



**Stamford High School's
International Baccalaureate Diploma Programme
Creativity, Activity, Service (CAS) Handbook**

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What is CAS?

CAS stands for Creativity, Activity, and Service. It can easily be thought of as the extracurriculars of the IB experience (what happens outside of the classroom as an extension of learning). It is all about participating in meaningful experiences and spending time reflecting on them which allows students to develop and deepen their interests, classroom learning and talents.

CAS is made up of three components: experiences, CAS project, and three formal interviews. Students must also meet all seven learner outcomes and participate in each CAS strand. This is documented through the CAS Portfolio (housed in [Managebac](#)) and occurs consecutively over approximately 18 months from fall of junior year through spring of senior year.

CAS is a mandatory requirement of the IB Diploma.

CAS Strands

CAS is organized around the three strands of creativity, activity and service defined as follows:

Creativity—exploring and extending ideas leading to an original or interpretive product or performance. This includes engaging in the arts or any experience that involves creative thinking.

Activity—physical exertion contributing to a healthy lifestyle and physical well-being. This includes but is not limited to engaging in sports teams, individual fitness training, and physical outdoor activities.

Service—collaborative and reciprocal engagement with the community in response to an authentic need. An unpaid and voluntary exchange that has a learning benefit for the student where the rights, dignity and autonomy of all those involved are respected.

- Use of CAS stages in developing a service experience is best practice
- All service **must** evolve beyond doing **for** others to engaging **with** others in a shared commitment towards the common good
- Students may work with local, national and international communities
- Service can be direct or indirect and can include, but is limited to, advocacy and research

How Does CAS Fit with the IBDP?

CAS is part of the foundation of the IBDP. This is known as the **IB Core** (along with Extended Essay and Theory of Knowledge) because it builds on the IB Learner Profile Traits to create well-rounded, internationally-minded students. The IBDP is not just about academics; it encompasses the student as a whole and CAS builds upon that.

What are the CAS Requirements at Stamford High School?

Experiences

CAS experiences are single or ongoing events that allow students to engage in the CAS strands and achieve the seven CAS Learning Outcomes (page 4). They provide opportunities to develop the attributes of the IB Learner Profile.

Experiences may encompass more than one strand and may include the use of CAS stages (page 4).

Examples include:

- going for a run (single activity experience)
- participating in the ski team (ongoing activity)
- volunteering at Building One Community (single service-learning experience)
- creating a comic book to read to children at a children's hospital (ongoing creativity and service experience)
- participating in a hike to clean up a local park (single experience activity and service)

At least one CAS experience and reflection must be recorded in the CAS Portfolio each month over the course of the 18 months of CAS. If an experience is ongoing, students are encouraged to reflect at least twice per month. Evidence of CAS experiences must be included for experiences within the CAS Portfolio. Evidence can include, but is not limited to photos, supervisor documentation and website links.

CAS experiences must be unpaid and not part of any coursework for school. However, students are encouraged to expand upon their classroom learning by developing CAS experiences around content. In particular, engaging in service learning opportunities will help to solidify and expand upon subject knowledge.

Reflection

Reflection is an essential part of the IB Diploma Programme and should occur at meaningful times as a way of documenting the achievement of the seven CAS Learning Outcomes. While students are not expected to reflect on every experience, reflection is essential in:

- Building enriching experiences
- Informing student learning and growth
- Allowing students to explore ideas, skills, strengths, limitations, areas for further development and to consider how to use prior learning in new contexts

Reflections can appear in countless forms allowing reflections to be meaningful to students. For example, students can compose a song, dramatize a poem or create a poster.

Portfolio

All CAS students are expected to regularly update and complete a CAS portfolio using [ManageBac](#). The CAS Portfolio includes the documentation of:

- All CAS experiences
- The CAS Project Template
- The CAS Project
- Evidence of completion of each CAS strand
- Evidence of each completed experience
- Evidence of achievement of the seven IB CAS Learning Outcomes
- Meaningful reflections
- Interviews

The CAS Project

The CAS Project(s) is a student initiated project. Students may do more than one project. The requirements of the project include:

- an ongoing experience that take place at least one month in duration during the 18 months of CAS
- collaboration
- use of one or more CAS strands
- defined purposes and goals that correspond to the learner outcomes.
- the completion of a project template that reflects the CAS strands uploaded to ManageBac and approved by the CAS coordinator prior to starting the project

Examples of CAS Projects (see more [here](#)):

- A student group plans, designs and creates a mural (creativity)
- Students organize and participate in a sports team including training sessions and matches against other teams (activity)
- Students set up and conduct tutoring for people in need (service)
- Students initiate, plan and participate in the cleanup and design of a new flower garden at Stamford High School with multiple clubs volunteering (creativity and service)
- Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials (creativity and service)

Interviews

All CAS students must complete three formal interviews with the CAS Coordinator. These include:

- Initial: This should be a time to discuss what the student hopes to accomplish and explore and how experiences meet CAS stipulations.
- Mid-Diploma: This should be a follow up to reflections on CAS thus far, what learning outcomes remain, what strands remain and what the students project status is.
- Final: This is a summary and reflective meeting about CAS. This is only accomplished after all parts of CAS (experiences and project) have been documented in the CAS Portfolio.

What are Learning Outcomes?

The CAS Learning Outcomes exist to create meaningful experiences and reflections for students. Students must complete each of the seven learner outcomes at least once. These outcomes are:

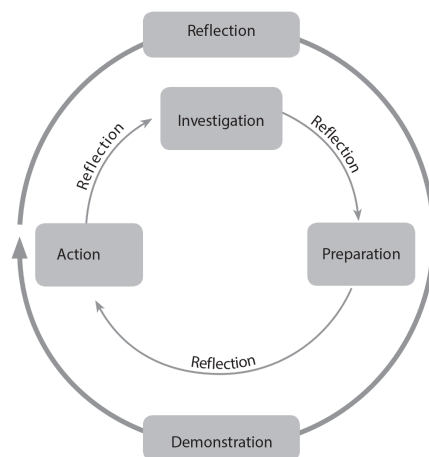
- Identify own strengths and develop areas for growth
- Demonstrate that challenges have been undertaken, developing new skills in the process
- Demonstrate how to initiate and plan a CAS experience
- Show commitment to and perseverance in CAS experiences
- Demonstrate the skills and recognize the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognize and consider the ethics of choices and actions

Completion of all seven learner outcomes must be demonstrated within a student's CAS Portfolio.

What are the CAS Stages?

The CAS Stages allow students to create authentic and meaningful experiences and projects. They include the following:

- Investigation: Students identify their interests, skills, and talents and how those can be utilized to support the community or develop personally. Research and analysis must be completed to ensure the authenticity of the experience.
- Preparation: Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills needed to engage in the CAS experience.
- Action: Students implement their idea or plan.
- Reflection: Students describe what happened, express feelings, generate ideas, and raise questions.
- Demonstration: Students make explicit what and how they learned and what they have accomplished.



CAS stages are a framework for a series of CAS experiences and the CAS project. CAS Stages may not need to be used for singular CAS experiences.

What are the Responsibilities of the CAS Coordinator?

The responsibilities of the CAS coordinator include:

- Introducing students to core CAS requirements and ensure student understanding of all components.
- Ensuring students keep their CAS portfolio up-to-date and provide feedback when necessary
- Scheduling and conducting the three required student interviews
- Ensuring students have opportunities for experiences and projects throughout the CAS programme by utilizing community resources
- Working with IB staff to understand CAS and to create meaningful CAS experiences that can be extensions of student learning
- Serving as a liaison for the CAS Project
- Being available to support students in their CAS Portfolios

CAS Completion Timeline

First Semester - Junior Year

- Introduction to CAS and ManageBac
- Recording of CAS experiences begins
- Meet with CAS coordinator for initial interview
- Complete CAS Project proposal

Second Semester - Junior Year

- Continue CAS experiences and maintain portfolio
- CAS Project Completion
- Meet with CAS Coordinator for mid-diploma interview

First Semester - Senior Year

- Continue CAS experiences and maintain portfolio
- Ensure plan is in place to meet all seven learner outcomes and engage in all CAS strands if not yet done

Second Semester - Senior Year

- Continue CAS experiences and maintain portfolio
- Meet with CAS Coordinator for final interview
- Complete CAS Portfolio
- CAS Showcase

Additional Resources

CAS Learning Outcomes

<p>Identify own strengths and develop areas for growth</p>	<p>Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.</p> <ul style="list-style-type: none"> ● is aware of own strengths and weaknesses ● is open to improvement and growth opportunities ● is able to propose activities according to own interests and talents ● is willing to participate in different activities ● is able to undertake a thoughtful self-evaluation ● is able to see themselves as individuals with various abilities and skills, some more developed than others.
<p>Demonstrate that challenges have been undertaken, developing new skills in the process</p>	<p>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.</p> <ul style="list-style-type: none"> ● 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.
<p>Demonstrate how to initiate and plan a CAS experience</p>	<p>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.</p> <ul style="list-style-type: none"> ● 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.
<p>Show commitment to and perseverance in CAS experiences</p>	<p>Students demonstrate regular involvement and active engagement in CAS.</p> <ul style="list-style-type: none"> ● 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

	<ul style="list-style-type: none"> ● demonstrates adaptability to uncertainties and changes ● gets involved in long-term CAS experiences and CAS project.
Demonstrate the skills and recognize the benefits of working collaboratively	<p>Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.</p> <ul style="list-style-type: none"> ● shares skills and knowledge ● listens respectfully to proposals from peers ● is willing to take on different roles within a team ● shows respect for different points of view and ideas ● makes valuable contributions ● is responsible for participating in the group ● readily assists others ● is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences.
Demonstrate engagement with issues of global significance	<p>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.</p> <ul style="list-style-type: none"> ● recognizes the global implications of local issues ● is able to identify global issues in the local or national community ● shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally ● gets involved in CAS projects addressing global issues in a local, national or international context ● develops awareness and responsibility towards a shared humanity
Recognize and consider the ethics of choices and actions	<p>Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.</p> <ul style="list-style-type: none"> ● recognizes ethical issues ● is able to explain the social influences on one's ethical identity ● takes into account cultural context when making a plan or ethical decision ● identifies what is needed to know in order to make an ethical decision ● articulates ethical principles and approaches to ethical decisions ● shows accountability for choices and actions ● is aware of the consequences of choices and actions regarding self, others involved and the community ● integrates the process of reflection when facing an ethical decision ● shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS