



# CAS HANDBOOK

## STUDENTS' GUIDE

**Stars College High Schools**



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# WHAT IS CAS?

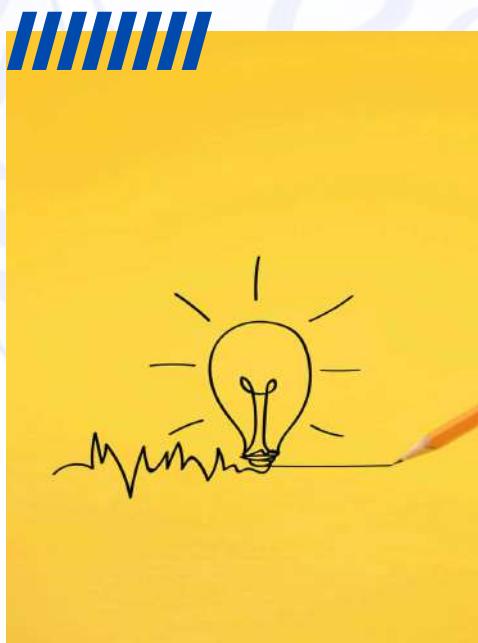
Creativity, activity, service (CAS) is one of the three essential elements that every student must complete as part of the **Diploma Programme (DP)**.

CAS is part of the original Diploma program. CAS stands for Creativity, Activity, Service.



## CREATIVITY

Exploring and extending ideas leading to an original or interpretive product or performance



## ACTIVITY

Physical exertion contributing to a healthy lifestyle.

## SERVICE

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

CAS aims to further develop students who enjoy a CAS experience, fully reflect upon the experience, aim to personal growth, explore new possibilities, understand that they are part of a community, and embrace new challenges.

# WHAT IS CAS?



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 program 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.

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.

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.

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

“  
*...if you believe in something, you must not just think or talk or write, but must act.*  
”

**Peterson, 2003**



# AIMS FOR CAS

**CAS 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



# CAS STAGES

The CAS stages offer a helpful and supportive framework and continuum of the 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 project.



In the diagram we can see two parts.

The center represents the process with four key parts: investigation, preparation, action, and reflection

The outer circle has two parts and guides students in summarizing their experience: reflection and demonstration.

# 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

# WHAT IS / NOT CAS?



A CAS experience is a specific event in which you engage with one or more of the three CAS strands. Experiences can be single events or may be an extended series of events.

A CAS project is a collaborative series of sequential CAS experiences lasting **at least one month**.

Typically, your CAS program combines planned/unplanned singular and ongoing experiences.

All are valuable; however, a meaningful CAS program must be more than unplanned/singular experiences.



## Guidelines for CAS experiences



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

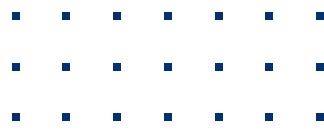
### A CAS experience must:

- ✓ fit within one or more of the CAS strands.
- ✓ be based on 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.

### Creativity, activity, service (CAS) should involve:

- Real purposeful activities, with significant outcomes
- Personal challenge – tasks must extend the student and be achievable in scope
- Thoughtful consideration, such as planning, reviewing progress, reporting
- Reflection on outcomes and personal learning

# WHAT IS / NOT CAS?



CAS is not a points-scoring exercise. A CAS should be an activity or mix of an activities that will be interesting for you and beneficial for the community and for you also. It also should be range of activities, services and creativity ideas that will make you interested in and also something that you will get valuable lesson from it.

Generally, CAS is not taking place when you are in a passive rather than an active role. There should be interaction. If you are passive, nothing of real value, either for you or for other people, results from what you are doing, and no real reflection is possible.

Below are activities listed as **NON-CAS Activities**:

- Any class, activity, or project that is already part of the Diploma Program
- An activity for personal reward, financial or benefit-in-kind
- Simple, tedious, and repetitive work
- Museum, theatre, exhibition, concert visits
- Work experience that only benefits the student and not the community at all
- Fundraising with no clearly defined end in sight (fundraising done, but no overall goal)
- An activity where there is no responsible adult on site to evaluate your performance
- Working in an old people's or children's home, when you don't have any contact with elderly people, you actually don't know what you are doing, or you are there just to make sandwiches.

# RESPONSIBILITIES OF A CAS STUDENT

Key to a student's CAS programme is personal engagement, choice, and enjoyment of CAS experiences. Throughout the Diploma programme, students undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. They must also undertake at least one CAS project with a minimum duration of one month. During activities, students are obligated to maintain a portfolio, which is a key evidence of all activities. At the end it is very important that students have passed all of the seven CAS learning outcomes and that CAS coordinator approves it.

## **CAS students are expected to:**

- Approach CAS with a proactive attitude
- Develop a clear understanding of CAS expectations and the purpose of CAS
- Explore personal values, attitudes, and attributes with reference to the IB learner profile and the IB mission statement
- Determine personal goals
- take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- Become more aware of personal interests, skills, and talents, and observe how these evolve throughout the CAS programme
- Maintain a CAS portfolio and keep records of CAS experiences, including evidence of achievement of the seven CAS learning outcomes
- Understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- Communicate with the CAS coordinator/adviser in formal and informal meetings
- Make sure they behave appropriately and ethically in their choices and behaviours.

# CAS STRANDS

## CREATIVITY



### Exploring and extending ideas leading to an original or interpretive product or performance

Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression. Students are encouraged to engage in creative endeavours that move them beyond the familiar, broadening their scope from conventional to unconventional thinking.

If a student is accomplished in one thing, for example, painting portraits, it can work on developing that skill. Within their field, students can define new challenges and objectives to fulfill creativity in CAS.

With this in mind, students can organise a solo gallery show in school or in a local community home. Creativity in CAS is not met by the appreciation of the creative efforts of others, such as attending a concert or art exhibition.

Creativity can be inspired and informed by the students' Diploma courses (students can meet new challenges and objectives in creativity using the skills developed in the visual arts course). However, creativity experiences must be distinct from, and may not be included or used in, the students' Diploma course requirements.

# CAS STRANDS

## APPROACHES TO CREATIVITY



### Ongoing creativity

A student may already be engaged in creativity as part of a schoolgroup or club, or through some other form of sustained creativity.

### School-based creativity

Students are encouraged to participate in meaningful creativity and to explore their own sense of original thinking and expression in school.

### 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.



### 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.

# CAS STRANDS

## ACTIVITY



### Physical exertion contributing to a healthy lifestyle

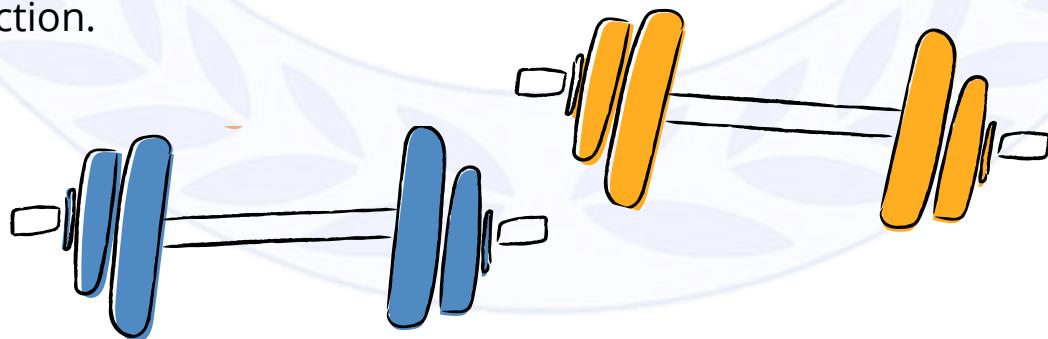
The aim of the Activity strand is to promote lifelong healthy habits related to physical well-being.

Pursuits may include individual and team sports, aerobic exercise, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle.



Schools must support students whose circumstances or culture may determine participation in physically active experiences. Similarly, students with disabilities must be given opportunities to take part in this strand.

As with all CAS experiences, students reflect purposefully on their engagement with the activity and may be guided to look for moments of personal significance or inspiration as a call for reflection.



# CAS STRANDS

## APPROACHES TO ACTIVITY



### Ongoing activity

A student may already be engaged in the 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.



### School-based activity

Students are encouraged to participate in meaningful activities that benefit their physical well-being.

### Community-based activity

Participating in activities within the local community advances student awareness and understanding of interpersonal relationships, particularly if the activity experience involves members of the local community.

### Individual activity

Students may decide that they wish to engage in solitary activity experiences such as, for example, attending a gym, bicycling, swimming or strength conditioning. Such activity experiences are of most benefit when they take place over an extended duration of time.

# CAS STRANDS

## SERVICE



### **Collaborative and reciprocal engagement with the community in response to an authentic need**

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 within CAS benefits all involved: students learn as they identify and address authentic community needs, and the community benefits through reciprocal collaboration.

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 within CAS benefits all involved: students learn as they identify and address authentic community needs, and the community benefits through reciprocal collaboration.

### **CAS service experiences are unpaid.**

When defining community, consideration must be made to situation and culture. The community may be the school; however, it is recommended that service experiences extend beyond the school to local, national and/or international communities.

CAS coordinators should always consider the advantage of students conducting service locally.

As with all CAS experiences, students reflect purposefully on their engagement with service, and may be guided to look for moments of personal significance or inspiration as a call for reflection.

# CAS STRANDS

## APPROACHES TO SERVICE



### 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.



### 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.

### 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.



# 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 and with members of the wider community. Students work as part of a team, with all members being contributors.

All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met.



# CAS PROJECT

**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.

# CAS PROJECT

## SERVICE PROJECT

When a CAS project addresses the CAS strand of service (known as service project), students must take into account the opinions and expectations of others involved and focus on meaningful and authentic needs to ensure actions are respectful and reciprocal.

Awareness of the possible impact and consequences of the students' actions should be part of the planning process.

Where possible, service projects should involve working alongside community members with ongoing communication.

**A service project that includes interaction with and appreciation of diverse social or cultural backgrounds** can increase international mindedness and engagement with issues of global significance.

International service projects are acceptable if clear goals and outcomes are established, understood, and based on the expectation of compelling benefits expected for all stakeholders.



# CAS PROJECT

## SERVICE PROJECT

**For any service project, it is important to ensure that there is:**



- A genuine need for the service project, which has been stated and agreed upon by the potential partners
- If required, a liaison officer who has a good relationship with the community where the service project is based
- An understanding of the level of student participation that is feasible in the service project
- A clear assessment of potential risks to participating students
- Approval from the school administration for the service project
- A demonstration of how the CAS stages were followed
- A thorough evaluation of the benefits of the service project for all involved.

# CAS LEARNING OUTCOMES

Student completion of CAS is based on the achievement of the **seven CAS learning outcomes** realized through the student's commitment to his or her CAS programme over a period of 18 months.



These learning outcomes articulate what a CAS student is able to do at some point during his or her CAS programme. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes, and understandings to achieve the seven CAS learning outcomes.

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. Commonly, the evidence of achieving the seven CAS learning outcomes is found in students' reflections.

### **LO 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.

### **LO 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.

# CAS LEARNING OUTCOMES

## **LO 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.



## **LO 4 Show commitment to and perseverance in CAS experiences**

Students demonstrate regular involvement and active engagement in CAS.

## **LO 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.

## **LO 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

## **LO 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.

# CAS PORTFOLIO

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 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. The CAS coordinator/adviser must ensure the students keep their CAS portfolio up-to-date and relevant, as it is a summation of their CAS programme. 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 is discussed and appropriate encouragement and advice is given.

Notes and recommendations from these consultations should be briefly documented and included in the student's CAS portfolio. If any concerns arise, especially on whether a student will successfully complete CAS, these should be noted in the CAS portfolio and appropriate action taken at the earliest opportunity.

## **The CAS coordinator/adviser checks the CAS portfolio regularly.**

While the IB does not require any particular format for the CAS portfolio, a three-part portfolio may appeal to students and CAS coordinators and could include the following sections: **“Profile”**, **“Experiences”**, and **“Evidence”**. Each section would be intended to assist students to better understand their engagement with CAS, reflect on their experiences, and provide evidence of their experiences.

# CAS PORTFOLIO

**Note: These three sections are offered only as an example of one way to organize a portfolio. There are many ways, and students should have a role in determining their most effective organizing structure.**

**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 students 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.

# 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 central to building a deep and rich experience in CAS. Developing a culture of reflection helps students recognize and understand how to be reflective as well as for deciding the best methods and appropriate timing.

Student learning is enhanced by reflection on choices and actions. This enables students to grow in their ability to explore skills, strengths, limitations, and areas for further development.

# REFLECTION

**The overarching intention of reflection in CAS includes the opportunity for students to:**

- Deepen learning
- Consider the relevance of experience
- Explore personal and group values
- Recognize the application of knowledge, skills, and attributes
- Identify strengths and areas for development
- Gain a greater understanding of self and others
- Place experience in a larger context
- Generate relevant ideas and questions
- Consider improvements in individual and collective choices and actions
- Transfer prior learning to new situations
- Generate and receive constructive feedback
- Develop the ongoing habit of thoughtful, reflective practice



# CAS INTERVIEWS

There must be a minimum of three interviews between a student and the CAS coordinator/adviser where student progress is discussed and appropriate encouragement and advice is given. The interviews should occur at least twice in the first year of the Diploma Programme and once in the second year. Feedback from these interviews is recorded by the CAS coordinator/adviser.

## 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.

## Questions to ask

- Do you have any questions or concerns about CAS?
- Which aspect of the programme excites you the most? Which aspect seems most challenging?
- What do you most hope to achieve from CAS?
- What have you learned about the CAS stages, and how can the stages help you in CAS?
- How will you plan for an equal distribution of CAS strands across your CAS experiences?
- What organizational and time-management strategies do you have in place to ensure that
- CAS remains an ongoing focus of your IB journey?
- How do you think your CAS programme will enable you to grow?
- How do these areas of growth apply to the attributes of the IB learner profile?

# CAS INTERVIEWS

## 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 purpose of the second interview is to:

- Discuss advancements in the student's engagement with CAS
- Provide oversight regarding the student's progress towards fulfilling CAS requirements
- Discuss the collection of CAS evidence
- Provide the opportunity for the student to reflect verbally on his or her CAS involvement.

# CAS INTERVIEWS



## 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 a reference in this interview. This third interview may provide the opportunity for discussion on the development of the CAS programme for future CAS students based on this student's personal experience.



# PROCEDURES OF STARTING CREATIVITY, ACTIVITY, SERVICE & (CAS) EXPERIENCES

## Step 01

Understand the concept of CAS.

## Step 02

Choose a creativity, activity or service to follow. Plan how you are going to carry out your CAS experience.

## Step 05

Start your experience.

## Step 06

Put all the evidence into your portfolio.

## Step 03

Fill in the CAS Proposal Form.

## Step 04

Get approval from your CAS advisor.

## Step 07

Have regular meetings with your CAS advisor in order to get feedback. Make sure that you are following procedures.



# LB CAS at Stars College High School

## Creativity

- School magazine or podcast
- Photography club (Lebanon through the Lens)
- Art exhibition for local artists
- School theater or talent show
- Creative writing in Arabic and English.
- Music club or band
- Designing a digital portfolio
- Creating awareness posters for social issues
- Short film or documentary about community life
- Culinary club – Lebanese cuisine and food art



## Service

- Volunteering with Lebanese NGOs (e.g. MUN)
- Organizing donation drives (clothes, food, books)
- Visiting and assisting at elderly care homes
- Tree-planting or environmental campaigns
- Fundraising for local hospitals or orphanages
- Helping with school events and open days
- Peer mentoring / anti-bullying campaigns
- Joining Red Cross Youth or Scouts activities
- Organizing blood donation days with the Lebanese Red Cross



# LB CAS at Stars College High School

## Action

- Basketball / Football teams
- Running or hiking clubs (e.g., in the Chouf or Cedars)
- School fitness challenges
- Organizing interschool sports tournaments
- Cycling events for charity
- Environmental clean-up hikes (e.g., beach or mountain)

## Extra Ideas (Integrated CAS Projects)



### 01 "Eco-Stars Initiative"

Combining creativity (design posters), action (tree planting), and service (raising awareness).

### 02 "Lebanese Heritage Week"

Showcasing traditional art, dance, and food while supporting local artisans.



### 03 "Stars for Hope"

Annual charity event combining music, sports, and fundraising for a cause.

