

Tri-County International Academy

# CAS Handbook



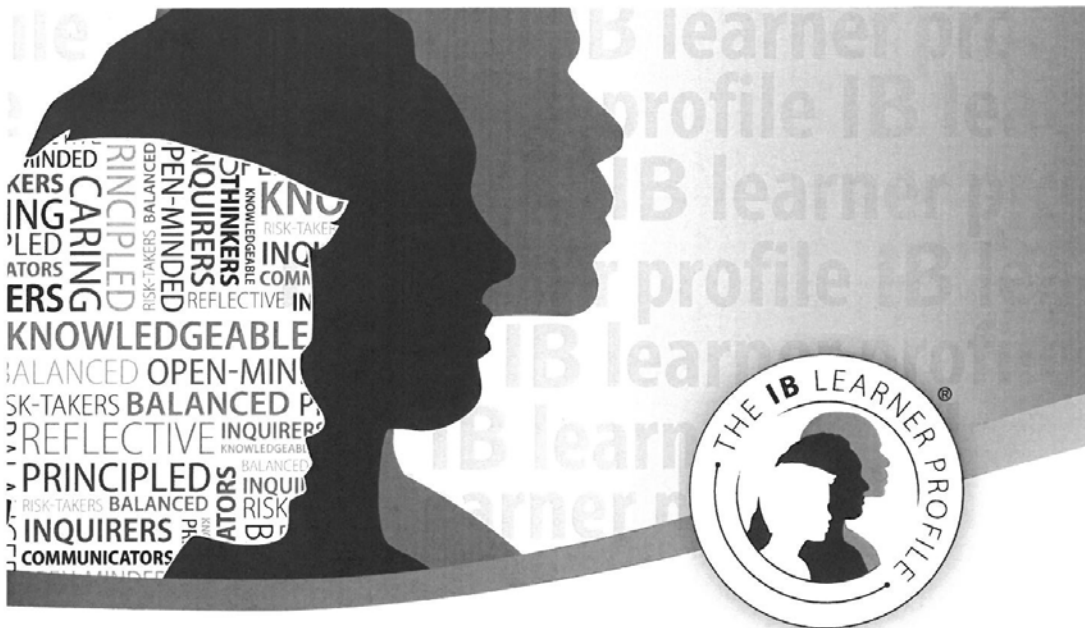
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Tri-County International Academy is a program of the Tri-County Educational Service Center. We are housed in Wooster High School. Our students come from the Tri-County area high schools (Ashland, Holmes, Wayne) and beyond.



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## IB learner profile

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.

As IB learners we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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## A quick guide to CAS:

An IB student is required to balance 150 hours of **experiences** and one **project** between the three **strands** of CAS (Creativity/ Activity/ Service) over an eighteen-month period. The experiences and project are planned using a **five stage framework**. These experiences and project are documented via **reflections** in a **portfolio** in ManageBac. By the end of the senior year, the student will be able to demonstrate that he/she has met the seven CAS **learning outcomes**. The student is also required to have a minimum of three **interviews** with the CAS advisor.

### CAS Strands

**Creativity** – explore your own sense of original thinking & expression

**Activity** – engage in lifelong healthy habits related to physical well-being

**Service** – make meaningful contribution to community & society

### Five CAS Stages

To be used to plan & carry out experiences and the project

1. **Investigation**
2. **Preparation**
3. **Action**
4. **Reflection**
5. **Demonstration**

### Seven Learning Outcomes

1. Identify own **strengths** & develop areas for **growth**
2. Demonstrate that **challenges** have been undertaking, developing **new skills** in the process
3. Demonstrate how to **initiate** and **plan** a CAS experience
4. Show **commitment** to and **perseverance** in CAS experiences
5. Demonstrate the skills and recognize the benefits of **working collaboratively**
6. Demonstrate engagement with issues of **global** significance
7. Recognize and consider the **ethics** of choices and actions

A CAS **experience** is a meaningful activity within one of the CAS strands that can be verified by an adult supervisor.

A CAS **project** is a collaborative series of sequential CAS experiences lasting a minimum of four weeks. A minimum of one is required.

A CAS **reflection** is a purposeful documentation of an experience or project in the portfolio.

A CAS **portfolio** is the evidence of your engagement with CAS and achievement of the learning outcomes.

The **interviews** are used to discuss progress and engagement in the CAS experience.

## The Nature of CAS

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

~ Alec Peterson, the first General Director of the IB

Creativity, Activity, Service (CAS) is at the heart of the IB Diploma Programme. It is one of the three essential elements in every student’s IB Diploma experience. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

**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.

As a way of implementing our values, CAS enables students to demonstrate attributes of the IB learner profile in a real and practical way, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences. CAS experiences provide students with opportunities to explore their interests and express their passion, personalities and perspectives. CAS complements a challenging academic program in a holistic way, providing self-determination, collaboration, accomplishment and enjoyment.

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 Requirements

1. Students complete a self-review and plan proposal at the beginning of their CAS experience and set personal goals for what they hope to achieve through CAS.
2. Students meet with their CAS coordinator (Mrs. Birk) for an **initial interview** to discuss their self-review and plan proposal.
3. Students take part in and initiate a variety of creativity, activity, and service experiences over a minimum of 18 months.
  - Activities should be balanced between creativity, activity, and service.
  - Each activity should be verified by an adult supervisor.
  - Emphasis is on the **quality** of experience and learning outcomes; hour-counting is not the primary concern.
  - Students verify their activities via ManageBac.
4. Students maintain a **CAS Portfolio** in ManageBac in which they record, show evidence of, and reflect upon their CAS experiences.
5. Students complete a **CAS Project** lasting approximately four weeks.
6. Students show evidence of achieving all seven learning outcomes, documented in their CAS Portfolio.
7. Students complete a **CAS checklist** to be turned in at the interim review.
8. Students complete an **interim review** (at the beginning of their senior year) and a **final review** (at the end of their senior year) with the CAS coordinator.

### Important Note:

- No activity completed for credit towards the Diploma Programme may be counted as CAS.
- Successful completion of CAS is a requirement for the IB Diploma.
- If you are unsure as to whether an activity may be counted as CAS, contact Mrs. Birk for clarification.

### To be considered CAS, **an experience must:**

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

### CAS is not:

- Activities for pay
- A course for a grade
- Religious proselytizing
- An activity that is divisive
- An activity that is part of a family responsibility

## CAS Stages

The CAS stages 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.



### 1. Investigation

Students identify their interests, skills and talents, as well as areas for growth and personal development. Students investigate what they want to do and determine the purpose for taking part in the CAS experience.

### 2. Preparation

Students clarify roles and responsibilities, develop a plan of action to be taken, and acquire any skills needed to take part in the activity.

### 3. Action

Students implement their idea or plan.

### 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 learn from experience, and to make connections between their accomplishments and the learning outcomes. Reflection may lead to new action.

### 5. Demonstration

Students make clear what they have learned and what they have accomplished, by sharing their CAS experience through their portfolio or with others in an informal or formal manner. This enables students to solidify their understanding and evoke response from others.

## CAS Learning Outcomes

Your CAS portfolio should provide evidence that you have had real-life experiences involving each of IB's seven Learning Outcomes.

1. **Identify own strengths and develop areas for growth:** Students are able to see themselves as individuals with various abilities and skills, some of which are more developed than others.
2. **Demonstrate that challenges have been undertaken, developing new skills in the process:** A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
3. **Demonstrate how to initiate and plan a CAS experience:** Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
4. **Show commitment to and perseverance in CAS experiences:** Students demonstrate regular involvement and active engagement in CAS.
5. **Demonstrate the skills and recognize the benefits of working collaboratively:** Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
6. **Demonstrate engagement with issues of global significance:** Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
7. **Recognize and consider the ethics of choices and actions:** Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

*It is the quality of a CAS activity that is most important. The guideline is approximately 3-4 hours a week with a reasonable balance between creativity, activity, and service. It is the experience and reflection that counts! CAS is not intended to be a logging of hours exercise.*



## CAS Reflection

Reflection is central to building a rich and meaningful experience in CAS. Through reflection students **examine ideas and consider how they might use prior learning in new contexts.**

**Reflection enables students** to grow in their ability to explore skills, strengths, limitations and areas for further development. **Reflection leads to** improved problem-solving, higher cognitive processes and greater depth of understanding in addition to exploring how CAS experiences may influence future possibilities.

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

- Deepen learning
- Consider relevance of experience
- Explore personal and group values
- Recognize the application of knowledge, skills, and attributes
- Identify strengths and limitations 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

Elements of reflection:

1. **Describing what happened** – Retelling memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
2. **Expressing feelings** – Articulate emotional responses to experiences.
3. **Generating ideas** – Rethinking or re-examining choices and actions increase awareness about self and situations.
4. **Asking questions** – Questions about people, processes or issues prompt further thinking and ongoing inquiry.

Purposeful reflection is about **quality rather than quantity**. The appropriate occasion, amount and method is the student's choice. Students are not expected to reflect on every CAS experience; they should **identify moments *worthy* of reflection**.

Ideas to consider to help determine key moments that inspire reflection:

- A moment of discovery (ah-ha moment)
- A skill is mastered
- A challenge is confronted
- Emotions are provoked
- Achievement deserves celebration

Some helpful questions to consider as you prepare for reflection:

- How did you feel before, during, after this CAS activity?
- What skills did the activity teach you?
- What life lessons did the activity teach you?
- How did the activity help other people?
- How has the activity changed you or your perceptions of the world around you?
- How did this CAS activity change your beliefs about any global issues of importance?
- If you had the chance to do it again, what would you do differently?
- Who did you meet?
- Who helped you during my experience and how?
- Who surprised, disappointed or inspired you and how?

## The CAS Project

A CAS project is collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS standards of creativity, activity, and service.

Diploma Programme students **must be involved in one CAS project** over the 18 months of the IB program.

The primary purpose of the CAS project is to **ensure participation in sustained collaboration**. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making.

A successful CAS project must:

- Use the CAS stages as a framework for completion
- Last at least one month from planning to completion
- Involve collaboration or teamwork
- Fall under at least one CAS strand (Creativity/Activity/Service)
- Be designed with a defined purpose and goal
- Identify at least one desired learning outcome
- 

Students should **submit a CAS Project form** to CAS Coordinator for approval **prior to starting** the project.

## The CAS Portfolio

Each student is expected to maintain and complete a CAS portfolio as evidence of her/his engagement with CAS and achievement of the seven learning outcomes. The CAS portfolio can also reveal how the student has developed the attributes of the IB learner profile. It will be submitted as proof of completing CAS and will be used in the three interviews, so please keep it up to date!

A successful CAS portfolio must contain:

- Evidence of planning for CAS experiences
- Meaningful reflections on CAS experiences
- Evidence that the student has completed all seven learning outcomes
- Documentation of the student's CAS project

TCIA uses ManageBac for student CAS portfolios. The ManageBac software is well designed to help the student organize, record and demonstrate your CAS. Download the ManageBac app be able to reflect on the go.

Not all of the student reflections or evidence need be given in written, narrative format. Be creative and include photographs, visual and audio recordings, documents, posters, programs of events or performances etc.... The portfolio should reflect each student's individuality, interests, passions, etc. Make it YOU!

## Verifying CAS Experiences

IB requires students to submit verification of all CAS activities. Students should have the activity supervisor sign the form verifying the student's completed activity as described.

### Supervision

Each CAS activity should be supervised by an adult who is not the student's parent or family member. A supervisor may be a teacher, club sponsor, coach, community leader, etc. Please provide contact information for the activity supervisor in the ManageBac portfolio so a Supervisor Report can be generated.

In special circumstances, it may not be feasible for certain activities to be supervised. If you believe this is the case, contact the CAS Coordinator (Mrs. Birk) **before you begin** the activity so we can develop a plan for verification.

ManageBac provides a Supervisor Report form that can be used. However, alternate forms of verification, such as a signed letter on organizational letterhead or a signed/stamped certificate of completion, may be used as supervisor verification.

## CAS Experience and Project Ideas

These are examples of activities that could fit into the **CREATIVITY** or **ACTIVITY** strands:

- Acting or tech support for school play
- Concert, Symphonic, Jazz, & Marching band
- Speech & Debate team
- Private music, voice, art lessons
- Homecoming float
- Website or blog development
- Play instrument in church band
- Newspaper or Yearbook for non-credit
- Member of school athletic team
- Member of non-school team (ie. dance, gymnastics, etc)
- Personal fitness activities such as weight-lifting, hiking, biking, swimming, kickboxing, martial arts, dance, etc.
- Cheerleading squad
- Teach yourself a new skill

Examples of ideas for **SERVICE** strand:

- Debate coaching for Middle School students
- Volunteer at places such as Humane Society, Nursing Home, Blood Drive, Dog/Animal Shelter, Fire Dept BBQ, FFA Banquet Elementary School Science Night, Tutoring at elementary school, etc.
- Boy Scout/Girl Scout activities
- Plant trees or other environmental service
- Walk dogs for senior citizens
- Charity event planning

Examples of ideas for **CAS project**: (creativity, activity, service experience that lasts four weeks or longer)

- Eagle Scout project
- Develop pen pal network
- International projects such as Hugs for Kenya, CAMO, Socks for Legs, Socks for WASH, etc.
- Design and paint a mural for charity organization
- Assist team or club with stats
- Tutoring or coaching elementary or
- Articles/blog/web project
- Raise awareness of environmental issue
- Flash mob to raise awareness of a cause
- Advocate for healthy eating or
- Plan charity event

## Notes