# Table of Contents

- The IB Learner Profile 2
- The IB mission statement and the IB learner profile 3
- What is CAS? 4
- What is NOT CAS? 6
- The Aims of CAS 8
- CAS Learning Outcomes 8
- Student Responsibilities 11
- CAS Experience 12
- Guidelines to CAS experiences 13
- Starting a CAS Experience 14
- Finishing a CAS Experience 15
- CAS Stages 16
- The CAS Strands 18
- Types of service 19
- Reflection 20
- The CAS Portfolio 22
- The CAS Project 23
- What is the difference between a CAS Project and an Experience? 24
- How Do I Start a CAS Project? 25
- Project/ Experience Requirements 26
- How to Use ManageBac 27
- APPENDIX A: Glossary of Key Terms 32
- APPENDIX B: Sample Letter to External Supervisors of CAS experience 34
- APPENDIX C: CAS Supervisor’s Report 35
- APPENDIX D: CAS Form for Offsite Experiences 36
The IB Learner Profile

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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The IB mission statement and the IB learner profile

The Diploma Programme aims to develop in students the knowledge, skills and attitudes they will need to fulfill the aims of the IB, as expressed in the organization’s mission statement and the learner profile. Teaching and learning in the Diploma Programme represent the reality in daily practice of the organization’s educational philosophy.

The table below shows some of the links between the extended essay and the learner profile attributes.

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Connection to extended essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquirers</td>
<td>Through research, students demonstrate both the acquisition of skills necessary to conduct inquiry and their interest in learning.</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>Students acquire in-depth knowledge of their topic through exploration of current literature and/or research.</td>
</tr>
<tr>
<td>Thinkers</td>
<td>Students make reasoned analysis of their research topic and apply critical thinking skills in a creative way.</td>
</tr>
<tr>
<td>Communicators</td>
<td>Students effectively express ideas and information in an academic way.</td>
</tr>
<tr>
<td>Principled</td>
<td>Students exercise academic honesty in all aspects of their work, showing respect for the ideas and work of others, and caring for the welfare of subjects studied and for the environment.</td>
</tr>
<tr>
<td>Open-minded</td>
<td>As researchers, students will seek out and express an appropriately wide range of points of view.</td>
</tr>
<tr>
<td>Caring</td>
<td>By clearly demonstrating the relevance of their topic, students exhibit their personal commitment to making a difference in the lives of others.</td>
</tr>
<tr>
<td>Risk-takers</td>
<td>Students explore new areas or novel situations and courageously defend their positions.</td>
</tr>
<tr>
<td>Balanced</td>
<td>Students’ understanding of the importance of intellectual development is reinforced by the research process.</td>
</tr>
<tr>
<td>Reflective</td>
<td>Students draw conclusions on their topic demonstrating thoughtful consideration and they have the opportunity to assess their strengths and</td>
</tr>
</tbody>
</table>
What is CAS?

“If you believe in something, you must not just think or talk or write, but must act.”
-Alec Peterson, founding Director General of the IBO, 2003

Creativity, Activity, Service (CAS) is at the heart of the Diploma Program. It is one of the three core elements in every DP student’s experience. Successful completion of CAS is a requirement for the award of the IB Diploma, and all MCSHS students must complete CAS during their Grades 11 and 12. It involves students in a range of activities alongside their academic studies throughout their final two years of school.

**Creativity** - Exploring and extending ideas leading to an original or interpretive product or performance. These ideas are the creation of something new that has not necessarily existed previously. *Please note: The emphasis here is on originality. Simply performing a learned topic is not creativity, it is activity. See p. 19 for further details on creativity.*

Creativity in CAS is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum, which includes creative thinking in the design and carrying out of service projects. Ideas for Creativity could involve: helping to create a yearbook, newspaper article, choreographing a dance, writing theatre, composing music, creating any art, or designing a coaching program, writing, filming editing and producing a video, to name a few. Creative work must be NEW to students and it must be a stretch for students in order to be considered CAS.

**Activity** - Physical exertion/activity contributing to a healthy lifestyle.

Activity in CAS includes participation in expeditions or treks, individual and team sports, and physical activities outside the normal curriculum. It also includes physical activity involved in carrying out Creativity and Service projects. Activity could involve participation in sport or other activities requiring physical activity such as expeditions or camping trips, coaching, self-defence classes, environmental concerns groups, student council led projects, backstage team, and leadership roles in outdoor education or service trips endeavours. The key to suitability of Activity is that goals are set up and carried out and students reflect on the progress of their personal goals.

*Please Note: Routine practice not relating to personal goals does not earn CAS reflection. Purposeful, mindful goals accomplished during practice time can be counted as CAS reflection. Students will need to determine this and express this within their reflections.*

**Service** - collaborative and reciprocal engagement within a community in response to an authentic need. Proper research needs to be conducted to determine efficacy of need and to determine appropriate personal goals.

Service can often be the most meaningful and transforming of the three CAS strands for the student. Authentic service has the potential to nurture and mold the global citizen in ways unimagined. Service in CAS involves participation in projects and activities inside and outside of school and, it involves interactivity, such as the building of links with individuals or groups in the community. The community may be the school, or more ideally, the local area and it may exist on national or international levels. Service activities should not only involve doing things for others but doing things along with others and developing a real commitment with them. The relationship should, therefore, show respect for the dignity and self-respect of others.
A CAS experience must:
1. fit within one or more of the CAS strands (Creativity, Activity, Service)
2. be based on a personal interest, skill, talent or opportunity for growth
3. provide opportunities to develop the attributes of the IB learner profile
4. not be used or included in the student’s Diploma course requirements in any way

All proposed CAS activities need to meet these four requirements. CAS activities should continue on a regular basis for as long as possible, ideally on a weekly basis, throughout the final two years of schooling, for a minimum of 18 months.

CAS enables the student, to enhance their personal and interpersonal development through experiential learning. CAS complements a challenging academic program in a holistic way, providing opportunities for self-determination, collaboration, accomplishment, and enjoyment.

A meaningful CAS experience should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but CAS activities and reflection should include experiences that are profound and life-changing.

Students are expected to complete a CAS portfolio as evidence of their engagement with CAS. At MCSHS students complete their CAS portfolio on ManageBac. Completion of CAS is based on student achievement of the seven CAS learning outcomes.

Students engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Students must undertake a CAS Project that lasts at least four weeks. This project challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

Students also must use the CAS stages (investigation, preparation, action, reflection, and demonstration) as a framework for CAS experiences and the CAS project. This should be evident in the CAS Questions and Reflections section of their ManageBac CAS Portfolio.

There are three formal documented interviews students must have with their CAS Coordinator/Advisor. The first interview is at the beginning of the CAS program, the second is at the end of the first year, and the third interview is at the end of the CAS program.

CAS emphasizes reflection which is central to building a deep and rich experience in CAS. Reflection informs students’ learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.
What is NOT CAS?

CAS is not routine, required, repetitive or passive activity.
Determining the kind of activity that is valid for CAS can be confusing, as there is sometimes a grey area. Some experiences may fall to two or more CAS strands. In this case, the student and their coordinator will need to discuss the experience and determine which strand or strands their experience falls under. To help clarify this, refer to the following paragraphs:

Firstly, **CAS is designed to involve students in new roles.** Appropriate CAS activities are not merely “more of the same” - more practice, more time, etc. In the example of a dedicated student athlete, consider the following: if a student’s chosen sport is individual (e.g., horseback riding), they should try a team game to experience different athletic challenges and benefits. If they don’t like the idea of team sports, they could try other “activity” experiences that are not sporting or competitive but do involve physical challenge by demanding endurance (such as long distance trekking) or the conquest of personal fears (for example, rock climbing). By doing such things, a student will be able to have more opportunity for genuine reflection.

Secondly, **CAS emphasizes learning by doing real (meaningful) tasks that have real (meaningful) consequences (for the student and others) and then reflecting on these experiences over time.** This excludes, for example, routine sports practice; it isn’t a meaningful activity since it is usually required, repetitive, and doesn’t warrant reflection over time. However, this does not exclude activities the student already practices and enjoys; he or she can “extend” their experience in their favourite sport by developing a plan or program to teach skills and knowledge to others.

Thirdly, **it is essential that service activities have learning benefits for the student.** That rules out mundane, repetitive, and passive activities, as well as “service” without real responsibility. Passive pursuits, such as visits to a museum, the theatre, art exhibition, concert or sports event are not activities that require sustained inquiry or experiential learning on the student’s part. They may inspire, strengthen or complement an activity but are not, in and of themselves, holistic CAS activities. Volunteer activities that require the student to perform simple, repetitious and inconsequential tasks (e.g., parking cars, cleaning lab equipment, or distributing fliers) and/or that have no meaningful learning impact for the student or benefit for the recipient cannot count for CAS.

Finally, **any class, activity or project that is already on-going or part of the student’s academic requirements or personal responsibilities is not CAS** (you can’t do both: get grades and get CAS). For example, if your Theatre course requires that you have a role in a class play and your participation will impact your grade, it does not count for CAS. The same applies to all forms of duty with a family.
**Religious activity**
In some parts of the world religious observance is illegal in the school curriculum; in others it is compulsory. 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.

Some relevant guiding principles are that CAS activities should enlarge students’ experience, encourage them toward greater understanding of people from different social or cultural backgrounds, and include specific goals. By these criteria, work done by a religious group in the wider community, provided that the objectives are clearly serving others, may qualify as CAS. For example, while serving on a school supported trip, students may be asked to help build a school or feed those who are hungry. These activities and service are clearly addressing needs of communities and individuals and time spent doing these types of activities could be used for CAS reflection.

Another key issue is whether students are able to make choices or use their initiative. For example, if a student plans a sports ministry event focused on sportsmanship, how to play sports, etc., these activities could be counted as CAS.

**Political activity**
The IB does not take a stance on political activity as part of the educational experience. However, we are required to consider the following factors if we choose to allow political activity to count toward CAS:
- Is the activity safe and secure given the local circumstances?
- Is it an activity that will cause, or worsen, social divisions?
- Where are the learning opportunities for the students involved?

Considering the fact that political activity is inextricably related to social divisions, OIS does not condone political activity as part of the CAS Programme.

**Paid/compensated activity**
Any activity for which a student receives payment, trade, grade or any other form of compensation cannot count for CAS. CAS Advisors will be checking with activity Supervisors regularly to verify the conditions of each CAS experience.
The Aims of CAS

“The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the plant, help to create a better and more peaceful world.”
- IB Creativity, activity, service guide (2015)

The CAS programme 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 Learning Outcomes

Student completion of CAS is based on the achievement of the seven CAS learning outcomes realized through the student’s commitment to his or her CAS programme over a period of 18 months. These learning outcomes articulate what a CAS student is able to do at some point during his or her CAS programme. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

Some learning outcomes may be achieved many times, while others may be achieved less frequently. Not all CAS experiences lead to a CAS learning outcome. Students provide the school with evidence in their CAS portfolio of having achieved each learning outcome at least once through their CAS programme. The CAS coordinator must reach agreement with the student as to what evidence is necessary to demonstrate achievement of each CAS learning outcome. Commonly, the evidence of achieving the seven CAS learning outcomes is found in students’ reflections.

In CAS, there are seven learning outcomes:

<table>
<thead>
<tr>
<th>LO 1</th>
<th>Identify own strengths and develop areas for growth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Descriptor</strong></td>
<td>Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.</td>
</tr>
<tr>
<td><strong>The student:</strong></td>
<td></td>
</tr>
<tr>
<td>- is aware of own strengths and weaknesses</td>
<td></td>
</tr>
<tr>
<td>- is open to improvement and growth opportunities</td>
<td></td>
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<tr>
<td>- is able to propose activities according to own interests and talents</td>
<td></td>
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<tr>
<td>- is willing to participate in different activities</td>
<td></td>
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<tr>
<td>- is able to undertake a thoughtful self-evaluation</td>
<td></td>
</tr>
<tr>
<td>- is able to see themselves as individuals with various abilities and skills, some more developed than others.</td>
<td></td>
</tr>
<tr>
<td>LO 2</td>
<td>Demonstrate that challenges have been undertaken, developing new skills in the process</td>
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<td>------</td>
<td>----------------------------------------------------------------------------------</td>
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</table>
| **Descriptor** | 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. 
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  
- increases expertise in an established area  
- shows newly acquired or developed skills or increased expertise in an established area. |

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<thead>
<tr>
<th>LO 3</th>
<th>Demonstrate how to initiate and plan a CAS experience</th>
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</thead>
</table>
| **Descriptor** | 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. 
The student:  
- is able to articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences  
- 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. |

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<thead>
<tr>
<th>LO 4</th>
<th>Show commitment to and perseverance in CAS experiences</th>
</tr>
</thead>
</table>
| **Descriptor** | Students 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. |
<table>
<thead>
<tr>
<th>LO 5</th>
<th>Demonstrate the skills and recognize the benefits of working collaboratively</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Descriptor</strong></td>
<td>Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.</td>
</tr>
<tr>
<td></td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>- shares skills and knowledge</td>
</tr>
<tr>
<td></td>
<td>- listens respectfully to proposals from peers</td>
</tr>
<tr>
<td></td>
<td>- is willing to take on different roles within a team</td>
</tr>
<tr>
<td></td>
<td>- shows respect for different points of view and ideas</td>
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<td></td>
<td>- makes valuable contributions</td>
</tr>
<tr>
<td></td>
<td>- is responsible for participating in the group</td>
</tr>
<tr>
<td></td>
<td>- readily assists others</td>
</tr>
<tr>
<td></td>
<td>- is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>LO 6</th>
<th>Demonstrate engagement with issues of global significance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Descriptor</strong></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>- recognizes the global implications of local issues</td>
</tr>
<tr>
<td></td>
<td>- is able to identify global issues in the local or national community</td>
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<tr>
<td></td>
<td>- shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally</td>
</tr>
<tr>
<td></td>
<td>- gets involved in CAS projects addressing global issues in a local, national or international context</td>
</tr>
<tr>
<td></td>
<td>- develops awareness and responsibility towards a shared humanity.</td>
</tr>
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<thead>
<tr>
<th>LO 7</th>
<th>Recognize and consider the ethics of choices and actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Descriptor</strong></td>
<td>Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.</td>
</tr>
<tr>
<td></td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>- recognizes ethical issues</td>
</tr>
<tr>
<td></td>
<td>- is able to explain the social influences on one’s ethical identity</td>
</tr>
<tr>
<td></td>
<td>- takes into account cultural context when making a plan or ethical decision</td>
</tr>
<tr>
<td></td>
<td>- identifies what is needed to know in order to make an ethical decision</td>
</tr>
<tr>
<td></td>
<td>- articulates ethical principles and approaches to ethical decisions</td>
</tr>
<tr>
<td></td>
<td>- shows accountability for choices and actions</td>
</tr>
<tr>
<td></td>
<td>- is aware of the consequences of choices and actions regarding self, others involved and the community</td>
</tr>
<tr>
<td></td>
<td>- integrates the process of reflection when facing an ethical decision</td>
</tr>
<tr>
<td></td>
<td>- shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.</td>
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</tbody>
</table>
Student Responsibilities

Key to a student’s CAS program is personal engagement, choice and enjoyment of CAS experiences. Throughout the Diploma Program students undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. They must also undertake at least one CAS project with a minimum duration of one month. Students reflect on CAS experiences on a weekly basis throughout CAS and maintain a CAS portfolio. Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator’s satisfaction.

CAS students are expected to:

- Approach CAS with an excellent and willing attitude
- Develop a clear understanding of the CAS purpose, process and expectations
- Aspire for personal growth through the IB Learner Profile and Mission Statement
- In conjunction with CAS Advisor, decide on personal goals and create a plan to accomplish said goals
- Use CAS stages to pre-plan various experiences and CAS Projects
- Become more aware of personal interests, skills and talents and observe and reflect how these evolve throughout the CAS Programme
- Maintain CAS Portfolio through the ManageBac system including: excellent pre-planning and evidence of achievement of the Learning Outcomes via copious written reflections and picture/video evidence
- Upload at least weekly reflections and evidence i.e. pictures/videos, certificates
- Demonstrate and highlight their accomplishments
- Collaborate with CAS Coordinator, CAS Advisor and activity supervisors in formal and informal meetings
- Ensure appropriate balance between Creativity, Activity & Service experiences
- Act appropriately and ethically in all choices and behaviours
- Be own advocate and communicate any questions or problems early and often with CAS Advisor

Requirements of the MCSHS CAS Program:

1. Keep and maintain a CAS Portfolio where you record, show evidence and reflect upon a variety of Creativity, Activity, and Service experiences over a minimum of 18 months.
2. You must complete meaningful activities/experiences throughout the two-year CAS program (11th and 12th grades). Emphasis is on quality and sustained engagement/activity.
3. During a CAS experience or activity, you must provide weekly ongoing reflections on ManageBac, documenting your experience. These reflections should address specific learning outcomes. Reflections should be honest, thorough, and representative of what you are learning through your activities and experiences.
4. You must show evidence of accomplishing the 7 Learning Outcomes. At MCSHS, we require all students to engage in the seven Learning Outcomes and show evidence of this on the ManageBac profile through reflection specifically discussing the Learning Outcomes. If you have further questions, please see your CAS Advisor or Coordinator.
5. You must communicate with your CAS Advisor and the CAS Coordinator. You’ll do this through scheduled one-on-one meetings, planning and development time during CORE, and written exchanges using ManageBac.
CAS Experience

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. Deciding on an extended essay topic.

CAS experience can be a single event or may be an extended series of events.

A CAS project is a collaborative series of sequential CAS experiences lasting at least one month (see the section on CAS project for additional criteria).

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

CAS experiences may incorporate one or more of the CAS strands. For example:

• Going for a mountain hike could be a singular experience within the “Activity” strand.

• A student plans a number of visits to a nursing home resulting in a series of CAS experiences within the “Service” strand.

• A group of students plan and stage a basketball tournament for the local community, resulting in a series of CAS experiences involving the strands of “Activity” and “Service”.
Guidelines to CAS experiences

The CAS coordinator assists students in understanding what may or may not be a CAS experience. There are four guidelines that should be applied to any proposed CAS experience.

A CAS experience must:

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student’s Diploma course requirements

To further assist students in deciding on a CAS experience, the following questions may be useful for students to consider.

- Will the experience be enjoyable?
- Does the experience allow for development of personal interests, skills and/or talents?
- What new possibilities or challenges could the experience provide?
- What might be the possible consequences of your CAS experience for you, others and the environment?
- Which CAS learning outcomes may be addressed?

While it is not necessary for each CAS experience to address a CAS learning outcome, upon completion of the CAS programme, CAS students are required to present evidence demonstrating achievement of all CAS learning outcomes.

At the end of your CAS involvement, you must:

- Have completed 2/3 Creativity experiences
- Have completed 2/3 Activity experiences
- Have completed a number of Service experiences
- Have completed a Project
- Have met all seven learning outcomes
- Have demonstrated a balance of CAS through commitment to a variety of experiences
- Have demonstrated a sustained commitment to CAS.
Starting a CAS Experience

Each CAS experience requires the following to be completed before we can consider the CAS activity to have commenced:

1. A completed **CAS Experience Approval Form** from the student that is signed by the CAS Coordinator.
2. A **CAS Supervisor Form** that is completed by a supervisor who is not a relative.

The CAS Experience Approval Form.
This form is available on Moodle in the CAS Experience folder. This form:

1. summarises the proposed experience,
2. indicates which component(s) the experience will cover (C, A, S),
3. indicates the outcomes to be addressed by the experience
4. indicates a proposed supervisor,
5. MUST be submitted, approved and signed by the CAS Coordinator before the CAS experience can be considered to have commenced.

Having a CAS experience approved.

- Hand in a hard copy of the CAS Experience Approval Form to the CAS Coordinator. The electronic copies of all CAS forms are on Moodle.
- The CAS Coordinator will check your proposed experience information and will then approve it or seek further clarification via email.
- When the experience is approved, the CAS Coordinator will sign your form and return it to you by email. You then need to upload an electronic copy of this form to ManageBac.
- An experience MUST be approved by the CAS Coordinator before it can be considered to have commenced.

The CAS Supervisor.

You MUST have an off-school supervisor who agrees to his/her role. We have insurance information for the supervisor, if you need it. Your supervisor should not be a peer, another student or a member of your immediate family. Usually it is a coach, instructor, person in charge, leader, teacher, etc.

The CAS Supervisor Form.
This is the second form. It indicates that the proposed supervisor agrees to his/her role. Ideally it will be completed at the same time as the CAS Activity Approval Form but in reality, as soon as possible after your activity has been approved is fine. This form also includes insurance information for the supervisor.
You may either email or hand in a hard copy of a Supervisor Form to the CAS Coordinator. Once it has been added to the database, the CAS Coordinator will return it to you by email. You then need to upload an electronic copy of this form to the ManageBac.
Finishing a CAS Experience

The Supervisor’s CAS Student Evaluation. This MUST be completed when you consider an experience to be finished. The supervisor assesses your CAS experience and rates your performance. When combined with your own reflections and evidence in your CAS Portfolio, the Evaluation completes your CAS experience.

Example of written reflections for CAS Portfolios

"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."
CAS Stages

The CAS stages (adapted from Cathryn Berger Kaye’s “five stages of service learning”, 2010) 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. The CAS stages are applicable to the three strands of creativity, activity, service, and the CAS project.

These CAS stages represent a process and sequence that can assist students in many aspects of their life. They follow a process whereby they investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what they have done along the way, and demonstrate their understandings and the process. By applying these stages to CAS, students have a reliable yet flexible structure they can then apply to future situations with confidence.

There are two parts as noted in the diagram. The centre represents the process with four key parts: investigation, preparation, action, and reflection (occurring intermittently in response to significant experiences). The outer circle has two parts and guides students in summarizing their experience: reflection and demonstration.
The five CAS stages are as follows.

1. **Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.

2. **Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.

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

4. **Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.

5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

The CAS stages provide a framework that enables students to:

- increase self-awareness
- learn about learning
- explore new and unfamiliar challenges
- employ different learning styles
- develop their ability to communicate and collaborate with others
- experience and recognize personal development
- develop attributes of the IB learner profile.

For singular CAS experiences, students may begin with investigation, preparation, or action. For ongoing CAS experiences, beginning with investigation is advised. In these ongoing experiences, the action stage may lead students back to investigation or preparation as they further develop, expand and implement new or related ideas.

The CAS coordinator ensures that CAS advisers and other supporting staff, as well as CAS students, understand the CAS stages so they are readily applied to advance the students’ CAS programme.

Resources are available in the *Teacher support material* to assist with student understanding of the CAS stages.
The CAS Strands

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

Creativity provides you with the opportunity to explore your own sense of original thinking and expression. It should derive from your talents, interests, passion and imagination. Whilst you are encouraged to move beyond the familiar, it is equally appropriate for you to choose to extend your skills or involvement in this area.

Creativity may be inspired by your Diploma courses but must not be used in your academic courses. For example, you may be studying film and be inspired to view films of a particular genre and begin a reviewing blog as creativity for your CAS.

Examples: Music group/band, photography, website development, cooking meals on a budget/special dietary concerns, choir, learning an instrument, journalism for our school Facebook, debating, drama group, art lessons, circus skills, tutoring (if you are developing lesson plans and materials), knitting, composing music, designing furniture or clothing, writing a collection of short stories, dance, event management, etc.

Having no goals or just passively attending a concert or going to a gallery does NOT count for CAS.

ACTIVITY:
Physical exertion contributing to a healthy lifestyle

The aim of the Activity strand is to promote your well-being and the development of lifelong, healthy habits. If you are already participating in suitable activity, you are encouraged to develop and extend your participation further. This could mean expanding your personal goals, exploring different training models. However, maintenance of rigorous training programmes are entirely appropriate.

Examples: Individual and team sports, aerobic exercise, dance, yoga, outdoor recreation such as bushwalking, fitness training, martial arts, surfing, cycling, skateboarding, etcetera.

SERVICE:
Collaborative and reciprocal engagement with the community in response to an authentic need. (CAS service is unpaid)

The aim of the Service strand is for you to understand your capacity to make a meaningful contribution to your community and society. Service enables you to develop and apply social and personal skills in real-life situations that involve decision-making, problem-solving, initiative, responsibility and accountability. It is a great opportunity to be internationally-minded. It is recommended that you use the CAS Stages when undertaking your CAS service experience/s.

“Community” may refer to our school community however, it is hoped that your service will extend into your local community. It may even extend to the national or international community. With technology, it
is certainly possible that your local service can have a global impact through partnerships (such as the World Vision 40 Hour Famine, Sub School service, or even linking up with CAS students in other year levels, schools or countries).

Types of service
It is recommended that you engage with different types of service action throughout your CAS program. These different types are:

1. **Direct service:**
   Student interaction involving people, the environment or animals e.g.: one-to-one tutoring, Bush care or working in an animal shelter.

2. **Indirect service:**
   The student may not see the recipients of this service but their actions will benefit the community or environment e.g.: writing picture books to teach English, re-designing a non-profit organisation’s website, fundraising for a disaster or organisation, growing seedlings for a community garden.

3. **Advocacy:**
   The student speaks on behalf of a cause to promote action e.g.: creating a video on sustainable water solutions, initiating an awareness campaign on hunger/deforestation/child slavery, etc., performing a play about bullying.

4. **Research**
   The student collects information from a variety of sources, analyses the data and reports on a topic of importance in order to influence policy or practice e.g.: conduct environmental surveys to influence school policy, participate in the birds in backyards wildlife survey, conduct social research about Australia’s refugee policies.

**Examples:** Coaching a basketball team; volunteering at a holiday club; fundraising; peer tutoring; plan, participate and implement an activity for an international issue, be a prefect/captain, teaching computer skills; playing piano at a nursing home; Riding for the Disabled; helping at Vinnies; being a scout/guide leader; involvement in one of the school’s service learning trips; mowing lawns for an elderly neighbour, promoting and running 40 Hour Famine, etc.

**CAS activities may cover one, two or three of the areas Creativity, Activity or Service. For example, running a primary school reading group may involve both service and creativity. Or exercising dogs at an animal shelter may involve both activity and service.**
Reflection

Reflection is one of the attributes of the IB Learner Profile and is central to CAS. It helps you to deepen your learning, consider the relevance of an experience, explore values, identify strengths and areas for development, recognize the application of knowledge and skills, gain understanding of yourself and others, place experience into a wider context, generate ideas and questions, transfer prior learning to new situations, generate and receive feedback.

The Elements of Reflection:

1. **Describing what happened:**
   Retell the memorable moments, identify what was important or influential, what went well or was difficult, obstacles or successes.

2. **Expressing Feelings:**
   Articulate emotional responses to your experiences.

3. **Generating ideas:**
   Rethink or re-examine choices and actions and thereby increase awareness about self or others.

4. **Asking questions:**
   Ask questions about people, processes or issues in order to prompt further thinking and ongoing inquiry.

The following are some **guiding questions for your reflections:**

- Why did I make this particular choice?
- How did this experience reflect my personal ideas and values?
- In what ways am I being challenged to think differently about myself and others?
- How did I feel about the challenges?
- What happened that prompted particular feelings?
- What choices may have resulted in different feelings and outcomes?
- What did I/we hope to learn?
- How successful have I/we been?
- What difficulties were encountered and how did I/we overcome them?
- What did I learn about myself or other people?
- What abilities, attitudes and values have I developed?
- Did anyone help me? With whom have I interacted?
- How did this activity benefit other people?
- What would I change if I were to do this activity again?
- How can I apply what I have learned to other situations? How might this learning be applied more widely, particularly if it has ethical or global implications?
**When to reflect:**
You do not have to reflect on every CAS experience. Rather, you should identify moments worthy of reflection. Significant moments will be: at the start and end of an experience, to discuss a learning outcome, when: a moment of discovery occurs, a skill is mastered, a challenge is confronted, emotions are provoked, or an achievement deserves celebration, or to deliberate on planning, opportunities, progress and expectations.

Thus, you choose the moment, select the method and decide on the reflection amount. However, being honest and forthcoming is going to be most beneficial.

**Forms of Reflection:**
You can take photographs and include written notes, compose a song, capture an emotion in poetry, make a short video, create a visual such as a poster, write a letter, record a dialogue, etc.

Your reflections MUST be included in your CAS portfolio on ManageBac as this is how we determine whether you have met all of the CAS learning outcomes.

**Understanding reflection**
One way to explain reflection is to clarify what reflection is and what it is not. A helpful way to initiate discussion of the reflective process is for students to collaborate with their peers and draw up their own comparison table. This chart shows examples of what students may list and discuss.

<table>
<thead>
<tr>
<th>Reflection is:</th>
<th>Reflection is not:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• honest</td>
<td>• forced</td>
</tr>
<tr>
<td>• personal</td>
<td>• right or wrong</td>
</tr>
<tr>
<td>• done in many different ways</td>
<td>• good or bad</td>
</tr>
<tr>
<td>• sometimes difficult</td>
<td>• marked or graded</td>
</tr>
<tr>
<td>• sometimes easy</td>
<td>• difficult</td>
</tr>
<tr>
<td>• sometimes creative</td>
<td>• copying what someone else said</td>
</tr>
<tr>
<td>• building self-awareness</td>
<td>• predictable</td>
</tr>
<tr>
<td>• necessary for learning</td>
<td>• to be judged by others</td>
</tr>
<tr>
<td>• what I did, combined with how I felt</td>
<td>• only a summary of what happened</td>
</tr>
<tr>
<td>• surprising</td>
<td>• done to please someone else</td>
</tr>
<tr>
<td>• helpful for planning</td>
<td>• a waste of time</td>
</tr>
<tr>
<td>• done alone or with others</td>
<td>• only written</td>
</tr>
<tr>
<td>• about thoughts, feelings, and ideas</td>
<td>• only discussion</td>
</tr>
<tr>
<td>• adding perspective.</td>
<td>• only led by teachers.</td>
</tr>
</tbody>
</table>

**Reflection and the CAS learning outcomes**
Reflection is the primary evidence used by CAS coordinators to determine whether students have successfully attained the seven CAS learning outcomes. However, it is important to note that not all reflections should or must discuss learning outcomes.
During CAS, students benefit from both structured and informal reflection when gathering evidence of the learning outcomes. For personal knowledge and growth as IB lifelong learners, best practice balances:

- structured and guided opportunities for students to reflect on their CAS experiences
- diverse informal ways for students to reflect on their CAS experiences
The CAS Portfolio

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS and achievement of the seven CAS learning outcomes. The CAS portfolio can also reveal how students have developed the attributes of the IB learner profile.

The CAS portfolio is used by students to plan their CAS program, reflect on their CAS experiences and gather evidence of involvement in CAS; it is not formally assessed. The CAS coordinator/advisor must ensure the students keep their CAS portfolio up-to-date and relevant as it is a summation of their CAS program. It could also be a valuable addition to a student’s resume for a prospective employer or educational institution.

During the three scheduled CAS interviews the CAS portfolio is discussed and appropriate encouragement and advice is given. Notes and recommendations from these consultations should be briefly documented and included in the student’s CAS portfolio. If any concerns arise, especially on whether a student will successfully complete CAS, these should be noted in the CAS portfolio and appropriate action taken at the earliest opportunity. The CAS coordinator and Advisors check the CAS portfolio regularly.

The CAS portfolio is used to showcase the student’s CAS program and should be a source of pride for the student. To highlight its significance, students could have the choice of how the CAS portfolio is assembled, what they include and how it is shared. All OIS Students are required to complete their CAS portfolio in ManageBac. However, within ManageBac, students can choose to link or upload various types of evidence, including but not limited to, pictures, blogs, websites, journals, files, etc. Students are encouraged to explore the different options available to them.

What to include in your portfolio:

1. **Profile**: In this section, students include their interests, skills and talents, plans and goals for their CAS programme. At the start of CAS, students map their interests against the three strands of CAS to identify possible CAS experiences. A consideration of how a student’s personal value system aligns with the values expressed by the IB, with a particular focus on the IB learner profile, could also be included when developing a student profile. In addition, developing an awareness of themselves in relation to the CAS learning outcomes is a significant part of the profile. Through an understanding of the CAS aims and learning outcomes, students will be able to identify both short-term and long-term goals in their CAS programme.

2. **Experiences**: This section chronicles the student’s journey in CAS, incorporating a variety of reflections, learning moments, personal achievements, and how they have utilized the CAS stages. This section would demonstrate that the student has actively engaged in his or her individual CAS programme. All throughout CAS, students can add their reflections regarding their ongoing personal development and self-awareness.

3. **Evidence**: In this section, students collect the evidence of their involvement and achievements in CAS. Evidence could include, but is not limited to, planning documents, letters, emails, certificates, acknowledgments of participation and achievements, photographs, videos, and so on. Students could correlate their involvement with the CAS learning outcomes and may extend their thoughts to future ambitions within and outside the CAS programme.
The CAS Project

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. **CAS students must be involved in at least one CAS project during their CAS programme.**

The primary purpose of the CAS project is to ensure participation in sustained collaboration. Through this level of engagement students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making.

A CAS project involves collaboration between a group of students or with members of the wider community. Students work as part of a team, with all members being contributors. A CAS project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities for individual students to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects.

All CAS projects should use the CAS stages 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. The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

- **Creativity:** A student group plans, designs and creates a mural.
- **Activity:** Students organize and participate in a sports team including training sessions and matches against other teams.
- **Service:** Students set up and conduct tutoring for people in need.
- **Creativity and activity:** Students choreograph a routine for their marching band.
- **Service and activity:** Students plan and participate in the planting and maintenance of a garden with members of the local community.
- **Service and creativity:** Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.
- **Creativity, activity, and service:** Students rehearse and perform a dance production for a community retirement home.

All CAS projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS project. Students will likely identify more outcomes, or modify expected outcomes during the CAS project and/or at its completion.

**A minimum of one month is recommended for a CAS project,** from planning to completion. CAS projects of longer duration can provide even greater scope and opportunities for all participants and should be encouraged. Students should aim to undertake their CAS project locally and, if possible, engage in more than one CAS project over the duration of their CAS programme. Students reflect on their CAS project experience. Having occasions to reflect with others can prove most informative and assist students in gaining insights into the process of their endeavour as well as personal growth.
What is the difference between a CAS Project and an Experience?

A CAS
What’s the difference between a CAS Project and an Experience?

CAS PROJECTS...
• Require collaboration: You plan and work cooperatively with at least two other students for the duration of the endeavour
• Are of significant duration: You and your partners commit to the endeavor for a minimum of four weeks
• Provide opportunities to engage with issues of global importance: You and your partners engage in exploring a topic or area of concern within local, national and/or international communities
• May replace activities: Your entire CAS program may be comprised of “optional” projects as long as they meet the requirements of a CAS Project

EXPERIENCES...
• Do not require collaboration: You may choose a solitary activity as long as you provide valid and timely documentation, evidence and verification (supervision) of your progress
• May be short- or long-term endeavors: An experience may last a week or a year, as long as it meets the CAS requirements.
• Can be things you already do: As long as you identify, plan and show evidence of new or expanded skills or challenges within your involvement (extension)
• Cannot replace your project requirements: You must meet those requirements in addition to any activities you may choose to do
How Do I Start a CAS Project?

If you are looking for new activities or project possibilities, there are a number of different ways you can become involved right here at school. While we want to encourage you to step outside of MCSHS, our clubs, teams, groups and organizations offer many opportunities for short-term and long-term involvement, collaboration, creative and physical expression, initiative, leadership, community service, and learning.

CREATIVITY
Join a creative club. There’s something for everyone among the many school clubs and groups that focus on the development of different forms of creative expression, exploration and problem-solving:
- Theatrical productions - play a part in musical or play, whether as a performer, assistant director, or stage manager (tech director, stage manager, sound, lights, set construction, wardrobe/makeup, props)
- Literary Journal - create and submit your new, original (unassigned) fiction, poetry, nonfiction for publication
- Yearbook Committee - acquire or improve skills in writing, editing, photography, design/layout, and marketing to plan, create and produce the school yearbook
- Dance - join the dance team and choreograph a new dance
- Orchestra, Band, Choir, or Theatre - join these groups and develop new talents or skills
- Graduation Committee - develop and plan for prom - new themes, new ideas, etc.
- Student Council - develop leadership skills, create new activities for the school
- Photography Club - develop your photography skills

ACTIVITY
There are literally hundreds of activities that will provide students with excellent learning opportunities. Try picking up something new that you’ve never thought of before. Locally, there are activities like trekking, mountain biking, rock climbing, ropes-courses, SCUBA diving, snorkelling, running clubs and ‘geocaching’ just to name a few. Conversely, you could join a sports team. Athletic teams promote development of skills, self-discovery, team-building and respect. Some sports include cross country, tennis, volleyball, basketball, cheerleading, soccer or football and swimming.

These experiences can be rewarding, and remember to set goals and plan prior to these events. With proper approval, you might also choose to coach elementary or middle school aged students in a sport. Check with your CAS Coordinator for details.

SERVICE
Join or start a service club. Service clubs meet weekly and each is administered by passionate people working to serve our larger community. Activities within service clubs are to bring awareness to local and national situations, promote and participate in fundraising and philanthropic endeavours, outreach and social education campaigns for local, national and international causes and communities.

Some of these organizations include: National Human Rights Centre, Red Cross, World’s Greatest Shave, United Nations Children’s Fund, Rescue Foundation, Amnesty International and Habitat for Humanity just to name a few.

You will need to fill out a CAS Project proposal/planning form available on Moodle to the CAS coordinator for approval.
Project/ Experience Requirements

Basic Requirements

APPROVAL
All projects and experiences are only valid for CAS if they have been submitted to and approved by the CAS Coordinator via a Project/Experience Proposal form before starting. They must have appropriate supervision, be methodically recorded, excellently evidenced and reflected upon on ManageBac.

Note: having a verbal “yes” from an Advisor or the Coordinator will not suffice for Project approval. Only a properly completed Project Proposal form on file and signed by the Coordinator will suffice.

VALIDITY Students may log activities spent in active participation, such as the following: athletic games/matches/tournaments; artistic performances; special event/project planning and production; and active leadership (e.g., officer or chair) of a club or committee.

Reflection on athletic practice, rehearsals, regular club meetings and/or duties without purposeful, goals cannot be logged for CAS.

If clear, meaningful goals/plans exist that serve others or grow you, then you can log those reflections for CAS. It is the CAS Advisors and CAS Coordinator that will be the final judge on such matters.

OPTIONS Students may participate in as many experiences and projects as they like as long as they meet grade-specific requirements. Involvement in CAS experiences cannot replace your CAS project requirements. However, approved Projects can replace regular activities. Therefore, it is in the students’ best interest to engage in more than one CAS Project as this will provide for copious meaningful learning opportunities.

When does a CAS experience begin?
1. The CAS program begins immediately in Year 11. Students may NOT count any activities from Year 10. All CAS experiences should be appropriately documented on Managebac and all guidelines should be followed.

2. Students should aim to complete continuous CAS reflection in Year 11.

3. PROJECTS: Students must complete at least one collaborative project during year 11 (or year 12 by negotiation), for a minimum of four consecutive weeks. However, students may also be involved in additional projects of their own design and these can replace regular activities.

4. Experiences: Students may be involved in a variety of experience. However, one goal of CAS is for students to get involved in projects that impact the local community. The desire is to move toward more project-based CAS than short-term or all in-school activities.

5. DP students should aim to complete their CAS experiences with all reflection entered and supervisor reviewed by the start of Year 12.
How to Use ManageBac

This Step-By-Step Guide has been prepared to enable you to use ManageBac efficiently and properly. Please make sure that you have read the Guide thoroughly. If you require further assistance with any aspects of ManageBac, Mr Melady is available to help you along with your Line 4 teachers.

Be aware that ManageBac communication is conducted via email. Therefore it is imperative that you read your emails daily. Some students have found that their ManageBac emails are going straight to Junk Mail – make sure that you mark these as “Not Junk” to stop this continuing. You should also regularly check that your InBox is not full.

[Not reading your email is no excuse for missing deadlines and responding to ManageBac requests.]

1. ACCESSING MANAGEBAC FOR THE FIRST TIME
   ➢ You will receive a welcome email.
     [Note: Sometimes welcome emails get stuck in your junk mail inbox- check there if you haven’t received it]
   ➢ Click on the link in the email to set your password. You can now log on to ManageBac.
   ➢ ManageBac can be accessed by:
     ❖ Web address https://mchs.managebac.com/login - you can access ManageBac from home.

The login screen will appear:

➢ Log in using your email address and password.
2. **GETTING STARTED**

➢ On your first login you will see the **WELCOME** field:

![Welcome](image)

➢ Here you can update your personal details, edit your contact details and upload a thumbnail photo.

➢ You can change your details at any time by clicking on you name in the Navigation Bar and selecting [PROFILE].

3. **NAVIGATING THROUGH MANAGEBAC**

You can navigate through the system by clicking the tabs on the top navigation bar.

![Navigation](image)

➢ The **Dashboard** tab allows you to view upcoming events & deadlines across your IB groups & classes.

➢ The **DP Manager** tab allows you to add and edit CAS activities, browse and view your CAS worksheet to check your progress.

➢ The **Classes** tab is where you'll be able to view and join your classes. Class groups allow you to view assignments, grades, and Internal Assessment requirements for your subject.
➢ The Groups tab is where you’ll be able to join groups. There are five group types, which are customized for specific purposes: CAS Project, Sports Team, Club or Society, and Other.

4. **Entering a CAS Experience**

➢ Click on the DP Manager under the MENU tab. This will allow you to select CAS.

➢ This will bring up a screen with all your CAS experiences that you have already done. Select [ADD CAS Experience]
This will allow you to enter the data for a new CAS experience.

- Enter the Name of the experience.
- Select the strand of experience: Creativity, Activity, Service
- If you are doing a service activity select the type of service.
- Select the approaches that best describes the experience.
- Very important to select the targeted learning outcomes as ManageBac will be used to assess if you have successfully completed all 7 CAS Learning Outcome.

Once you have added your CAS experience you can then click on the [Reflections and Evidence] tab. Here you will add your Reflection, and Evidence that you completed the Experience (photos, certificates etc.)
Click Here
APPENDIX A: Glossary of Key Terms

CAS Advisor
Throughout this guide the term “CAS Advisor” refers to faculty or other school staff whose role is to provide ongoing support and advice to small groups of CAS students in relation to their CAS program. CAS Advisors participate in professional development, often led by the CAS coordinator to understand their roles and responsibilities. The CAS Advisor is the student’s number one contact point for all things related to CAS.

CAS Supervisor
The CAS supervisor assists, offers guidance and oversees the students’ specific CAS experiences. A supervisor is required to know what the student is participating in and determine if it is safe and attest to the content and time of participation by the student.

Collaborative
Collaborative experiences involve cooperation with others. These can be short term or longer term collaborations and are an important aspect of a CAS project.

Community
Students are naturally members of several different communities (the school, the local area where they live, community of friends, ethnically or religiously defined groups, and so on). Some CAS experiences may quite properly involve CAS students within their own familiar community however they could also be involved with people from other less familiar communities that affords opportunities for personal and collective growth when possible.

CAS Coordinator
The person who is maintains overall responsibility for establishing and overseeing a school’s CAS program with sufficient support, time and resources to carry out the role.

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

Global
“Global” infers having a significance or reference that extends beyond a local or national context or relates to the whole world. CAS students are encouraged to see the connections between their local experiences and a global context.

Interviews
An interview is a formal dialogue and exchange of information. During CAS, there are at least three formal documented interviews that students have with their CAS coordinator or Advisor: at the beginning of the CAS program, at the end of the first year and at the end of the CAS program.

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

**Reflection**
Central to CAS, reflection is a process of thoughtful, considered exploration of personal thoughts (cognition) and feelings (affective) that forms students’ learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts. Reflection can occur in varied formal and informal ways.

**New roles or challenges**
The phrase “new roles or challenges” refers to experiences that are completely new to the student or may extend their roles or responsibilities in experiences with which the student is already involved.

**Portfolio**
All CAS students are expected to assemble evidence of their involvement in CAS experiences, and their reflections upon them that show the learning outcomes have been achieved. A variety of forms are acceptable including but not limited to: blogs, written journals, artwork, music compositions, annotated photo diaries and audio or video diaries.

**Project**
All CAS students undertake a CAS project involving teamwork that integrates one or more of the strands of creativity, activity and service. Duration is a minimum of one month. The project provides opportunities to develop and advance skills particularly related to collaboration and sustained relationships, and enables students to develop and refine plans in response to any problems that arise, and to reflect on their progress and outcomes.

**Reciprocal engagement**
As students participate in service experiences, the aim is for recognition of an exchange of mutual benefit, or reciprocity that maintains dignity and respect for all involved.

**Stages**
The CAS stages of investigation, preparation, action, reflection and demonstration 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. The CAS stages are applicable (but not mandatory) to the three strands of creativity, activity, service and the CAS project.

**Strands**
In CAS, there are three strands for experiences: creativity, activity and service.

**Sustained**
The term “sustained” in CAS refers to continuous or ongoing experiences, plans or actions that take place regularly over an extended period of time. Sustained CAS experiences enable students to show perseverance and commitment while providing opportunities for deeper understanding, ongoing planning, adaptability as needed and meaningful reflection.
LETTER TO SUPERVISORS

DEAR ACTIVITY SUPERVISORS, PARENTS OR GUARDIANS:

THE CAS PROGRAM

The International Baccalaureate is a comprehensive, pre-university educational program that develops students’ self-organizational and study skills, and reflects international standards of education. Students develop critical thinking skills and undertake a Creativity, Action and Service Program (CAS), an integral part of the International Baccalaureate Diploma Course, which is a non-academic component aiming to extend students’ personal talents and social commitment through a major project of community worth.

The CAS program aims to provide the individual student with a challenge in three areas:

CREATIVITY: This aspect of CAS is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum which include creative thinking in the design and carrying out of service projects.

ACTION: This aspect of CAS can include participation in expeditions, individual and team sports, and physical activities outside the normal curriculum; it also includes physical activity involved in carrying out creative and service projects.

SERVICE: aims to nurture and mould the global citizen, which involves interaction, such as the building of links with individuals or groups in the community. The community may be the school, the local district, or it may exist on national and international levels. Service activities should not only involve doing things for others but also doing things with others and developing a real commitment with them. The relationship should therefore show respect for the dignity and self-respect of others.

While the programme focuses on 8 learning outcomes for the students, it is expected (as a guide) that a student will have a minimum of 50 hours spent in each area in order to meet the CAS requirements. Your understanding, support, guidance and participation in the programme are important to the student’s overall success. Should you have any enquires regarding to the CAS program, please contact:

Mr Melady (CAS Coordinator)
Mountain Creek State High School

Email: rmela5@eq.edu.au

Thank you for your support.

Yours faithfully

Mr Melady
CAS Coordinator
Mountain Creek State High School
APPENDIX C: CAS Supervisor’s Report

Student Name______________________________
Experience ________________________________

TO BE COMPLETED BY THE SUPERVISOR:
(if more space is needed please attach a separate page)

Punctuality and attendance

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Effort and commitment

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Further comments

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

This activity was  □ satisfactorily completed  □ not satisfactorily completed

Activity supervisor’s signature ___________________________ Hours ___

Date: ___________________

Please sign that you agree with the number of hours the student has indicated on the top, and write that number here. Thank you for your instruction, guidance and encouragement to the candidate in this activity and for completing this evaluation concerning his/her effort and achievement.
APPENDIX D: CAS Form for Offsite Experiences

Work experience placements for school students

Agreement

Privacy statement
The Department of Education (the department) is collecting personal information on this form in order to make a work experience arrangement for a student under the Education (Work Experience) Act 1996 (Qld). The personal information will only be used by authorised employees within the student’s school, the department, and the nominated work experience provider for the purpose of organising and implementing the arrangement. The information may also be given to the Queensland Government Insurance Fund and WorkCover Queensland for the purpose of managing insurance coverage as required by the Education (Work Experience) Act 1996 (Qld). Your information will not be given to any other person or agency unless you have given us permission or we are required by law to do so.

This agreement establishes a work experience arrangement under the Education (Work Experience) Act 1996 (Qld), and should be completed and signed, where indicated by the student, their parent, the work experience provider and Principal of the student’s school.

<table>
<thead>
<tr>
<th>School name:</th>
<th>Provider’s name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School address:</td>
<td>Provider’s address:</td>
</tr>
<tr>
<td>Work experience coordinator:</td>
<td>Nominated supervisor:</td>
</tr>
<tr>
<td>Phone:</td>
<td>Phone:</td>
</tr>
<tr>
<td>Email:</td>
<td>Email:</td>
</tr>
</tbody>
</table>

**PLACEMENT DETAILS**

<table>
<thead>
<tr>
<th>Industry/Occupation:</th>
<th>Model of work experience: (Select one)</th>
<th>Work sampling</th>
<th>Structured work placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates of placement:</td>
<td>Number of days:</td>
<td>Hours of work:</td>
<td></td>
</tr>
</tbody>
</table>

Summary of proposed student workplace activities (list main activities):

Special requirements for placement (e.g. uniform, personal protective clothing/equipment):

**STUDENT DETAILS**

<table>
<thead>
<tr>
<th>Student name:</th>
<th>Date of birth:</th>
<th>Gender:</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone:</td>
<td>Email:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Emergency contact: Out of school hours emergency phone:
**Medical information:**
(List any pre-existing medical conditions that may impact on the student’s work experience placement. Please attach details of medications and health plans where relevant.)

**STUDENT RESPONSIBILITIES**
I understand that my conditions of placement include:
- attendance at my placement for the full work experience period
- immediately notifying my school and the work experience provider if I am unable to attend or am late
- demonstrating behaviour aligned to my school’s responsible behaviour expectations and in keeping with the accepted standards of my work experience provider
- performing my duties to the best of my ability and complying with all reasonable directions given by the work experience provider
- following all workplace health and safety procedures in my workplace
- notifying my school and work experience provider of any incident or accident in the workplace which may involve me.

**Student signature:**

**Date:**

**PARENT CONSENT (Applicable to students under 18 years of age)**
I understand that my responsibilities relating to my student’s work experience placement include:
- providing any information about medical conditions and/or medication relating to my child which may impact on the safety of my child or the safety of others in the workplace
- organising transportation for my child to and from the work experience placement location
- notifying the school and work experience provider if my child is unable to attend or is late
I consent to participating in work experience as stated.

**Parent signature:**

**Date:**

**WORK EXPERIENCE PROVIDER’S AGREEMENT**
I enter into an arrangement for the named student to be placed with me for the purpose of work experience. Conditions of placement include:
- understanding my responsibilities relating to health and safety under the Work Health and Safety Act 2011 (Qld)
- informing the student of particular safety requirements of this workplace including personal protective clothing/equipment
- notifying the school/work experience provider of any unexplained absences by the student
- notifying the school/work experience provider of any incident or accident involving a school student, any action undertaken and damages to property involving the student during this placement
- providing supervision for the student at all times
- ensuring the hours worked by the student do not exceed the normal hours worked in my industry
- ensuring the student will not perform work which is prohibited by law or is unsuitable for a student placed in a work experience environment
- understanding that the arrangement may be terminated at any time by either the school principal or myself
- ensuring the student is not paid whilst undertaking work experience
- understanding the level of liability cover provided by the Department of Education.

**Work experience provider’s signature:**

**Date:**

**PRINCIPAL’S AGREEMENT**
I enter into an arrangement for the named student to be placed for the purpose of work experience with the above named work experience provider.

**Principal’s signature:**

**Date:**