



SEMIAHMOO SECONDARY SCHOOL (0159)

INTERNATIONAL BACCALAUREATE PROGRAMME

**CAS STUDENT GUIDEBOOK
2023 - 2025**

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IB Mission Statement

The International Baccalaureate 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 programmes of international education and rigorous assessment.

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

IB Learner Profile

The 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.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The Diploma Programme Circle

The course is presented as six academic areas enclosing a central core. It encourages the concurrent study of a broad range of academic areas. Students study: two modern languages (or a modern language and a classical language); a humanities or social science subject; an experimental science; mathematics; one of the creative arts. It is the comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.



The Core of the Circle

All Diploma Programme students participate in the three course requirements that make up the core of the circle. Reflection on all these activities is a principle that lies at the heart of the thinking behind the Diploma Programme.

The theory of knowledge (TOK) course encourages students to think about the nature of knowledge, to reflect on the process of learning in all the subjects they study as part of their Diploma Programme course, and to make connections across the academic areas. The extended essay, a substantial piece of writing of up to 4,000 words, enables students to investigate a topic of special interest that they have chosen themselves. It also encourages them to develop the skills of independent research that will be expected at university. Creativity, action, service (CAS) involves students in experiential learning through a range of artistic, sporting, physical and service activities.

What is CAS?

The ethos of CAS is to learn by doing real tasks that have real life consequences while reflecting on these experiences. The students are to be involved in experiences that will make actual differences in their lives and the lives of others, and to challenge themselves in extending existing skills and acquiring new ones. A CAS program is a meaningful and enjoyable journey of discovery of self and others.

For many students, their CAS experiences are profound and life-changing.

- CAS is the IB Learner Profile in action – a good CAS program can develop all Learner Profile attributes.
- CAS aims to develop the whole person. It complements the academic demands of the IB Diploma and offers a balance to academic pursuits.
- CAS is experiential learning. In addition to academic/intellectual skills, CAS engages other intelligences in order for students to learn by doing.
- At the heart of CAS is a commitment to personal and social development.
- When well carried out, CAS should build self-esteem, self-confidence, autonomy and self-reliance.
- Successful completion of CAS is a core requirement of the IB Diploma.

CAS Strands and Components

Creativity: Exploring and extending ideas leading to an original or interpretative 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

To successfully complete all the components of CAS, the student must:

- Show evidence for how they have met the 7 Learning Outcomes
- Participate in a range of CAS activities (short term and long term) on a weekly basis for 18 months with a reasonable balance between the 3 Strands of Creativity, Activity, and Service
- Develop the attributes of the IB Learner Profile
- Connect a CAS experience to curricula the student is learning in the classroom (Service Learning)
- Complete a CAS Project with other students that lasts at least one month and includes IPARD Stages
- Reflect. Reflection is ever-present throughout the CAS experiences, but written reflection on outcomes and personal learning are required.
- ENJOY and CELEBRATE that you have made a difference in the world!

Students can fulfill their CAS requirements through the many extra-curricular activities available at Semiahmoo Secondary, but many CAS experiences will be activities students undertake on their own initiative or participating in projects/activities out of school. ***Prior approval from your CAS Advisor is required for all activities, in school and out of school.***

Responsibilities of the Student:

Key to a student's CAS program is personal engagement, choice and enjoyment of CAS experiences. Students should undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. They must also undertake at least one collaborative CAS project with a minimum duration of one month. Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. Using evidence from their portfolio, students will demonstrate achievement of the 7 CAS learning outcomes to the CAS coordinator's satisfaction. Students will attend a monthly mandatory CAS class in Year 1 for lessons, activities and portfolio working time. Students will also participate in three formal interviews with the CAS coordinators and a final closing interview at their CAS celebration.

Responsibilities of the CAS Coordinator:

The CAS Coordinator mentors the student through the two year CAS programme, providing guidance and feedback. The Coordinator provides feedback in a number of ways: electronically through messages on Managebac, informally through drop-in CAS time during the week and at the monthly CAS classes, and formally at three scheduled formal CAS interviews. The CAS Coordinator discusses any concerns about a student's CAS progress with their parents, the IB Coordinator and the school administration as needed.

Political and Religious Activity

The IB has no view on whether or not it is appropriate for students to be involved in political activities as part of their educational experience. Views on this vary considerably in different cultural contexts, so it is a matter for decision at local or school level. Students at Semiahmoo may use political activities that are not exclusive to any one political party (e.g. Supporting voter registration drives could count whereas canvassing for a particular party would not.) Concerning religious activity, it is recognized that this is a sensitive and difficult area. Nevertheless, the general rule is that religious devotion, and any activity that can be interpreted as proselytizing, does not count as CAS.

CAS Learning Outcomes

For successful completion of CAS, you need to provide evidence from your overall CAS experiences to show that you have achieved all of the following 7 learning outcomes.

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 area more developed than others

2) Demonstrate that challenges have been taken, 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 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 of 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 the 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.

Note: CAS is not formally assessed by the IB; however, it is assessed as a credit course on your BC Transcript. All 7 outcomes must be present for a student to complete the CAS requirement for the IB diploma. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is some evidence for every outcome over the two years.

Stages: IPARD

The five CAS stages (IPARD) are used for CAS Experiences that happen over and over (a **series**) or the CAS Project.

- 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 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.

Reflection

Reflection is central to building a deep and rich experience in CAS. 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. Through reflection students examine ideas and consider how they might use prior learning in new contexts. Reflection leads to improved problem-solving, higher cognitive processes and greater depth of understanding in addition to exploring how CAS experiences may influence future possibilities. Reflection is a dynamic means for self-knowing, learning and decision-making.

Four elements assist in the CAS reflective process:

- **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.

CAS Reflections Guidelines

CAS Reflections Guidelines

What does IB want for a reflection?

Consider the following things:

- * How you felt
- * What you perceived
- * What you thought about the activity
- * What the activity meant to you
- * What the value of the activity was
- * What you learned from the activity and how this learning might apply more widely

Also provide evidence for how you met the Learning Outcomes you noted. See the brief example below. One could reasonably draw the conclusion that the following LO's were met: Increased awareness of strengths and areas and growth, Undertake new challenges, Engaged with issues of global importance, Worked collaboratively with others, and Considered the ethical implications of their actions.

"I have a new appreciation for goats. Going into this project, I thought the idea of sending a family a goat was silly. I mean, come on, it's a goat. Is it really that big of a deal? I'd never sponsored an animal before, so the whole concept was foreign and new to me. However, I'm a team player so I eagerly began selling my box of chocolate to help raise the \$120.00 needed to send this barnyard animal to a family in need. The money came quickly. Within two weeks, my classmates and I had raised not only the \$120.00 needed for one goat, but we'd raised enough for 3! I began to think about how three families would now be able to support themselves by simply having what some people consider a pet. Wow! When I thought about it that way, \$120.00 doesn't seem like much money at all. For me, that's a pair of shoes. For a family across the globe, it's the difference between going hungry and having a full belly. I don't know that I'll ever see shopping the same way again. Do I really need to spend \$50.00 for a pair of jeans when I could get another pair for less and then donate the left over money to someone who cannot feed their family? Is it ethical for me to waste so much on a pair of jeans just because everyone else has them? Maybe having the latest trend isn't as important as I thought. Who knew a simple goat would make me rethink my spending habits? I feel as if I have grown as a person after completing this project. I have so much and give so little. I need work toward being more globally minded and generous because I am truly rich compared to many people around the world.

Undertake new challenges

Worked collaboratively

Engaged with issues of global importance

Considered ethical implications

Increased awareness of strengths and areas for growth

By Aundrea Croft
Coordinator of Literacy & Technology
Coordinator of Community Service & CAS
Lake Wales High School

CAS Student Profile

Use this to identify your interests, skills and talents and identify some areas for personal growth.

Questions	
What are your interests outside of academics?	What are your skills/talents?
What are some school clubs/teams you belong to?	What are some community groups you belong to?
What have you always wanted to try but haven't yet?	What are some skills, talents, or other areas of growth that you would like to improve or develop?
What are you already doing that could be part of your CAS programme?	What are you planning to add?
Creativity	Creativity
Activity	Activity
Service	Service
Which aspect of CAS do you think might be challenging for you? Why?	

The three strands of CAS are:

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. Creativity will come from the student’s talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. Students are encouraged to engage in creative endeavors that move them beyond the familiar, broadening their scope from conventional to unconventional thinking.

CAS experiences for CREATIVITY available at our school and in our community.

In School	Out of School / Community
<ul style="list-style-type: none"> - Art Club - Creative Writing Club - Debate Club - Robotics Club - Drama Club - Model UN - Innovation Club - App & Programming Club - Arts & Craft Club (knitting, crocheting) - Science Club - Guitar & Ukulele Club - Business Club* – <i>need to discuss the project first</i> - Yearbook Club - Other school clubs (advertising/ decorations/banners for special events; planning meetings/lessons if you’re on a club executive or a coach) 	<ul style="list-style-type: none"> - Painting / drawing / sketching - Guitar / Piano / other instrument - Creative writing / journalism / poetry - Dance / Choreography - Composing music / DJing - Photography - Learn a new instrument - Choir / Orchestra - Learning new language* (outside of IB courses – needs to be pre-approved) - Arts and Crafts* (needs to be pre-approved) - Cake decoration - Art or Pottery classes - Website design / graphic design - Video production / Film or music editing (e.g. Youtube videos - needs to be pre-approved) - Performing in a band - Acting in a play - Woodworking or metalworking - Jewelry design

Not eligible for CAS - Creativity

- Cooking or baking simple recipes; watching performances by others (attending opera or orchestra); volunteering at a theatre or art gallery (could count as service); watching movies or other media; reading / Book Clubs / library reviews.

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, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefits. Students with disabilities must be given opportunities to take part in this strand. All CAS students must satisfy the basic requirement of physical exertion contributing to a healthy lifestyle as is appropriate for each student.

CAS experiences for ACTIVITY available at our school and in our community.

In School	Out of school / Community
<ul style="list-style-type: none"> - Sports teams: <ul style="list-style-type: none"> o Volleyball o Basketball o Rugby o Badminton o Track o Cross Country o Hockey o Table tennis (competitive) o Swimming o Tennis o Soccer o Dance o Ultimate - Intramurals <ul style="list-style-type: none"> o Dodgeball o Indoor soccer o Handball o Beach volleyball o Hockey - Clubs: <ul style="list-style-type: none"> o Tennis o K-Pop Dance o Outdoor Club o Ping Pong Club o Rock Climbing Club o Code Blue 	<ul style="list-style-type: none"> - Gym Workout / Weight training / Cross Fit - Yoga / Pilates - Zumba - Swimming (lessons or recreation) - Hiking/Grouse Grind - Volleyball / Basketball - Soccer - Rugby / Football - Dance/Ballet/Bhangra - Synchronized swimming - Martial arts /wrestling / kick-boxing - Snowboarding/skiing - Badminton - Tennis - Running - Ice skating - Gymnastics/Trampoline - Pickleball - Baseball/softball/cricket - Marathons/Sun Run - Dragon-boating - Cycling/spin class - Field hockey / lacrosse - Water polo - Diving - Golf* (if you walk the course)

Not eligible for CAS - Activity

- Golf – driving range or using a golf cart; hunting / rifle shooting / archery; lifeguarding / teaching swimming lessons; billiards/pool; bowling; umpiring/some refereeing; horseback riding; go-carting/racing

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

The aim of the Service strand is for students to understand their capacity to make a meaningful contribution to their community and society. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. Service is often seen as one of the most transforming elements of CAS by promoting students’ self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness. Use of the CAS stages in developing a service experience is recommended for best practice.

CAS experiences for SERVICE available at our school and in our community.

In School	Out of school / Community
<ul style="list-style-type: none"> - Globalizers - Earthworks - Science Club - Kids Help Phone - Volunteer Club - Canadian Cancer Youth Society - Peer Tutoring Club - GSA – Gay Straight Alliance - Welcome Club - Student Council - Coaching junior teams (<i>sports, math, science fair, chess</i>) - Grad Council (<i>Grad BBQ, Winterfest, Fashion show</i>) 	<ul style="list-style-type: none"> - Food bank - Lifeguarding (volunteer) - Greenchair Recycling - Fundraising for charity - City of Surrey volunteer (special events, environment teams, SYSS) - Art gallery volunteer - Volunteer at a pet shelter/SPCA - Volunteer at recreation/community centre - Senior home - Local Non-Profit Organizations (ex. Thinking Sprout Society, YEC, CACTUS) - Soup kitchen - Cancer society - Park or Shoreline clean up - Invasive species removal (Friends of Semiahmoo Bay Society; Green Team) - Library volunteers (Reading Buddies, etc.) - Hospital volunteers - Grief Counselling camps (Good Grief) - Tutoring for less-privileged students - Maintaining community/native gardens - Canucks Autism Network (C.A.N.)

Not eligible for CAS - Service

- Canvassing for political party; Med-Hopeful Society* (unless it’s an event to help others like Doctors Without Borders); Volunteering at Sunday School (church)
- Fundraising for your own participation on a humanitarian trip (although activities you do ON the trip could count)
- Helping your friends with homework; Helping your teachers (parent-teacher interviews, marking, IB orientation night, etc)
- Family chores (e.g. cooking, babysitting, caring for a pet, gardening)

Service Learning

Service learning is the development and application of knowledge and skills towards meeting an identified community need. In this research-based approach, students undertake service initiatives often related to topics studied previously in the curriculum, utilizing skills, understandings and values developed in these studies. Service learning builds upon students' prior knowledge and background, enabling them to make links between their academic disciplines and their service experiences.

IPARD as it relates to Service Learning:

- 1. Investigation:** Students participate in analysis of an issue and identify a community need.
- 2. Preparation:** Students design a service plan appropriate to the identified need, with clarification of responsibilities, resources, and timelines.
- 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.
- 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 response from others.

Modes of Service Learning

Direct service: Service that involves direct interaction with a targeted cause, whether it is people, the natural environment, or animals. Examples include holding craft lessons at an elderly person's home or tutoring students with learning difficulties.

Indirect service: Service that has a verified benefit to the targeted cause, but you do not see those you aim to support. Examples include developing promotional material for an NGO, developing materials to support improvements in literacy, updating the website for an orphanage located overseas, organizing a concert to benefit a local NGO, or joining an environmental cause such as Earth Hour.

Advocacy: Get involved in supporting an issue of public interest by promoting the cause or concern. Examples include joining or initiating an awareness campaign about the plight of a local waterway, submitting articles to local media on issues of poverty in the local community, creating a video on improving waste disposal in the community and posting it online, advocating for an awareness campaign on hunger.

Research: Focusing on a particular issue of public interest, collect information from a variety of sources then synthesize it to produce material that can be used to influence change in practices and policy. Examples include collecting data to support species population studies, produce a report on the need for rehabilitation of natural environments, or submit a research paper aiming to alter school practices or procedures.

How to Submit a CAS Proposal

On ManageBac, please create your written proposal for us to approve online. We are looking for complete sentences, not point form.

Please include the following on the summary page:

- A descriptive title
- Describe the activity or organization. (Note: if possible, it would be helpful to also include a link to a website for outside organizations)
- Where it's taking place.
- How often you're engaged in this activity. (i.e. once a week for 2 hours; twice a month, etc.)
- What will you be doing? (i.e. in what capacity are you participating; describe your roles and responsibilities)
- Why are you taking part? (i.e. why does it interest you; what do you hope to achieve)
- A contact person and their contact information (e.g. email and phone number)

Also, select the learning outcomes from the list that you hope to achieve through this activity. **Please do not include them in your description.**

If we have any questions or concerns, we will provide some feedback online or discuss further during our monthly classes. Please see the examples of proposals that former students have submitted on the next page as a guideline.

Note: Once your proposal is approved: keep track of your participation using either the CAS Log Sheet or a method of your choosing (e.g. spreadsheet, app, calendar, etc). Start thinking about the kinds of evidence you would want to include, such as artwork, journaling, photos of completed projects or events, videos of practices or recitals, etc.

Sample Proposals

A sample proposal for Service:



Friends of Semiahmoo Bay Society



Reviewed

Out-of-School

15 hours 0



June 1, 2014 - June 28, 2014

Friends of Semiahmoo Bay Society is a non-profit, volunteers-based organization that is working on the conservation and restoration of the habitats around the Boundary Bay and Fraser River delta areas, and also works on educating the public on the wildlife that exists in these areas. (<http://www.birdsonthebay.ca/index.html>) I have completed a weekend-long training session in May and now am a volunteer with the society. I am planning to help with mainly the annual beach surveys, but also with the educational aspect through volunteer work at an elementary school field trip.

Through this activity I am hoping to gain experience and master their field study technique, as well as learn more about the local habitats and different organisms that live here.

Learning Outcomes:

1. Undertaking new challenges
2. Develop new skills

A sample proposal for Activity:



Code Blue



Reviewed

In-School

21 hours 4



September 27, 2013 - June 30, 2014

Code Blue is a fitness training program organized by RCMP. It runs from 2:30pm to 3:30pm every Friday, and I will attend every training every week. It allows me to recognize my strengths, weakness, and areas to improve in terms of physical fitness. Through marching with my peers, self-defense, and other physical activities that are newly introduced to me, I hope to improve my overall physical fitness through this program.

Learning Outcomes:

1. Increased awareness of your strengths and areas for growth
2. Undertaking new challenges
3. Working collaboratively with others
4. Show perseverance and commitment
5. Develop new skills

A sample proposal for Creativity and Service:



Get Outside BC



Reviewed

Out-of-School

9 hours 0



September 1, 2013 - April 28, 2014

Get Outside BC is a program aimed at training youth to get other youth outside and appreciating nature. The purpose of the project is to connect youth to the outdoors in a meaningful and sustainable way. This is done by giving participants the capacity to inspire others to spend more time in the outdoors. There are 4 phases to the program. Phase 1 is a leadership summit in Squamish where participants engage in workshops and are given resources to aid them for phase 2, which is organizing an event or project of their own. Phase 3 is a reunion of all the members and phase 4 is what we're in now. It's monthly meetings within your region (mine is Vancouver) to organize and plan more events and projects to get youth outside. My goals for this activity are to increase my leadership and planning skills, to work with others in planning more events, and of course to get more people out and active. I wish to educate people on the importance of going outside to ones health and in combating growing issues such as obesity. I also wish to stress the environmental significance of maintaining our parks and outdoors so we can still enjoy them in the future.

Learning Outcomes:

1. Increased awareness of your strengths and areas for growth
2. Undertaking new challenges
3. Planned and initiated activities
4. Working collaboratively with others
5. Show perseverance and commitment
6. Engaged with issues of global importance
7. Develop new skills

CAS Supervisor Information Form



Semiahmoo

S E C O N D A R Y S C H O O L
1785- 148th St. Surrey, B.C. V4A 4M6
Tel: (604) 536-2131 Fax: (604) 536-4970

To whom it may concern,

The IB diploma students at our school must participate in a program known as CAS, which stands for Creativity, Activity & Service. As part of this program they have to undertake activities related to one of the areas (Creative, Active or Service) outside of school time and beyond the school curriculum.

You are receiving this information letter because one of our students has been participating in an activity you are running or because you are the supervisor of their CAS project. The ethos behind the student's involvement in CAS is to allow him/her to undertake experiential learning to gain important life skills. For the student, this involves a cycle of goal setting/planning, review of progress and then reflection on their experience/outcome. As a CAS supervisor, the students should share with you their personal goals and ask your advice when establishing these goals. You may want to review how well they have met their target Learning Outcomes when the activity comes to an end.

The student will take care of their own documents of reflection and evidence, and the final evaluation of the achievement related to the Learning Outcomes will only take a few minutes of your time to authenticate. We thank you in anticipation for your commitment to our student's CAS efforts. For more information, please see our website <http://www.ibsemiahmoo.com/core/creativity-activity-service-cas>

Sincerely,

Handwritten signature of Kristy Harrison in black ink.

CAS Coordinator: Kristy Harrison
harrison_kristy@surreyschools.ca

Handwritten signature of Andrew Yeung in black ink.

CAS Coordinator: Andrew Yeung
yeung_a@surreyschools.ca

Student Name: _____

Student Signature: _____

Supervisor Name: _____

Supervisor Signature: _____

Supervisor Email: _____

CAS Project

A CAS project is a collaborative (two or more students), 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 program. All CAS Projects should use the CAS Stages (IPARD) as a framework for implementation to ensure that all requirements are met. A CAS Project can address any single strand of CAS, or combine two or all three strands. Students must meet one or more Learning Outcomes through the CAS Project. The CAS Project must last a minimum of one month from planning to completion.

CAS Project Details

Stage 1: Investigation

Your project could be original or it could involve joining an existing project or event, but you must take a leadership and collaborative role. Investigation includes preliminary research and planning and the collection of materials and information needed. If service-based, you should make connections with community organizations.

Stage 2: Preparation

Once you have formed your group and decided on your project, you **each** need to create a draft proposal and meet **as a group** to discuss your CAS project with your CAS Coordinator in person. You then incorporate the feedback into a final proposal which is signed by yourself, your parents, and your CAS Coordinator once approved. Describe your CAS project on ManageBac and upload a PDF of your signed proposal in the reflections section; include the name and contact information of an adult supervisor (not a parent).

Stage 3: Action!

Implement your action plan, troubleshoot any issues, and refine your project as needed. Ensure every member of your group has an active role in the implementation of your project. Communication and collaboration is key!

Stage 4: Reflection

Reflection can occur any time during your CAS project to further understanding; to assist with revising plans; to learn from the experience; to make explicit connections between your growth, accomplishments and the learning outcomes for personal awareness; and to apply the above to the context of self, community and the world (Think global, Act local).

Stage 5: Demonstration

Through demonstration and communication, you solidify your understanding and evoke response from others. You can share how you learned and what you accomplished:

- On your CAS portfolio on ManageBac (required)
- Formally with the school newsletter or local paper
- During your CAS exit interview
- On your personal statements to universities (which is why it's best to get your CAS project done by the fall!)

CAS Project Student Examples

- Great Canadian Shoreline Cleanup
- Craft Fundraiser for Syrian Refugees
- Organizing a Talent Night Fundraiser
- Initiating a multi-school MUN conference or Debate competition
- Planning a table tennis tournament at the Rec Centre
- Planning, designing and creating an art mural
- Taking a lead role in a club event: e.g. Heart of Science; Great Peninsula Race; Mental Health Awareness Campaign

CAS Project Proposal Template

CAS Project Proposal

Student Name:

Group Members:

Adult Supervisor:

Project Description:

Project Goal(s):

CAS Learning Outcomes Addressed: (Be specific; describe how your personal contributions to the project (i.e. your roles and responsibilities) will help you meet the identified learning outcomes.)

Evidence you will provide:

Timeline:

Date of submission of your CAS proposal:

Student signature

Parent signature

CAS Coordinator signature

CAS Timeline

GRADE 10: Pre-IB

- CAS introduced to prospective students and parents at IB Information Nights and IB Orientation Night
- Start thinking about what you are already doing that could be used for CAS and/or experiences you plan to do for CAS (note: CAS starts in September of Grade 11)

GRADE 11: Year 1

September – IB Orientation Day

- CAS seminar by the IB CAS Coordinators and introductory ManageBac homework assigned

September 2023 – June 2024

- Monthly CAS classes with the following themes
 - September: CAS overview and personal profile
 - October: CAS strands and local opportunities
 - November: Learning outcomes
 - December: CAS interview preparation
 - January: 1st formal CAS interview
 - February: Service learning
 - March: CAS Project – introduction and examples
 - April: CAS Project – details and proposal
 - May: Summer Plan and interview preparation
 - June: 2nd formal CAS interview
- CAS Coordinator available weekly during 2 class blocks (TBA) for drop-in support
- Ongoing participation in all three strands of CAS required
- Maintenance of CAS portfolio including minimum of 1 formal reflection bimonthly

January 2024

- First formal interview with CAS Coordinators to discuss progress to date

June 2024

- Second formal interview with CAS Coordinators to discuss progress to date, summer plan, and preliminary plans for CAS project

July – August 2024

- Implement your summer plan (note all three aspects of CAS should continue)
- Recommendation: Complete your CAS project in the Spring of Grade 11, over the summer months or early in the Fall as Grade 12 gets very busy

GRADE 12: Year 2

September 2024 – March 2025

- CAS Coordinator available three times a week during a class block (TBA) for drop-in support
- Ongoing participation in all three strands of CAS is required
- Maintenance of CAS portfolio including minimum of one bimonthly formal reflection
- Implementation of CAS project if not completed in the summer

December 2024/January 2025

- Third formal interview with CAS Coordinators to discuss progress to date
- Note: CAS project should be completed PRIOR to your December interview

April 2025

- CAS celebration and closing interview
- Share your journey through CAS with your peers, teachers, CAS Coordinators and special guests
- CAS portfolio including reflections, evidence and final presentation are to be completed prior to the CAS celebration (i.e. end of March 2025)
- Note: CAS project must be completed for success in CAS

April 30, 2025

- Final assessment on successful completion submitted by the CAS Coordinator to the IB (Note: successful completion of CAS is a core requirement for the IB diploma)

CAS Assessment Rubrics

Assessment Rubric for CAS - Year 1		Name:		Date:		Level:	
Descriptor	Level 1: <i>Insufficient</i>	Level 2: <i>Emerging</i>	Level 3: <i>Developing</i>	Level 4: <i>Proficient</i>	Level 5: <i>Extending</i>		
Balance and Commitment	- Student's CAS programme does not address the three strands of CAS (Creativity, Activity and Service). There may be one or more strands missing.	- Student has a limited variety of experiences. - There may be one strand of CAS that is underrepresented and does not show balance amongst the three strands. - Student did not engage in all three strands of CAS throughout the year.	- Student has chosen experiences that show sufficient involvement in all three strands of CAS. - Student engaged in all three strands of CAS throughout the year, but was inconsistent at times.	- Student demonstrates a commitment to a number of well-defined experiences in all three strands of CAS. - Student engaged in all three strands on a regular basis throughout the year.	- Student demonstrates an excellent commitment to a variety of well-defined CAS experiences and the three strands of CAS are well-represented. - Student engaged in all three strands on an ongoing basis throughout the year.		
Growth and Initiative	- Little or no opportunity shown for the student to extend him/herself. - Student did not take ownership of finding CAS experiences in one or more stands.	- CAS experiences gave students limited opportunities to extend themselves. - Student did not set new goals within their current activities and/or did not find new experiences for growth.	- CAS experiences gave student some opportunity to extend themselves, but mostly stayed within their comfort zone. - Student occasionally helped plan or initiate activities.	- Student sought CAS experiences that presented a challenging target to be met. - Student took on some leadership roles and initiated some activities.	- Student sought CAS experiences that pushed them well beyond their limits and expectations. - Student is an active leader and often initiated activities.		
Reflections and Evidence	- Reflections are superficial and often incomplete. - No supplemental evidence is provided.	- Reflections are superficial and describe what the student did but rarely describe what the student learned. - Limited supplemental evidence provided.	- Reflections describe how the student has met the learning outcomes but shows limited introspection or depth of thought. - Some supplemental evidence provided.	- Reflections show how the student has met the learning outcomes. Some evidence of introspection and depth of thought put into reflections. - Supplemental evidence provided but may be limited in variety.	- Reflections show how the student has met the learning outcomes in a thoughtful and meaningful way. - Student provides a variety of supplemental evidence (e.g. photos, videos, links to blogs, certificates, etc.).		
Personal Responsibility	- Deadlines are rarely met. - Unexcused absences for CAS classes. - Aspects of record-keeping are incomplete or not attempted. - Poorly prepared and/or did not attend scheduled CAS interview.	- Deadlines are met on some occasions, but often required reminders to submit reflections. - Unexcused absences for CAS classes. - Record-keeping only attempted in the days prior to the CAS interviews.	- Usually meets deadlines, but sometimes required reminders to submit reflections. - Attends CAS classes regularly. - Some evidence of record-keeping on an ongoing basis.	- Meets most/all deadlines for reflections. - Attends CAS classes regularly. - Evidence of record-keeping on an ongoing basis for most activities. - Prepared for CAS interviews.	- Meets all deadlines for reflections. - Attends CAS classes regularly. - Evidence of record-keeping on an ongoing basis for all activities. - Well prepared for CAS interviews.		
CAS Project Status	CAS project proposal not yet submitted. (Note: CAS Project is a requirement for the successful completion of CAS and must be completed by March of Year 2).		CAS project proposal submitted. (Note: CAS Project is a requirement for the successful completion of CAS and must be completed by March of Year 2).				

Assessment Rubric for CAS - Year 2		Name:		Date:		Level:	
Descriptor	Level 1: <i>Insufficient</i>	Level 2: <i>Emerging</i>	Level 3: <i>Developing</i>	Level 4: <i>Proficient</i>	Level 5: <i>Extending</i>		
Balance and Commitment	- Student's CAS programme does not address the three strands of CAS (Creativity, Activity and Service). There may be one or more strands missing.	- Student has a limited variety of experiences. - One strand of CAS is underrepresented and/or does not show balance amongst the three strands. - Student did not engage in all three strands on a regular basis throughout the 2 years.	- Student has chosen experiences that show sufficient involvement in all three strands of CAS, with some variety of experiences. - Student engaged in all three strands of CAS throughout the 2 years, but was inconsistent at times.	- Student demonstrates a commitment to a number of well-defined experiences in all three strands of CAS. - Student engaged in all three strands on a regular basis throughout the 2 years.	- Student demonstrates an excellent commitment to a variety of well-defined CAS experiences and the three strands of CAS are well-represented. - Student engaged in all three strands on an ongoing basis throughout the 2 years.		
Growth and Initiative	- Little or no opportunity shown for the student to extend him/herself. - Student did not take ownership of finding CAS experiences in one or more stands.	- CAS experiences gave students limited opportunities to extend themselves. - Student did not set new goals within their current activities and/or did not seek new experiences for growth.	- CAS experiences gave student some opportunity to extend themselves, but mostly stayed within their comfort zone. - Student occasionally helped plan or initiate activities.	- Student sought CAS experiences that presented a challenging target to be met. - Student assumed some leadership roles and initiated some activities.	- Student sought CAS experiences that pushed them well beyond their limits and expectations. - Student is an active leader and often initiated activities.		
Reflections and Evidence	- Reflections are superficial and often incomplete. - No supplemental evidence is provided.	- Reflections are superficial and describe what the student did but rarely describe what the student learned. - Limited supplemental evidence provided.	- Reflections describe how the student has met the learning outcomes but shows limited introspection or depth of thought. - Some supplemental evidence provided.	- Reflections show how the student has met the learning outcomes. Some evidence of introspection and depth of thought put into reflections. - Supplemental evidence provided but may be limited in variety.	- Reflections show how the student has met the learning outcomes in a thoughtful and meaningful way. - Student provides a variety of supplemental evidence (e.g. photos, videos, links to blogs, certificates, etc.).		
Personal Responsibility	- Deadlines are rarely met. - Aspects of record-keeping are incomplete or not attempted. - Poorly prepared and/or did not attend scheduled CAS interview.	- Deadlines are met on some occasions, but often required reminders to submit reflections. - Record-keeping only attempted in the days prior to the CAS interviews.	- Usually meets deadlines, but sometimes required reminders to submit reflections. - Some evidence of record-keeping on an ongoing basis.	- Meets most/all deadlines for reflections. - Evidence of record-keeping on an ongoing basis for most activities. - Prepared for CAS interviews.	- Meets all deadlines for reflections. - Evidence of record-keeping on an ongoing basis for all activities. - Well prepared for CAS interviews.		
CAS Project	- CAS project not yet completed. (Note: it must be completed before you leave for exams to pass CAS).	- CAS project shows limited collaboration with others. - Scope of the project did not adequately meet the minimum <u>1 month</u> time requirement. - CAS project completed.	- CAS project showed collaboration with others. - Scope of the project was limited but minimally met the <u>one month</u> time requirement. - CAS project completed.	- CAS project initiated by students, showing clear collaboration with others. - Scope of the project was sufficient and met the minimum <u>one month</u> time requirement. - CAS project successfully completed.	- CAS project fully initiated by students, showing strong collaboration with others. - Scope of the project clearly met or exceeded the minimum <u>one month</u> time requirement. - CAS project successfully completed.		

CAS Grade Descriptors

Your CAS grade (Level 1 - 5) is based on the rubrics above. The grade will be present on your BC Transcript but is not part of your IB transcript. CAS is pass/fail on your IB Transcript. The following percentage will appear on your June report card for Semester 2 in Grade 11 and Grade 12.

5 (exceeding) 100%

4 (proficient) 90%

3 (developing) 80%

2 (approaching) 70%

1 (emerging) 0 - 60 % (This level is insufficient/failing according to IB CAS requirements and the IB Diploma will not be awarded. Students may still “pass” the CLC 12 equivalence in order to graduate from the B.C. high school curriculum).

References

Cannings, J., Innes Piaggio M., Muir P. and Brodie T. (2015), *Creativity, Activity, Service (CAS) for the IB Diploma*. Cambridge: Cambridge University Press.

Elder, S. *CAS Quick Start Guide*. Retrieved from: <http://cascorner.wordpress.com>.

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Muir, P. *Discovery College: DP CAS Handbook*. Retrieved from: <http://occ.ibo.org/ibis/occ/home/userResourcesNew.cfm?subject=casxx>