

XV. GIMNAZIJA, ZAGREB, CROATIA
DIP-IB Program

CAS Booklet

What is CAS?

Creativity: Arts and other experiences that involve creative thinking.

Action: Physical exertion contributing to a healthy lifestyle.

Service: an unpaid and voluntary exchange that has a learning benefit for the student.

For student development to occur, CAS should involve:

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

Learning Outcomes

As a result of their CAS experience as a whole, including their **reflections**, there must be evidence that students have:

1. Increased their awareness of their own strengths and areas for growth: they are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.

2. Undertake new challenges: a new challenge may be an unfamiliar activity, or an extension to an existing one.

3. Planned and initiated activities: planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.

4. Worked collaboratively with others

Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten.

At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.

5. Shown perseverance and commitment in their activities

At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.

6. Engaged with issues of global importance

Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).

7. Considered the ethical implications of their actions

Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.

8. Developed new skills

As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area. All eight outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is **some** evidence for every outcome.

AIMS

The CAS programme aims to develop students who are:

- **reflective thinkers**—they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- **willing** to accept new challenges and new roles
- **aware** of themselves as members of communities with responsibilities towards each other and the environment
- **active** participants in sustained, collaborative projects
- **balanced**—they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.

IB Learner Profiles

These learner profiles reflect the skills and attitudes that XV. GIMNAZIJA, ZAGREB, CROATIA feels all students should graduate with. As a CAS student, most of these attitudes and skills are developed through your CAS Program.

If you cannot apply any of these skills to a particular CAS activity that you are doing, then that activity is not appropriate.

Throughout the year, CAS Coordinator and CAS Supervisor (leader of the group) will also be assessing you on the IB learner profiles through reading your journals, essays and personal interviews. Your ability to provide evidence of learning these skills and attitudes will greatly assist CAS Coordinator in determining if you met your CAS requirements. If CAS Coordinator have no evidence, then CAS Coordinator cannot clear you for graduation. With this in mind:

EVERY REFLECTIVE PIECE OF WRITING YOU DO FOR CAS SHOULD SHOW the CAS Coordinator THAT YOU ARE ACQUIRING OR IMPROVING THESE SKILLS AND ATTITUDES.

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.

Thinkers-They exercise initiative in applying thinking skills critically and creatively to pose 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.

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.

Knowledgeable-They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in- depth knowledge and develop understanding across a broad and balanced range of disciplines.

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.

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.

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.

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.

Responsibilities of the Student

- Plan, do and **reflect**
- **At least 3 long-term activities in each section: Creativity, Action and Service and many varied, interesting, quality short-term activities.**
- Keep records of their activities, achievements, and **reflections**
- Show evidence of achievement of the eight CAS learning outcomes

Reflection

Students might consider for each stage of an activity (before, during and after):

- How they felt
- What they perceived
- What they thought about the activity
- What the activity meant to them
- What the value of the activity was
- What they learned from the activity and how this learning (for example, a change of perspective) might apply more widely.

Projects

Students should be involved in at least one project involving teamwork that integrates two or more of creativity, action and service, and is of significant duration.

Recording and Reporting

Students should document their CAS activities noting in particular their **reflections** upon their experiences. This documentation may take many forms, including journals, videos, illustrations, and photography.

Where a school is required to submit student CAS records to the regional office, the records required will include up to 10 sample pages from the student's ongoing documentation. These sample pages must include a list of the principal activities undertaken and evidence of both planning and reflection. It must be possible for the IBO evaluator to tell: **what happened, why it happened, how it happened, what its value was, and what the student learned from it.**

Creativity (Arts and other experiences that involve creative thinking)

Creative activities should have a definite goal or outcome. They should be planned and evaluated. This can present something of a challenge where, for example, a student is a dedicated instrumental musician.

Action (Physical exertion contributing to a healthy lifestyle)

Similar considerations apply here. Setting goals, and planning and reflecting on their achievement, is vital.

Service (An unpaid and voluntary exchange that has a learning benefit for the student)

It is essential that service activities have learning benefits for the student. Otherwise, they are not experiential learning (hence not CAS) and have no particular claim on students' time.

CAS AND MALPRACTICE:

IMPORTANT INFORMATION TO ALL CANDIDATES

We must bring to your attention some important points, cited from the following IBO sources:

- **General regulations: Diploma Programme (IBO 2006)**

"Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Programme and examinations. In particular, candidates must avoid any form of malpractice."

(IV Responsibilities of candidates - Article 9: Responsible and ethical behaviour)

- **Academic honesty: guidance for schools (IBO September 2003)**

"Any (other) behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example...falsifying a CAS record)"

Section 2.1(d) Malpractice

If, during any school submission, it is deemed from supporting evidence that a student has falsified a record, all forms for the activity will be cancelled, pulled, and placed in the student's file, along with a copy of a letter to be mailed, explaining to the parents or guardians what has happened.

In the final submission for CAS, if a record is deemed falsified, the student will have no recourse for correction. Their name will immediately be submitted to the IBO for malpractice and their IB diplomas will consequently be withheld.

This is non-negotiable!

The student cited for malpractice will bear full responsibility for his/her own actions, as well as for the resulting withholding of the IB Diploma.

Here are some possible examples of malpractice or suspected malpractice:

- 1) Changes, alterations, Blanco corrections to names, hours, signatures or dates
- 2) Photocopies or faxes of forms, instead of originals, since a) they cannot be authenticated, and b) it is an IBO regulation that all CAS Forms are originals
- 3) Signatures that do not match
- 4) A supervisor who confirms the student has had less participation than what is documented on the forms
- 5) A form which has an official stamp and subsequent ones for the same activity do not

<p><i>DO NOT RISK MALPRACTICE!</i></p> <p><i>SEE US IF YOU HAVE QUESTIONS ABOUT HOW TO AVOID IT!</i></p>
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What is not CAS?

Generally, CAS is not taking place when the student is in a passive rather than an active role. There should be interaction.

- Any class, activity or project which is already part of the student's Diploma Programme.
- An activity for which a student is personally rewarded either financially or with some other benefit (unless this benefit is passed on in full to a worthy cause).
- Doing simple, tedious and repetitive work, like returning school library books to the shelves.

- Working in an old people's or children's home/kindergarten when the student:
 - has no idea of how the home operates
 - is just making sandwiches
 - only sharpening pencils
 - walking the dog
 - has no contact at all with the old people or children, ect.
- A passive pursuit, such as a visit to a museum, the theatre, art exhibition, concert or sports event, unless it clearly inspires work in a related activity in which a student is already engaged.
- All forms of duty within the family.
- Religious devotion and any activity which can be interpreted as proselytizing.
- Work experience which only benefits the student.
- Fund-raising with no clearly defined end in sight.
- An activity where there is no leader or responsible adult on site to evaluate and confirm student performance.
- Activities which cause division amongst different groups in the community.

EXAMPLE: Model A: CAS progress form

Name of student: _____

Name of CAS supervisor/leader of the group: _____

Event	Date	Signature	Comments (sample)
Student has declared an acceptable plan for CAS activities.	Sept ember/ October		X has displayed initiative and has a balanced CAS programme.
First consultation between CAS supervisor and student.	1st check up November		Excellent leadership and involvement in school drama. Not much evidence yet of following up on the service project.
Second consultation between CAS supervisor and student	2nd check up February		I am pleased to see that X has now got involved with the computer club for handicapped adults.

Student has submitted reflective work.			A most interesting weblog.
Third consultation between CAS supervisor and student.	3rd check up March/April		I am delighted that X is taking a leadership role in the student council as well as continuing with other plans.
Student has submitted final reflections.	May/June		Fully satisfactory.

Model B: CAS individual student completion form

Name of student: _____

Learning outcome	Achieved?	Nature/location of evidence (for example, journal [page xx], progress form [date])
Increased their awareness of their own strengths and areas for growth		
Undertaken new challenges		
Planned and initiated activities		
Worked collaboratively with others		
Shown perseverance and commitment in their activities		
Engaged with issues of global importance		
Considered the ethical implications of their actions		
Developed new skills		

Name of CAS Supervisor: _____

Signature of CAS Supervisor: _____

Date: _____

EXAMPLE: CAS Self-Review

1. Name three goals personal goals that you want to achieve through your CAS program?

- a. To try something new. I want to try something I have never done before like basketball
- b. I want to be more outgoing. I do not want to be afraid to talk to people.
- c. I want to learn to play an instrument. I think I would like to play the guitar.

2. What activities do you want to participate in as part of your CAS program? What do you want to get out of it?

Activity	What do you want out of it
Basketball	I would like to improve my basketball skills and learn to work as a team
Adopt-a-Village	I want to work with others to help build a new school. This will build my organizing skills.
Student Council	I want to be a diplomat someday and student council will help me learn how government works
Soccer	I always enjoy soccer, this year I want to work on my goalie skills; I want to learn to block kicks better.

3. What social issues do you feel passionate about? What type of community service activities do you want to get involved in? Why?

I do not really feel passionate about many social issues, probably because I do not know a lot about them. I would like to get involved in something to do with education. I think that everyone should get a free education and I would like to help people to achieve that goal.

4. What are your three biggest weaknesses? How are you going to make sure that these weaknesses do not affect your CAS program?

Weakness	Strategies
I am a procrastinator, I wait until the last moment to do things	I will set a timetable to do things. For example, every Friday I will write my journal entry.
I do not speak a lot of English / Croatian.	I will try to learn some more English / Croatian or take a friend with me to places where I need to learn a bit of English / Croatian.
I am not very good at expressing my feelings	I will use the stem sentences that CAS Coordinator suggests.

5. If your friends were to describe your ability to work in a group, what would they say about you?

I think that they would say that I am a friendly person and that I have good ideas about how to work in a group. I think they would also say that they become frustrated because I wait until the last moment.

6. Below are the IB Learner Profiles: As a IB student it is expected that these are qualities you will have when you graduate from X school. In the spaces below I would like to you briefly discuss how the CAS activities mention in question 2 might help you achieve IB learner profiles.

IB Learner Profiles	How could CAS help you achieve this profile?
Inquirers	By making me curious about the world by trying new things
Thinkers	I can learn how to organize things better
Communicators	My work in student council will help me communicate better
Knowledgeable	CAS can help me learn about the world and new things.
Risk takers	I have to try new activities as part of CAS
Principled	I need to be principled in what I do and how I help people.
Caring	By helping people I will learn to be more caring and outgoing
Open-minded.	Learning about who other people live and different activities will make me more open minded
Balanced	The variety of activities that I do will make me a more balanced person
Reflective.	My journal entries will make me think about my actions

Evaluation by the School

PERFORMANCE CRITERIA

The following performance criteria describe a range of related qualities or attributes which candidates are expected to demonstrate during CAS.

The student demonstrates:

- **Criterion A: Personal Achievement** - the ability to meet challenges, regular participation, awareness of personal limitations, progress in the new role, learning from experience, helping to solve community problems.

- **Criterion B: Personal Skills** - the abilities of: thinking creatively, researching community needs, planning and organization, resource management, identifying success and failure.
- **Criterion C: Personal Qualities** - perseverance, self-confidence, a degree of humility, responsibility, punctuality, commitment, reliability, initiative.
- **Criterion D: Interpersonal Qualities** - adaptability, collaboration, empathy, respect, a sense of justice and fair play.
- **Criterion E: Awareness of Global Issues** - an ethical appreciation of humanitarian and environmental issues to guide choices of action from a local, national and international perspective.

Letter to parents/guardian

Dear Parent or Guardian,

As a part of the International Baccalaureate (IB) diploma, students must complete a programme called CAS, which stands for Creativity, Action, and Service. The CAS programme aims to provide the student with challenges in three areas:

- *Creativity*. This covers a wide range of creative activities, including the arts, and creative-thinking in carrying out projects.
- *Action*. This includes sports and other physical activities outside the normal curriculum.
- *Service*. This entails doing things for others and with others, in a relationship of mutual respect.

The students are expected to spend at least **3 long-term activities in each section: Creativity, Action and Service** and **many varied, interesting, quality short-term activities**.

The student must have a minimum of 3 different activities in each section for variety.

Ex. 1 long-term + 2 short terms for creativity (~ 50 hours in activities that involve each of these three areas, giving a total of 150 hours). They should undertake each task with clear goals and with a responsible adult supervisor. The students should not receive payment for these activities and they should not be assisting family members or relatives. The chosen activities should involve the active participation of the students. The students' reflection on their activities is an essential part of the experience.

I hope that this explains the general outline of the CAS programme and some of what your child will be doing during the coming one year. Should you have any enquires regarding the CAS programme, please contact me, the CAS coordinator.

Thank you for your support.

With regards,

Loreana Selišek Butina, B. A.

CAS Coordinator

XV. GIMNAZIJA, Zagreb, Croatia / Tel. 01/ 230 22 55

Students and Parents Signatures

To the Student:

Please read of the first 9 pages of this journal with your parents. Explain to them what your requirements are. When you have done that, please have them sign below.

To the Parent:

I understand the CAS requirements that my son or daughter must complete in order to graduate from XV. GIMNAZIJA, ZAGREB, CROATIA, DIP-IB PROGRAMME. In particular, I understand that participation in CAS ACTIVITIES is required and that students will sometimes be required to stay after school and/or weekends.

I have read and understood the CAS requirements for graduation at XV. GIMNAZIJA, Zagreb, Croatia.

Student's Name:

Parents Name:

Parent's Signature:

Student's Signature:

Date: