



Discover you

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Contacts

Tutor / CAS Supervisor

Your first point of contact for guidance

You can discuss CAS in tutor time and work on your CAS portfolio

Your tutor will comment on your experiences, conduct the CAS interviews and help you to reflect on your progress

Activity Supervisors

Provide reports on your completion of experiences

Dr West Head of CAS

dwest@bromsgrove-school.co.uk

Monitoring your progress

Supporting you in your journey

Providing communication and updates via the IB SWAY newsletter

Delivery of core CAS sessions

Providing intervention when needed

Signing off CAS at the end of 18 months

Dr Thompson Director of the IB

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Introduction

Introduction video

Creativity, Activity, Service (CAS) is at the heart of the Diploma Programme. As a shining beacon of the IB values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognise their role in relation to others.

For many, CAS is profound and life changing. Each individual student has a different starting point and different needs and goals. Therefore, A CAS programme is individualised according to student interests, skills, values and background.

Students develop skills, attitudes, and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities, and perspectives.

CAS complements a challenging academic programme in a holistic way, providing opportunities for **self-determination**, **collaboration**, **accomplishment** and **enjoyment**. CAS involves students in a **range of enjoyable and significant experiences** as well as a **CAS project**.

and interpersonal learning and to educate and develop the whole person.

knowledgeable and caring young people who help to create a better and more peaceful across the world to become active, compassionate and lifelong learners who understand that

The CAS programme formally begins at the start of the Diploma Programme, in September of IB1, and continues regularly for at least 18 months (Easter of IB2), with a reasonable balance between Creativity, Activity and Service.

At Bromsgrove, you are extremely fortunate to have such a broad range

IB Diploma Programme and Learner Profile

CAS is your chance to apply the IB Learner Profile and

CAS Experiences

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

Creativity

Activity

Physical exertion contributing to a healthy lifestyle

Promote lifelong, healthy habits. Individual and team sports, aerobic exercise, dance, outdoor recreation, fitness tra, dance,

CAS Portfolio

You are expected to maintain and complete a CAS portfolio as evidence of your engagement with CAS. The CAS portfolio is a collection of evidence that highlights CAS experiences and student reflections.

You are responsible for creating, maintaining and completing your portfolio, must include evidence of:

your experiences in each CAS strand completing at least one CAS project three formal interviews with a CAS advisor achieving all seven learning outcomes at least once

You will create, maintain and complete your portfolio on ManageBac. For a CAS experience/project to be approved, you must supply the following information on ManageBac

A detailed description of the experience/project as well as your personal goal for doing the activity.

Indicate the CAS strand(s) to be addressed (creativity, activity, service)

Identify which of the 7 learning outcomes will be addressed

Identify an activity supervisor and list their name and email address

Element of CAS	Completed
Evidence of planning of a CAS programme	
Regular commitment over at least 18 months to CAS	
Use of the CAS stages when planning CAS experiences	
Balance between creativity, activity and service	
At least one planned project undertaken over at least one month	
Evidence of identification of strengths and areas for personal growth (LO1)	
Evidence of undertaking new challenges and developing new skills in the process (LO2)	

Evidence of initiating and planning a CAS experience (LO3)

CAS Interviews

There are three formal documented **interviews** you must have with your CAS supervisor / tutor.

The first interview is within the Michaelmas 1 term
The second at the end of IB1
The third interview is at the end of the Lent term of IB2.

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 your CAS portfolio. If any concerns arise, especially on whether you will successfully complete CAS, these will be noted in the CAS portfolio and appropriate action taken at the earliest opportunity.

The interview notes can include evidence of achievement in the learning outcomes, any concerns, recommendations for planning, highlights of your programme to date, and advice for future planning and participation.

The questions that will be used to frame each of the interviews can be found in Appendix 9.

Appendix 1 Links with ToK and EE

CAS and TOK

TOK guides students in making sense of their experiences as learners, and this includes their experiences in CAS. TOK is a course about critical thinking and inquiring into the process of knowing. The course encourages students to examine the presuppositions and assumptions that underpin their own knowledge and understanding of the world.

In TOK the knower draws knowledge from two sources: personal knowledge and shared

CAS and EE

Through CAS experiences, your exposure to global issues at a local level may give rise to an interest in furthering their understanding of these issues through academic research.

Both the extended essay and the world studies extended essay allow you to explore the issues that may have arisen during CAS.

In the extended essay, you may research and explore personal interests that link with a

Appendix 2 Learning Outcomes

	Learning Outcome	Descriptor		
1	Identify own	You can see yourself as individuals with various abilities and		
	strengths and	skills, of which some are more developed than others.		
	develop areas for growth.	You are:		
	growth.			
		aware of your own strengths and weaknesses		
		open to improvement and growth opportunities		
		able to propose activities according to you own interests and talents		
		willing to participate in different activities		
		able to undertake a thoughtful self-evaluation		
		able to see yourselves as individuals with various abilities and skills, some 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 new experiences or through increased expertise in an established area.		
	•	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

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.

4 Show commitment to, and perseverance in, CAS experiences.

You demonstrate regular involvement and active engagement in CAS.

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.

5 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.

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 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

x gets involved in CAS projects addressing global issues in hd: (rop)4-5(s)4()-4()-158()-79(thloba)-2(lc)-3(al)-80

Teach art for early childhood or primary school.

Dance

Join a ballet or jazz class.

Start a poetry project that places poetry anonymously around school or the community.

Cooking

Cook for a locally based international festival.

Organize a World Teachers Day breakfast at school.

Create a recipe book.

Run cooking classes.

Document the results of cooking a new, challenging recipe once a week.

Business

Produce items for a school fair.

Support a group that raises money for small business loans for undeveloped 0 595f.8t school.

Design a recycling project for the school.

Investigate the use of energy in the school and provide a proposal for more efficient energy usage.

Create a school-based enviro-garden.

Participate in designing a community garden.

Oversee a school landscaping project.

Investigate ways to limit water consumption at school.

Appendix 4 Types of Service and Examples

Direct Service examples:

Coaching children in sports

Delivering meals to people living with a medical condition

Leading resume-writing workshops for people who are unemployed

Organizing or assisting at a blood drive

music preferences and talents, and then performing as an ensemble for others

Ideas for advocacy service

Leading a town hall meeting on solar energy Organizing a letter-writing campaign for a cause

Appendix 5 Experiences according to Subject Groups

Individuals and Societies:

creating displays and planning an assembly on history, particularly of the area around the school

recording the oral histories of people living in a retirement home and creating family memoirs

raising awareness of recycling within the school

mapping resources in the local area, such as recycling centres, youth organizations or social enterprises, and initiating CAS experiences that extend and support these resources

researching development projects in the community and supporting initiatives such as the construction of a community centre or a school

working with local initiatives that support the United Nations Sustainable Development Goals

arranging a simulation, a game or a school debate addressing local or global political issues for other students

investigating ways of contributing to strengthening peace and peaceful behaviours in and outside of school

raising awareness of human rights issues through international and local organizations

supporting asylum seekers and migrants in integration in the culture and community of the new home country

creating a social enterprise addressing a community need

researching the philosophy of CAS

discussing and investigating ways of supporting the role of active citizenship in the local community

initiating a campaign that replaces bullying with respect for all within the school building a garden for those in need.

Sciences:

forming an astronomy club for an elementary school to encourage younger students to be more aware of the universe

raising awareness after testing local water quality

raising awareness by monitoring air quality around the school

raising awareness by monitoring traffic close to playgrounds

creating and maintaining a nature reserve on campus

helping remove invasive species of plants from the local environment

promoting environmental initiatives such as eliminating the use of disposable plastic bottles on campus

forming a club to promote awareness of global environmental issues forming a local collaborative project with another school to address environmental issues

helping measure fitness of athletes in school sports teams

Mathematics

 Translation and administration work at an organization helping people with obtaining asylum (service): The small NGO assists refugees with the complicated process of obtaining asylum and other essential services. The time-consuming and challenging work of translating documents meets the requirement of the service strand.

Home restoration for an elderly population (activity and service): This project assists with the renovation of homes for the elderly and meets the service strand. The hard physical work of renovating houses on a continual basis meets the activity strand.



Appendix 6 Projects and Stages

Projects that are under the Service strand must consider 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 actions should be part of the planning process. Where possible, service projects should involve working alongside community members with ongoing communication.

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
- an understanding of the level of student participation that is feasible in the service project
- a clear assessment of potential risks those participating
- a demonstration of how the CAS stages were followed
- a thorough evaluation of the benefits of the service project for all involved.

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

Examples of the CAS stages in service projects:

Direct service example: In support of people with memory loss

Note: With direct service, you see the people who will benefit from your actions or interact with the environment or animals. In all cases, the action is intended to have reciprocal benefits for all involved.

Investigation: After reading articles about challenges facing people who have had strokes, head injury, or dementia, I contacted a local day care centre for people experiencing memory loss. I interviewed the education director about what helped people the most; she said exercise and conversations. She agreed I could visit on Saturday mornings on a regular basis to lead sitting and standing exercises and visit.

Preparation: I developed a series of simple exercises, beginning with those someone can do sitting down. I showed them to a relative who is a physical therapist and she helped me adjust. Later, after leading the sitting exercises several times, I developed some for standing and again reviewed these with my cousin. I also began adding music since I found everyone liked moving to music. This led me to find songs from their era.

Action: Leading 30-minute exercise routines on Saturday mornings, twice per nBT024 345.ting down. I

In IB Art I found myself drawing some of the faces, so I began sketching on occasion to accompany my writing. I found reflection to be an unexpected helpful way to put all the pieces together.

Demonstration: I created a virtual space that had a video of me with some friends doing my exercise routines, written reflections, a thank you letter from the agency, my sketches, and an email my cousin sent me about how I inspired her to donate her time she came with me on occasion to help me develop more exercises. What was most enjoyable was leading some of the routines on the day we showcased our CAS experiences and also showing photographs which the agency gave me permission to take and use.

Indirect service example: Providing content for an organization website

Note: With indirect service, you do not see the recipients of your action; however, actions are based on verified community needs.

Investigation: I remembered from a school-wide food drive that the receiving organization had a fairly undeveloped website. I had been studying about issues of local and world hunger in an IB subject, and thought to address this topic, and remembered that website. After reviewing the site again, and talking with the director of the organization, they agreed I could make a written proposal of what I could offer. Since I want to study graphic design and technology, this is a great fit.

Preparation: I looked at other websites that seemed to be rich in content and took notes. A few of my friends were helpful in brainstorming with me and helped come up with categories of content. I decided to focus on providing content that would help schools learn about local hunger and be more effective in doing food collections that more effectively meet local needs. The organization let me visit several times as part of my planning so I assisted with food collections, sorting, community networking, and, along the way, interviewed different staff members.

Action

Advocacy service example: An eat-well food campaign

Note: With advocacy service, you give voice to a cause.

Investigation: After talking with a relative recently diagnosed with diabetes, I became curious about how diet and nutrition impact our health. I read a current nonfiction book about eating and nutrition, interviewed several people I know who seem very structured about their eating habits and learned about different approaches to health, and surveyed students in four of my classes to find out what they know or believe to be true about the relationship between food choices and health. As an athlete, this topic is important, and my investigation revealed a need: there is a lack of knowledge among youth about the importance of food choices.

Preparation: I wanted to do a poster campaign in the cafeteria, offer recipes to the school cafeteria based on my research, and cook some recipes (which I have never done before) and bring in food samples if they tasted good enough. Then I discussed with some friends and a few suggestions helped, including having students select which posters were best

Preparation: I organized my investigation findings to see behaviour patterns that could be changed through information and made several modest cost efficient recommendations for structural changes. As I added to my initial findings through continued research, I occasional met with the custodian and maintenance staff to assure their ideas and opinions were valued and included.

Action

Appendix 7 CAS Project Proposal Form

Names of Group Members	
Project Title	

Appendix 8 Portfolio Checklist

Hement of CAS	Completed
Evidence of planning of a CAS programme	
Regular commitment over at least 18 months to CAS	
Use of the CAS stages when planning CAS experiences	
Balance between creativity, activity and service	
At least one planned project undertaken over at least one month	
Evidence of identification of strengths and areas for personal growth (LO1)	
Evidence of undertaking new challenges and developing new skills in the	
process (LO2)	
Evidence of initiating and planning a CAS experience (LO3)	
Evidence of commitment and perseverance in CAS experiences (LO4)	
Evidence of demonstrating the skills and recognizing the benefits of working	
collaboratively (LO5)	
Evidence of engagement with issues of global significance (LO6)	
Evidence of recognising and considering the ethics of choices and actions	
(LO7)	
Reflections completed on CAS experiences	
Supervisor reports supplied where appropriate	
CAS interview 1 completed	
CAS interview 2 completed	
CAS interview 3 completed	
CAS portfolio completed	

Appendix 9 CAS Interview Questions Interview 1

1. Ensure that the CAS requirements are understood

Question	Response
Do you have any	
questions or	
concerns about	
CAS?	
Which aspect of	
the programme	
excites you the	
most?	
\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
Which aspect seems most	
challenging?	
Chanenging:	
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?	

2. Complete the Personal Profile Questionnaire:

Question	Response
What are your	
talents?	
What do you enjoy	
doing?	
donig.	
What skill or talent	
would you like to	
improve?	
What are you	
already doing that	
could be part of	
your CAS	
programme?	
Describe a time	
when you helped	
someone else or	
helped with a	
cause.	
Describe a time	
when someone	
helped you.	
Are there any local	
clubs or	
community associations in	
which you could	
be involved?	
\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
What would you like to learn more	
about?	
What have you	
always wanted to	
yet?	
you	

3. Explain how evidence can be gathered, use of the CAS portfolio and CAS Stages			
Q	uestion	Response	

Interview 2

Assess progress towards requirements and provide feedback for further focus and improvement

Question	Response
What has been	·
most enjoyable	
and beneficial for	
you thus far in	
CAS?	
G C.	
What has been a	
highlight of	
creativity?	
Activity? Service?	
What do you hope	
to achieve most	
from CAS? How	
can you do this?	
100	
What have you	
developed for your	
CAS project your	
goals, who are you	
collaborating with,	
whether the	
project involves	
creativity, activity	
and/or service,	
your roles and	
responsibilities,	
and your progress	
to date?	
What have been	
the biggest	
challenges for	
your CAS	
involvement, and	
how have you	
overcome them?	
Have you encured	
Have you ensured	
an equal balance across the three	
CAS strands? If	
not, how will you	
rectify this?	
Have you provided	
fulfilled the	

Appendix 10

Expressions of observation, thoughts and feelings

"I was just in town and standing in front of a store. A bearded man came by and politely

pt walking. I suppose he thought the bearded man was going to ask him for money. But that wasn't the case. After he stomped off this man turned to me and asked the same question. It turned out all he wanted was for someone to unclip a watch that was clipped to the back of his pack so he could go in and buy a battery for it. Not a huge request. I was glad to be able to help after the first man had treated him so rudely. This experience reminded me how important it is to stop, look, and listen.

my service experiences I wanted to help an elderly person as I realized that their problems are sometimes neglected or forgotten. That is why I turned to a nurse so that she could find a person in need of help and willing to be helped. I stayed in contact with the nurse and after a while she gave me the name and address of an old lady whom she described as lonely and having problems with walking. I was happy that I found the opportunity to offer my help to a person in need. On one day the nurse and I visited the elderly lady in her flat. Beforehand, the nurse informed me that the lady used to work physically and retired early (at the age of 45 due to health problems). I got acquainted with her and from that day on I started visiting her regularly once a week.

supermarket. However, the most important task turned out to be far more difficult than I had expected. I made the greatest effort to make the woman cheerful, to create a friendly warm atmosphere, but I noticed how reserved and depressed she was. She

Appendix 11 Timeline

