A), perform music and dance in a new or especially challenging context (public audience, large audience, competition context), do a world map mural project with younger students and teach about geography (C/S), plan a musical program and perform for hospital patients (C/S), teach art/music/dance to another person/group of people (C/S), design a website for a school/non-profit/charity organization (C/S), design a series of after school tutoring sessions (C/S), teach anything- this always involves design and creativity if it's done correctly, design an awareness campaign for an environmental issue, this could include a creating posters, creative announcements, creative presentations (C/S), create a mini photography portfolio with a clearly defined theme, objective, and goal (i.e. NOT these are all the pics of my friends holding up peace signs!), take a ceramics class, write a poem or short story for the Yearbook, create a blog about something creative, help out with yearbook creation and design, start a debate team, start a photo blog or join new photographers groups on Flickr where you can share your photography and improve your photography, find an ugly wall in your neighbourhood and design a mural for it, ssk permission from whoever owns it and then enlist friends or neighborhood kids to help out with it (C/S).

ACTIVITY:

Plan an overnight hiking expedition – take an experienced outdoors person with you, climb a mountain, try bowling, try golfing, learn to SCUBA dive or get advanced certification, try mountain biking, organize a trip for a group from school, commit to riding your bike to school a certain number of times per week, learn to skateboard (BE CAREFUL!!!).

Join a gym over winter. Set yourself a workout plan and stick to it! Join weightlifting classes, join hip hop dance classes, train for an upcoming running race and set a goal for yourself, join a tennis club, find a community garden and help out in it (A/S).

Teach sports to kids who don't get the opportunity to learn (A/S), learn to ski or snowboard this winter, plan an overnight camping activity for a group of interested elementary/middle school students and lead it (with teacher supervisor) (A/S).

SERVICE:

Tutor at a local elementary school, work as a teacher's aide in a local elementary school, teach singing/piano/guitar as a lunchtime or after school club, teach people at non-profit or charity about open-source software and how they can use applications to make their organisation serve people better, volunteer to teach a workshop at a local Internet cafe on writing a resume (S/C), campaign the local government on an issue you feel strongly about, become certified in CPR/First Aid at local Red Cross, design and perform a creative skit about healthy eating habits for younger students (S/C).

Creativity	Activity
Photography	Aerobics
Tournament organization	Badminton
Event management	Basketball
Website development	Personal gym programme
Choir	Kickboxing
Speech and debate club	Triathlon
Drama production	Rugby
Journalism	Soccer
Making a short documentary	Tournament participation
Music/band	Surfing
Learning an instrument	Swimming
Art lessons	Trekking
Fashion show	Tai chi
Talent show	Tennis

Service
Create a community environmental group
Organize a basketball tournament for children at a community centre
Get involved in a beach clean-up
Assist in obtaining funds for a community garden
Teach computer skills to those in need
Design and host a community film and discussion event featuring current issues
Implement a recycling programme
Create a petition to present to local government
Work in an orphanage with regularity
Create awareness for a non-governmental organization (NGO)
Be a student council representative
Provide peer tutoring to junior students
Plan, participate and implement an activity for an international day of recognition
Take an active role in a community club

C, A and S at II. gimnazija Maribor

Slovene	English	Creativity	Activity	Service
Aktivno državljanstvo	Active citizenship	x	x	
Šolski časopis Borec	School newspaper Borec	x		
Debatni klub	Debate club	x		
Klub "Douce France"	"Douce France" club	x		
Ekoskupina	Ecology group	x	x	x
Mladinski parlament za alpsko konvencijo (YPAC)	Youth Parliament Alpine Convention - YPAC	x		
Moj London projekt	My London project	x	x	
Irska in W. Butler Yeats	Ireland and W. Butler Yeats	x	x	
Prostovoljsko delo "Druga drugim"	Volunteer work "Druga drugim"	x	x	x
Drug' orkester	Drug' orchestra	x		
Pop&rock zgodbe	Pop&rock stories	x		
Mladinski pevski zbor II. gimnazije Maribor	Youth mixed choir of II. gimnazija Maribor	x		
Druga galerija	Second art gallery	x		
Francosko gledališče	French theatre	x	x	
Gledališče Druga scena	Drama theatre group Druga scena	x	x	
Drugi Foto klub	Photo club at Druga	x		
English Student Theatre II. gimnazije Maribor	English Student Theatre II. gimnazije Maribor	x	x	
Literarna delavnica	Literature workshop	x		
Pazi, snemamo! filmska šola II. gimnazije Maribor	Film factory at II. gimnazija Maribor	x	x	
Tečaj kitajščine	Chinese course	x		
Izmenjave Uganda, Izrael, Kitajska, Rusija, Španija, ...	Student exchange with Uganda, China, Russia, Spain, ...	x	x	x

Biološka delavnica	Biology workshop	x		
Krožek astronomija	Astronomy club	x		
Matematični krožki	Mathematic class	x		
Tekmovanje v odpiranju fizikalnih sefov	Competition in physics	x		
Informatika "Escape room", 3D modeliranje, programiranje	Escape room, 3D modeling, programming, informatics	x		x
Raziskovalno delo	Research work	x		
Specialna olimpijada-SOLY	Special olympics- SOLY	x	x	x
Plesna skupina Tigrice	Dance group Tigrice		x	
Navijaška skupina Borci	Cheerleaders club Borci		x	
Tekmovanja (nemško, angleško, špansko, Cankarjevo, ...)	Competitions (German, English, Spanish, Slovene Cankar, ...)	x		
Drugi filozofi	Philosophers at Druga	x		
Francoska bralna značka	French reading badge	x		
Prešernov natečaj	Prešeren competition	x		
WSC-World Scholars Cup	World Scholars Cup	x	x	
ABC sproščanja	ABC relaxing	x	x	
Foto in video krožek	Photo and video club	x		x
Gledališče Gnosis	Drama theatre Gnosis	x	x	
Likovna delavnica	Art workshop	x		
Ultimate frizbi	Ultimate frisbee		x	
Izbirni športi (nogomet, odbojka, rokomet, namizni tenis, pilates, joga, tai-chi, ...)	Elective sports (football, volleyball, handball, table tennis, pilates, yoga, tai-chi, ...)		x	
Šport za zdravje	Sports for health		x	
Učna pomoč	Teaching help	x		x
SIMBIOZA - učenje IKT starejših občanov	Computer skills for elderly people - SIMBIOZA	x		x

What Is NOT CAS???

CAS should be an interesting variety of activities that you find worthwhile and rewarding, and that are mutually beneficial to you and to your community. Generally, CAS is active and involves interaction with others (although some action or creativity projects may have individual commitment). In addition, CAS activities allow for personal growth.

Examples of activities, which would **NOT** qualify as CAS include:

- Any class, activity or project that is already part of the Diploma Programme (classes that are not part of the Diploma Programme may qualify).
- Simple, tedious and repetitive work.
- A passive pursuit, e.g. museum, theatre, exhibition, concert visits.
- Family or religious duties.
- Work experience that only benefits the student, or that involves financial gain.
- Fundraising with no clearly defined end in sight.
- An activity where there is no responsible adult on site to evaluate your performance.
- Activities that cause division amongst different groups in the community such as political activities or religious proselytising, attending concerts, plays.

Responsibilities of the student

As much as possible, students should “own” their personal CAS programmes. With guidance from their mentors, students should choose activities for themselves, initiating new ones where appropriate.

Students are required to:

- self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS programme (Google Classroom application)
- plan, do and reflect (plan activities, carry them out and reflect on what they have learned)
- undertake at least one interim review and a final review with their CAS adviser
- take part in a range of activities, including at least one project, some of which they have initiated themselves
- keep records of their activities and achievements, including a list of the principal activities undertaken
- show evidence of achievement of the CAS learning outcomes
- reflect on CAS experiences
- recording and reporting
- make a presentation/essay to the CAS coordinator.

This presentation/essay needs to:

- prove that all 7 learning outcomes have been met
- prove that the student has completed at least one project that involved collaboration and integrated at least two of creativity, action and service, and was of significant duration
- demonstrate significant reflection on individual activities
- demonstrate significant reflection on the CAS experience as a whole
- demonstrate the 18-month commitment
- provide up to 10 sample pages from the student’s ongoing documentation; these sample pages, which may, for example, be photocopied journal pages or printouts from electronic logs, must include a list of the principal activities undertaken and evidence of both planning and reflection. For one or more activities, it must be possible for the reader to tell what happened, why it happened, how it happened, what its value was and what the student learned from it.

What, exactly, do I have to do?



Step one: understand what CAS is.

How do I do this: Read the handbook in its entirety, take notes, consult with the CAS advisor.

Step two: develop a plan for completing your CAS requirements. Please note that this plan is fluid and will change. Do not worry if your plan evolves over the 18 months of your CAS work.

Step three: execute your plan, complete activities and reflect on each activity.

Step four: meet with the CAS coordinator periodically.

Step five: prepare your final presentation.

Responsibilities of the CAS supervisors

- Providing information about CAS requirements and opportunities to students, parents, and the staff.
- Meeting with students to introduce CAS at the beginning of year 1.
- Facilitating weekly CAS meetings for IB DP students.
- Approving CAS experiences and CAS projects.
- Reviewing the reflections the students write.
- Meeting individually with students for the three CAS interviews throughout year 1 and year 2.