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CAS Students' Handbook

Acknowledgement

MLS is a Candidate School for the Diploma Program. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that MLS believes is important for our students.*

**Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, [[http://visit www.ibo.org](http://www.ibo.org)][visit www.ibo.org](http://www.ibo.org)*

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IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging program of international education and rigorous assessment.

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

MLS Mission Statement

At MLS (Misr Language Schools), our mission is to cultivate responsible, empathetic, and disciplined young minds, preparing them to thrive in an interconnected world and become proactive contributors to humanity and the globe. "Valuing compassion, care, diversity, growth mindset, and intercultural understanding, we provide a safe and supportive learning environment that fosters curiosity, creativity, and collaboration.

We believe in the unique potential of each learner to achieve excellence and make a positive impact. Inspired to pursue their passions, explore their interests, and discover their talents, MLS learners are empowered with the skills and attributes to act, express their opinions, and respect others.

Through MLS's diverse educational programs (National, British, American, and French Divisions) offering our learners a variety learning experiences, we promote lifelong learning, self-realization, and prosperous futures for our learners. Exposing them to diverse perspectives, cultures, and languages, we foster global citizenship and social responsibility.

In summary, MLS is dedicated to nurturing responsible, empathetic, and disciplined individuals who are equipped to excel in an interconnected world. We provide a safe and supportive learning environment that encourages curiosity, creativity, and collaboration, empowering learners to make a positive impact on humanity and the globe.

IB Learner Profile

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 analyze 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 emotionally 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.

Linking CAS to IB learner Profiles

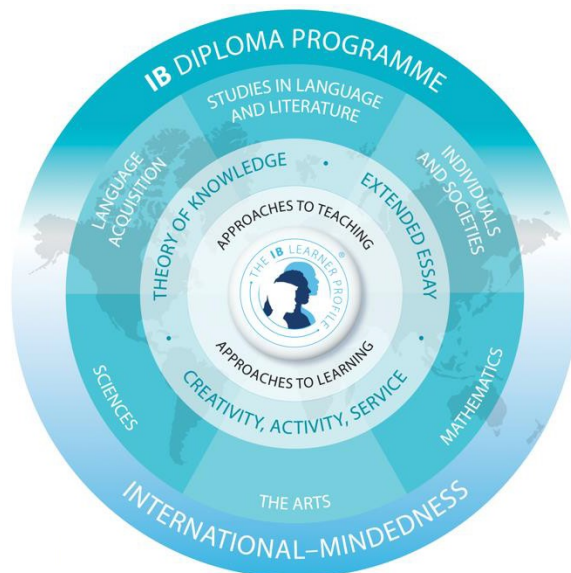
The CAS (Creativity, Activity, Service) activities in the IB (International Baccalaureate) program are designed to help students develop as holistic individuals. Here's how they can be linked to the IB Learner Profile attributes:

1. **Inquirers:** CAS encourages students to be curious and ask questions about their activities, projects, and their impact on the community. It promotes a spirit of inquiry and lifelong learning.
2. **Knowledgeable:** Through CAS, students gain knowledge not just in academic subjects but also in real-world contexts. They learn about different cultures, social issues, and global challenges, becoming more aware and informed individuals.
3. **Thinkers:** CAS activities often require students to think critically, solve problems creatively, and make decisions independently. These experiences help develop their thinking skills and encourage innovative approaches to challenges.
4. **Communicators:** Students engage in various CAS activities that involve collaboration, communication, and sharing ideas with others. They learn to express themselves effectively and listen actively to different perspectives.
5. **Principled:** CAS promotes ethical behavior, integrity, and a sense of responsibility towards others and the environment. Students learn to make ethical choices, respect diversity, and contribute positively to their communities.
6. **Open-minded:** Through CAS, students interact with people from diverse backgrounds, cultures, and beliefs. They develop empathy, respect for others' perspectives, and a willingness to consider different ideas and viewpoints.
7. **Caring:** CAS encourages students to be compassionate and empathetic towards others. They engage in service activities that address community needs, promote well-being, and support those in need.
8. **Risk-takers:** CAS provides opportunities for students to step out of their comfort zones, take on challenges, and try new experiences. They develop confidence, resilience, and a willingness to take calculated risks in pursuit of their goals.
9. **Balanced:** CAS encourages a balanced lifestyle by promoting a mix of creative, physical, and service-oriented activities. Students learn the importance of managing their time, priorities, and well-being effectively.
10. **Reflective:** CAS requires students to reflect on their experiences, learning, and personal growth. They assess their strengths, areas for improvement, and the impact of their actions, leading to deeper self-awareness and continuous development.

By actively participating in CAS activities and reflecting on their experiences, students can embody and strengthen these Learner Profile attributes, preparing them to be well-rounded, responsible, and globally-minded individuals.

The Diploma Program Model

The course is presented as six academic areas enclosing a central core (see figure 1). It encourages the concurrent study of a broad range of academic areas. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.



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The core of the Diploma Programme model

All Diploma Programme students participate in the three elements of the IB Diploma Programme core.

- The theory of knowledge (TOK) course encourages students to think about the nature of knowledge, to reflect on the process of learning in all their subjects, and to see and understand the connections between them.
- “The extended essay, a substantial piece of academic writing of up to 4,000 words, enables students to investigate a topic of special interest that they have chosen themselves; this encourages the development of independent research skills expected at university”.
- CAS involves students in a range of enjoyable and significant experiences, as well as a CAS project.

The three elements of the Diploma Programme core (TOK, CAS and the extended essay) Strongly committed to the principle of developing the whole person, the IB believes that this is best achieved by

¹ Creativity, activity, service guide

identifying and developing clearer and more explicit aims for and relationships between TOK, CAS and the extended essay. Specifically, the IB believes a coherent view of the core will:

- Support the interconnectedness of learning
- Support concurrency of learning
- Support the IB continuum of education and the learner profile
- Support a broader view of the subject disciplines.

Coherence does not mean similarity. Coherence in this context refers to the three elements of the core complementing each other and working together to achieve common aims. All three elements of the core should be grounded in three coherent aims:

- Support, and be supported by, the academic disciplines
- Foster international-mindedness
- Develop self-awareness and a sense of identity.

Supporting and receiving support from academic disciplines are integral aspects of the Diploma Programme's core, which is considered its heart. While distinct from the core, academic disciplines are interconnected with it. The core relies on disciplines for enrichment, and individual subjects benefit from the core's nourishment. Teachers in each core element—TOK, CAS, and the extended essay—need to carefully consider how these elements can deepen students' understanding of subjects. This can involve:

- Applying the critical-thinking skills from TOK to academic disciplines.
- Creating service learning opportunities in CAS that leverage students' existing subject knowledge to foster deeper understanding.
- Exploring globally significant topics in an extended essay using various disciplinary perspectives.

Fostering international-mindedness is a key responsibility of the core, aiming to nurture responsible global citizens. Aligned with the IB's mission, the core should encourage inquiry, knowledge, care, intercultural understanding, and respect among students. It should prompt students to analyze global issues, bridging local and global perspectives and values, thereby fostering lifelong learning. For instance:

- Highlighting diverse cultural perspectives in TOK to show how different traditions shape current knowledge paradigms.
- Designing CAS projects that address global issues from local viewpoints.
- Encouraging students to write world studies extended essays, exploring interdisciplinary global themes.

Developing self-awareness and identity development is another crucial role of the core. It should offer students opportunities to reflect on values, actions, and their place in the world, shaping their identities.

Examples include:

- Facilitating discussions in TOK with diverse individuals to challenge students' values.
- Evaluating commitment to helping others in CAS, exploring advocacy concepts.
- Reflecting on the extended essay process to identify strengths and areas for growth.

Overall, the core of the Diploma Programme plays a vital role in integrating academic disciplines, fostering international-mindedness, and promoting self-awareness and identity development among students.

Introduction To CAS

In the International Baccalaureate (IB) program, CAS stands for Creativity, Activity, and Service. It's a core component of the IB Diploma Program aimed at promoting holistic learning and personal development outside of academic studies. Here's a breakdown of each component:

1. Creativity

This involves activities where students can explore their creative potential. It includes a wide range of pursuits such as visual and performing arts, design, writing, and other creative endeavors.

2. Activity

This component emphasizes the importance of physical well-being through participation in sports, fitness activities, and other forms of physical exertion. Students are encouraged to engage in activities that promote a healthy lifestyle and physical fitness.

3. Service

Service activities focus on contributing to the community and developing a sense of social responsibility. This can involve volunteering, organizing community events, supporting charitable causes, or any activity that benefits others.

CAS is designed to be a balanced program, encouraging students to participate in activities from each of these three areas throughout their two-year IB Diploma Program. Students are required to document their CAS experiences, reflect on their learning and growth, and collaborate with a CAS advisor to ensure they meet the program's objectives.

Overall, CAS provides students with opportunities to develop essential skills such as collaboration, leadership, problem-solving, and empathy, complementing their academic studies and preparing them for responsible global citizenship.

Structure and Nature of CAS program

The CAS (Creativity, Activity, and Service) program within the International Baccalaureate (IB) Diploma Program is structured to ensure that students engage in a variety of experiences that foster personal growth, learning, and community service. Here's an overview of the typical structure of the CAS program:

1. Initiation and Planning:

- a. Orientation: Students receive an orientation to the CAS program, including its objectives, requirements, and assessment criteria.
- b. Goal Setting: Students set personal goals aligned with the CAS learning outcomes and their interests in creativity, activity, and service areas.
- c. Planning: Students develop a CAS plan outlining their proposed activities, timelines, and resources

2. Activities and Experiences:

- a. Creativity Activities: Students engage in creative pursuits such as art projects, music performances, writing workshops, etc.
- b. Activity Experiences: Students participate in physical activities like sports, fitness training, outdoor adventures, etc.
- c. Service Projects: Students undertake service activities such as volunteering at local organizations, fundraising for charities, organizing community events, etc.

3. Reflection and Documentation:

- a. Regular Reflections: Students reflect on their CAS experiences regularly, considering what they learned, challenges faced, and personal growth achieved.
- b. Portfolio Development: Students maintain a CAS portfolio documenting their activities, reflections, evidence of participation, and feedback received.
- c. Supervision and Guidance: CAS advisors or mentors provide guidance, feedback, and support throughout the program.

4. Collaboration and Engagement:

- a. Collaborative Projects: Students collaborate with peers on CAS projects or initiatives, fostering teamwork and leadership skills.
- b. Community Engagement: Students interact with the local or global community through their service activities, promoting social responsibility and cultural awareness.

5. Assessment and Recognition:

- a. Self-Assessment: Students assess their progress towards meeting their CAS goals and the program's learning outcomes.
- b. Supervisor Evaluation: CAS supervisors assess students' engagement, commitment, and achievement in creativity, activity, and service areas.
- c. Final Evaluation: At the end of the program, students' CAS portfolios are reviewed and assessed according to established criteria for successful completion of the CAS requirements.

By following this structured approach, students not only fulfill the CAS program requirements but also gain valuable skills, experiences, and perspectives that contribute to their overall personal and academic development within the IB Diploma Program.

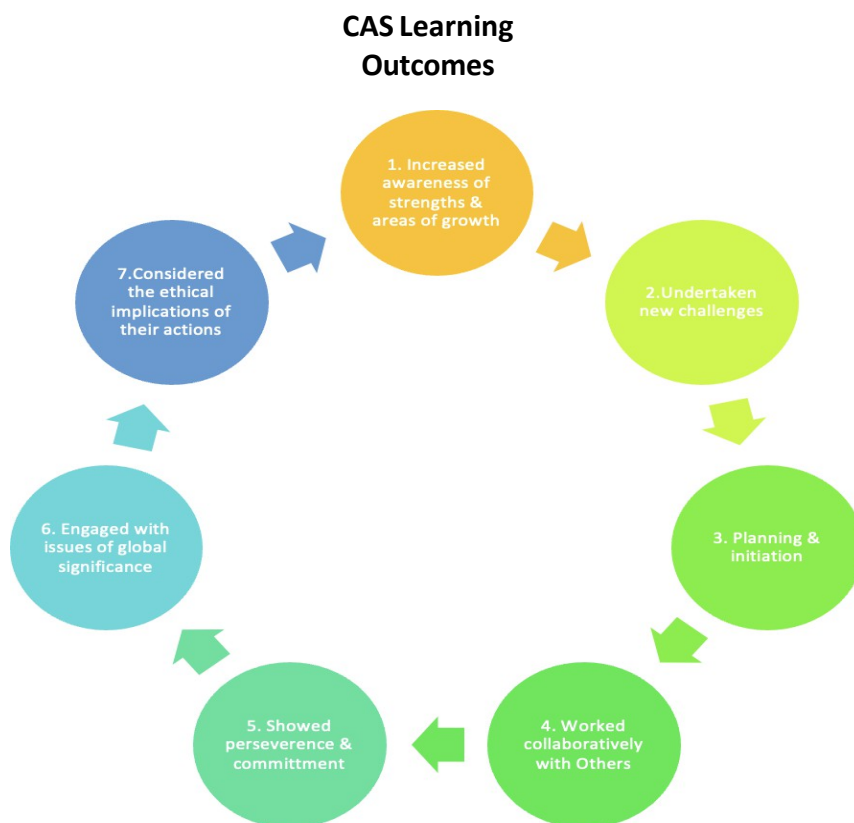
Students involved in CAS must consistently engage in various activities and undertake at least one project throughout the 18-month duration of the Diploma Program.

A CAS **experience** refers to a particular, limited-time occurrence or an ongoing series of occurrences, while a CAS project entails a jointly organized sequence of consecutive CAS experiences lasting for a minimum of one month.

The CAS experience/project should:

- Should align with one of the three categories of CAS: Creativity, Activity, or Service.
- Be centered around a personal skill, interest, talent, or potential for growth.
- Offer chances for the development of qualities outlined in the IB learner profile.
- Not be utilized or included as part of the student's Diploma Programme (DP) course requirements

Successful fulfillment of CAS requirements depends on attaining the **seven CAS learning outcomes**. Students are tasked with maintaining a comprehensive CAS portfolio that documents their involvement, reflections, and showcases how they have met the learning outcomes.



CAS Learning Outcomes

The seven CAS (Creativity, Activity, and Service) learning outcomes in the International Baccalaureate (IB) Diploma Program are designed to guide students towards holistic personal development through their CAS experiences. Here are the seven CAS learning outcomes:

- 1. Increased awareness of strengths and areas for growth:** Students assess their own strengths and weaknesses, gaining insights into areas where they can improve and develop.
- 2. Undertaken new challenges:** Students actively seek out and engage in new experiences and challenges, expanding their comfort zones and developing resilience.
- 3. Planning and initiation:** Students demonstrate the ability to plan and initiate activities and projects, showing organization, leadership, and initiative.
- 4. Worked collaboratively with others:** Students collaborate effectively with others, demonstrating teamwork, communication, and interpersonal skills.
- 5. Showed perseverance and commitment:** Students persist and remain dedicated to their CAS activities and projects, overcoming obstacles and demonstrating commitment.
- 6. Engaged with issues of global significance:** Students explore and engage with global issues, developing awareness, empathy, and a sense of responsibility towards global challenges.
- 7. Considered the ethical implications of their actions:** Students reflect on the ethical dimensions of their activities and decisions, considering the impact on themselves and others and developing ethical awareness and responsibility.

These outcomes encourage students to take initiative, collaborate, reflect on their experiences, and develop a sense of responsibility towards themselves, their communities, and the broader global context.

Key Aims of The CAS Program

Aligned with the other academic components of the DP, CAS is designed to enrich students' personal and social growth through hands-on learning experiences. A quality CAS program should offer challenges, enjoyment, and an individual voyage of self-exploration.

The CAS program 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.

The Responsibility of the CAS Student

Key to a student's CAS programme is personal engagement, choice and enjoyment of CAS experiences. Throughout the Diploma Programme 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 at significant moments 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:

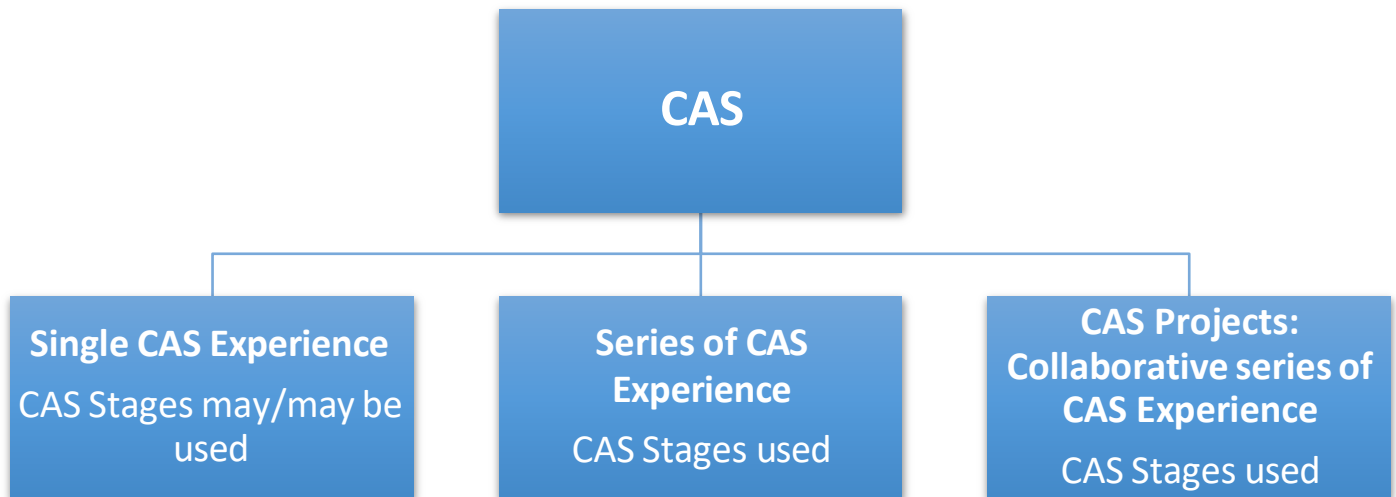
- approach CAS with a proactive attitude
- develop a clear understanding of CAS expectations and the purpose of CAS
- explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- determine personal goals
- discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser
- understand and apply the CAS stages where appropriate
- take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
- maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
- understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- demonstrate accomplishments within their CAS programme
- communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings
- ensure a suitable balance between creativity, activity and service in their CAS programme
- behave appropriately and ethically in their choices and behaviours.

The CAS Experience

A **CAS experience** is a specific event in which the student engages with one or more of the three CAS strands.

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).



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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.

CAS & the IB Diploma

CAS and TOK are interconnected in guiding students' understanding and development. TOK plays a role in helping students interpret their learning experiences, including those within CAS, through critical thinking and inquiry into knowledge processes. It prompts students to analyze the underlying assumptions shaping their knowledge and perspectives.

In TOK, knowledge is derived from personal and shared sources. CAS activities contribute significantly to personal knowledge by exposing students to diverse and challenging situations, fostering a broader worldview. Shared knowledge, on the other hand, reflects how communities collectively construct knowledge. In CAS, students can leverage TOK concepts to deepen their understanding of different communities and cultures.

CAS also aligns with various aspects of the TOK curriculum. For instance, a student engaging in a visual arts project in CAS can reflect on the role of intuition and imagination, key elements in the arts' "ways of knowing" within TOK. Some students integrate their CAS experiences into TOK assessment tasks, using real-life situations as the foundation for oral presentations or deriving knowledge questions.

Both CAS and TOK encourage students to reflect on their beliefs and assumptions, promoting thoughtful, responsible, and purposeful lives. This interconnectedness underscores the holistic approach of the Diploma Program, enriching students' intellectual and personal development.

Each subject group of the Diploma Programme can contribute towards CAS. The examples below are suggestions only; teachers and students can create their own authentic connections where possible.

Group 1: students could engage in creative writing, produce audiobooks for the blind or write a movie and produce it.

Group 2: students could provide language lessons to those in need, develop language guides using technology or raise awareness of the culture of the language being studied through a website or other forms of communication.

Group 3: students could record the oral histories of people living in elderly residential facilities and create family memoirs, create a social enterprise addressing a community need or collaborate on a community garden.

Group 4: students could form an astronomy club for younger students, help maintain a nature reserve or promote physical participation in "walk to school" groups.

Group 5: students could teach younger children to overcome mathematical challenges, maintain financial accounts for a local charity or plan a mathematics scavenger hunt at school to highlight the importance of mathematics in everyday life.

Group 6: students could take dance lessons that lead to a theatrical performance, participate in a community art exhibition or community initiatives (such as performances or photo exhibits) for hospitals or aged-care facilities.

Ethics in TOK

CAS plays a crucial role in fostering students' ethical awareness, aligning with the ethical principles outlined in the IB mission statement and learner profile. This involves delving into values, attitudes, and behaviors as students engage in meaningful activities with substantial outcomes. Ethical dilemmas naturally emerge during CAS experiences, challenging students' preconceptions and instinctive responses. Schools have a specific responsibility within CAS to support students' ethical development as they navigate these challenges.

It is essential for schools to leverage CAS experiences to deepen students' understanding of ethical systems explored in TOK. CAS coordinators can help students identify ethical principles to guide their actions, enhancing their awareness of the repercussions of their choices and actions in planning and executing CAS activities. Heightened ethical sensitivity empowers students to acknowledge their accountability for their actions and fosters integrity in their conduct.

CAS coordinators must approach these discussions with sensitivity, recognizing that students come from diverse family and cultural backgrounds that shape their values and beliefs. While respecting these differences is crucial, the ethical values and practices within CAS must align with the IB learner profile to maintain consistency and integrity.

CAS, the extended essay and the world studies extended essay

Engaging in CAS activities can spark a student's interest in delving deeper into global issues through academic inquiry. This interest often finds expression in either the extended essay or the world studies extended essay, both of which allow students to explore topics that have emerged during CAS experiences.

In the extended essay, students have the freedom to research and investigate personal interests that intersect with a Diploma Program subject. On the other hand, the world studies extended essay presents an opportunity for students to conduct a thorough interdisciplinary examination of a globally significant issue with local manifestations. Students can choose from various global themes, such as:

- Language, culture, and identity
- Science, technology, and society
- Equality and inequality
- Conflict, peace, and security
- Economic and environmental sustainability
- Health and development

Engaging in the world studies extended essay equips students with a comprehensive understanding of these themes, potentially inspiring more thoughtful involvement in CAS activities as they gain deeper insights into global challenges and solutions.

CAS within the IB continuum of International Education

All IB programs are designed to promote students' overall well-being, encompassing cognitive, social, emotional, and physical aspects, while also fostering their active and compassionate engagement within local, national, and global communities.

Within CAS, students further develop the skills and approaches to learning initially introduced in the. These approaches nurture personal and social growth, emphasizing skills like collaboration, problem-solving, conflict resolution, creative and critical thinking, and the development of personal identities. CAS activities encourage students to engage in critical self-reflection, providing increasingly complex opportunities for them to assess their thoughts, efforts, and achievements. Additionally, students learn to set ambitious goals and cultivate the dedication and resilience needed to accomplish them.

The principles of approaches to learning and the attributes of the learner profile, integral across all IB programs, are exemplified and enhanced through diverse CAS experiences and projects. Moreover, within CAS, students continue to hone skills such as individual and collective responsibility, effective teamwork, and collaboration.

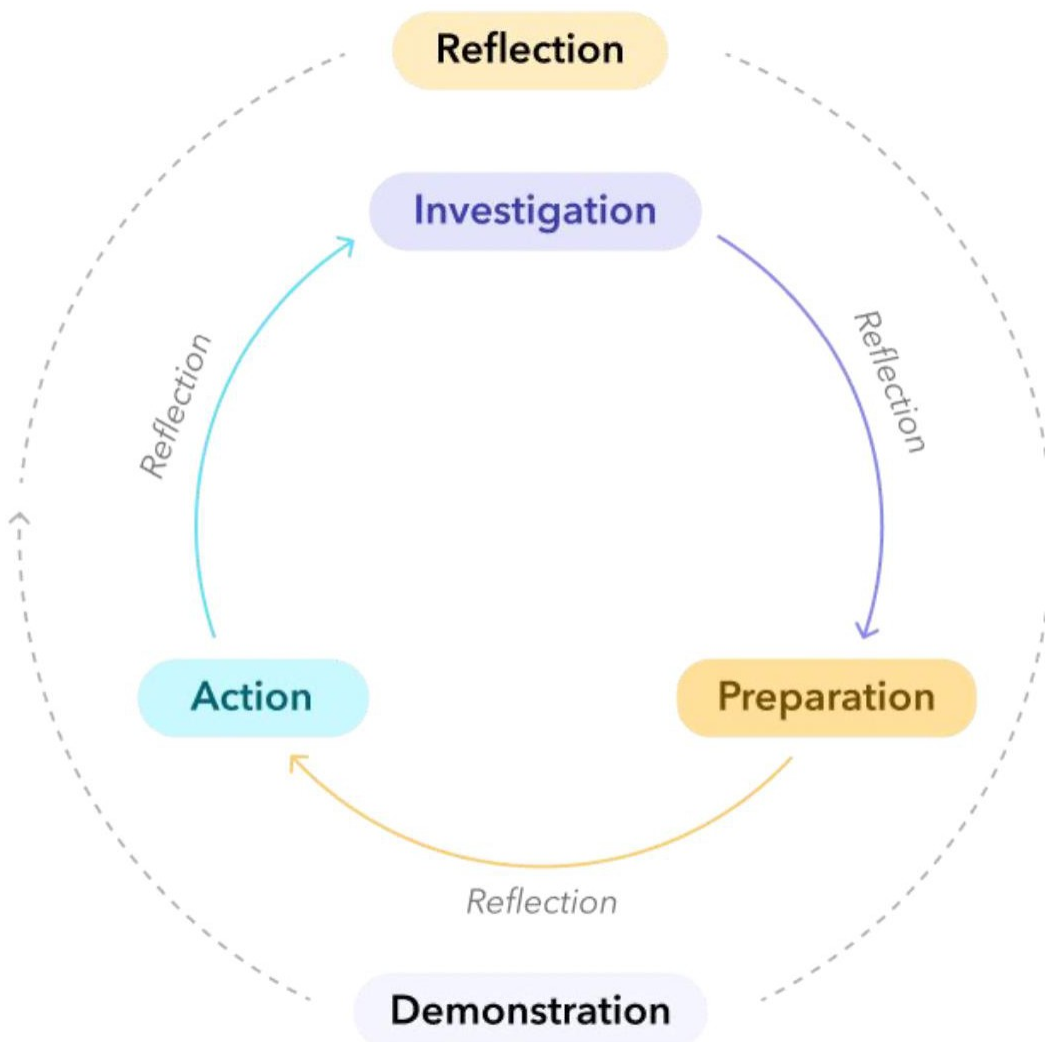
The STAGES of CAS

CAS is structured as an experiential learning process that generally encompasses these stages:

- Investigation, preparation, and executing actions addressing identified needs
- Reflecting on meaningful experiences to guide decision-making and problem-solving
- Demonstrating and sharing the outcomes and insights gained

Reflection plays a pivotal role in this experiential learning model, as highlighted in the framework provided. Students are required to engage in consistent reflection at each stage for every experience or project.

³The 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.

CAS Strands

Creativity

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

Engagement in creativity within CAS empowers students to delve into their unique perspectives and modes of self-expression. The creative process is driven by students' talents, interests, passions, emotional reactions, and imagination, offering boundless avenues for expression. This can encompass various mediums such as visual and performing arts, digital design, writing, film, culinary arts, crafts, and composition. Students are urged to explore unconventional paths, expanding their thinking from the conventional to the innovative.

For those proficient in specific creative domains like music, painting, or acting, there's an opportunity to deepen skills and set new creative benchmarks within their chosen field. For instance, a musician might compose and perform an intricate guitar solo, an artist could sculpt a new piece or create a photographic series, and an actor might craft an original dramatic performance. Pursuing novel challenges unveils unforeseen strengths and fosters a spirit of ongoing exploration and innovation.

Presenting their creative endeavors can take many forms, from recordings and presentations to exhibitions and social media showcases. It's essential to note that merely appreciating others' creativity, like attending concerts or art exhibitions, does not fulfill the creativity requirement in CAS.

While students can draw inspiration from their Diploma courses to fuel their creative pursuits, these experiences must remain separate from the course requirements. Reflection plays a crucial role, prompting students to introspect on meaningful moments or sources of inspiration. This reflective process itself can take various forms aligned with creativity, such as artistic expressions, narratives, blogs, photos, skits, or other imaginative methods.

Approaches to creativity

There are many approaches to creativity, such as:

- **Ongoing creativity:** A student may already be engaged in creativity as part of a school group or club, or through some other form of sustained creativity. Students may continue in this as part of their creativity; however, students could also be encouraged to further extend and develop their participation if appropriate.
- **School-based creativity:** Students are encouraged to participate in meaningful creativity and to explore their own sense of original thinking and expression. In school, there may well be appropriate creativity opportunities in which the students can engage. These creativity experiences could be part of the school's service CAS projects, a school club, timetabled creativity sessions, or other opportunities.
- **Community-based creativity:** Participating in creativity within the local community advances student awareness and understanding of interpersonal relationships with others, particularly if the creativity experience involves the local community. Creativity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of students' talents, interests, passions, emotional responses, and imagination. For example, students could be encouraged to join a community-based theatre group, contribute towards a community art gallery, create a sculpture for the community park, take cooking classes, or other opportunities.

- **Individual creativity:** Students may decide that they wish to engage in solitary creativity experiences such as composing music, developing a website, writing a compilation of short fiction stories, designing furniture, creating arts and crafts, or painting a series of portraits. Such creativity experiences are of most benefit when they take place over an extended duration of time. Students can be encouraged to set personal goals and work towards these in a sustained manner. Risk assessment of such solitary creativity experiences should be conducted with the student beforehand if applicable.

Activity

Physical exertion contributing to a healthy lifestyle

The primary goal of the "Activity" component is to instill lifelong healthy habits related to physical well-being. This encompasses various pursuits such as individual and team sports, aerobic exercises, dancing, outdoor activities, fitness regimens, and any other physical activities that contribute positively to a healthy lifestyle. Students are encouraged to engage regularly and at an appropriate level to ensure meaningful challenges and benefits.

It's essential for schools to support students who may face cultural or circumstantial barriers to participating in physical activities. Likewise, students with disabilities should be provided with inclusive opportunities within this domain. Every CAS student must fulfill the fundamental requirement of engaging in physical activities conducive to a healthy lifestyle, adjusted as per individual needs.

Students actively involved in suitable physical activities are encouraged to expand their participation and set personal goals accordingly. This may involve exploring different training methods to enhance existing skills or venturing into new sports altogether. For dedicated student athletes, maintaining a structured training regimen is suitable. In contexts where national curricula mandate physical education courses, participation in these courses can fulfill activity requirements if aligned with CAS guidelines.

Reflective practices are integral to all CAS experiences, including physical activities. Students are guided to introspect purposefully, seeking moments of personal significance or inspiration for meaningful reflection. This reflective process allows students to derive deeper insights from their engagement with physical activities and their impact on personal well-being.

Approaches to activity

There are many approaches to activity, such as:

- **Ongoing activity:** A student may already be engaged in activity as part of a school team or club, or through some other form of sustained physical exercise. Students may continue in this as part of their activity; however, they should set personal goals in keeping with the principles of CAS. Students can also be encouraged to further extend and develop their participation if appropriate.
- **School-based activity:** Students are encouraged to participate in meaningful activity that benefits their physical well-being. In school there may well be appropriate activity opportunities in which the student can engage. These activity experiences could, for example, be part of the school curriculums, a school sports club, or timetabled sports sessions. Students may elect to initiate a school-based activity such as basketball or tennis and engage other CAS students or any student within the school.

- **Community-based activity:** Participating in activity within the local community advances student awareness and understanding of interpersonal relationships, particularly if the activity experience involves members of the local community. However, single events of activity can lack depth and meaning. When possible, activity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of physical well-being of the students. For example, rather than a single activity experience at a community-based fun run, students could be encouraged to join a community-based running club, a dance class, an aerobics class or an out-of-school sports group.
- **Individual activity:** Students may decide that they wish to engage in solitary activity experiences such as, for example, attending a gym, bicycling, roller-skating, swimming, or strength conditioning. Such activity experiences are of most benefit when they take place over an extended duration of time. Students can be encouraged to set personal goals and work towards these in a sustained and correctly applied manner. Risk assessment of such solitary activity experiences should be conducted with the student beforehand if applicable.

Service

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

The goal of the “Service” aspect is to help students recognize their ability to contribute meaningfully to their communities and society. Through service activities, students develop and apply personal and social skills in real-world scenarios, involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. Service experiences are often considered transformative within CAS as they promote self-awareness, facilitate diverse interactions and experiences, and encourage international-mindedness. Utilizing CAS stages in designing service experiences is recommended for optimal outcomes.

Service involvement in CAS benefits both students and the community. Students learn as they identify and address genuine community needs, fostering mutual collaboration. This process contributes to the development of skills, attitudes, and values in alignment with the IB mission statement and learner profile. Hence, CAS service experiences are unpaid.

When defining “community,” it’s important to consider the specific context and cultural nuances. While the community can be the school, it’s encouraged for service experiences to extend beyond the school to local, national, or international communities. Community engagement involves collaborating with others as students investigate needs, plan, and execute their service ideas.

CAS coordinators should prioritize local service opportunities for students. Local engagement allows for building relationships, observing and participating in sustained change, and addressing challenges through teamwork. By starting locally, students can broaden their understanding of global issues. They can also expand local service impacts globally by partnering with CAS students in different regions through technological platforms, facilitating networking, sharing initiatives, forming partnerships, and maximizing impact.

Reflective practices are integral to all CAS experiences, including service activities. Students are encouraged to reflect purposefully, seeking moments of personal significance or inspiration for

meaningful introspection. This reflective process enhances students' understanding of their service engagement and its impact on themselves and the communities they serve.

Service learning

Service experiences in CAS can be approached using a service learning model. Service learning is the development and application of knowledge and skills towards meeting an identified community need. In this research-based approach, students undertake service initiatives often related to topics studied 20 Creativity, activity, service guide CAS strands previously in the curriculum, utilizing skills, understandings and values developed in these studies. Service learning builds upon students' prior knowledge and background, enabling them to make links between their academic disciplines and their service experiences. (refer to pg. 15)

Using the CAS stages for service learning

Using the CAS stages is the recommended approach for students engaging in service experiences. All forms of service should involve investigation, preparation and action that meets an identified need. Reflection on significant experiences throughout informs problem-solving and choices; demonstration allows for sharing of what has taken place. The CAS stages specific to service learning offer students a helpful and supportive approach. As students progress through each of these stages, they can draw upon the skills and knowledge gained from their academic subjects to support their experiences.

Four types of service action

It is recommended that students engage with different types of service within their CAS programme. These types of action are as follows.

- **Direct service:** Student interaction involves people, the environment or animals. For example, this can appear as one-on-one tutoring, developing a garden in partnership with refugees, or working in an animal shelter.
- **Indirect service:** Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment. For example, this can appear as re-designing a non-profit organization's website, writing original picture books to teach a language, or nurturing tree seedlings for planting.
- **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest. For example, this may appear as initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.
- **Research:** Students collect information through varied sources, analyse data, and report on a topic of importance to influence policy or practice. For example, they may conduct environmental surveys to influence their school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

Approaches to service

There are many approaches to service, such as:

- **Ongoing service:** When investigating a need that leads to a plan of action implemented over time, students develop perseverance and commitment. They observe how their ideas and actions build on the contributions of others to effect change. Their reflections may show deeper awareness and knowledge of social issues.
- **School-based service:** While students are encouraged to participate in meaningful service that benefits the community outside school, there may well be appropriate service opportunities within the school setting. In all cases an authentic need must be verified that will be met through student action. Service needs met at a school may prepare students for further action within the larger community; for example, by tutoring within the school, students may then be better prepared to tutor at a community centre.
- **Community-based service:** Participating in service within the local community advances student awareness and understanding of social issues and solutions. However, single incidents of engagement with individuals in a service context can lack depth and meaning. When possible, interactions involving people in a service context best occur with a regularity that builds and sustains relationships for the mutual benefit of all. For example, rather than a single service experience at a retirement facility, students can decide to establish regular visits when they realize their efforts are valued and have reciprocal impact.
- **Immediate need service:** In response to a disaster, students often want to move towards immediate action. Typically they quickly attempt to assess the need and devise a planned response. Later, the students can be reminded and encouraged to further investigate the issue to better understand underlying causes. This provides greater context even if the service action has already taken place. With increased knowledge, students may commit to ongoing assistance, for example, such as joining with prevention or community resilience initiatives regarding an environmental issue.
- **Fundraising:** The preferred approach is for students to initially develop their understanding of the organization they choose to support and the issues being addressed. Students can draw from their interests, skills and talents to plan the method and manner of fundraising. Ideally, students directly communicate with the organization and establish accountability for funds raised. Sharing the rationale for the fundraising educates others and advocates the chosen cause. Students can also be asked to consider other ways to augment their contribution through direct, advocacy, or research service.
- **International service:** Students are encouraged to participate locally in service before considering service opportunities outside their country. When participating in international service, students must understand the background and the circumstances of an identified and authenticated need to support their involvement. When direct communication with an overseas community is not possible, students could cooperate with an outside agency to provide an appropriate service. Students do benefit from serving in an international context when able to make clear links to parallel issues in their local environs and they understand the consequences of their service. Schools must ensure that commercial providers, if used, act in accordance with the aims of the IB mission statement and CAS requirements. Additionally, schools must undertake risk assessment to ensure the safety of students.

- **Volunteerism:** Students often volunteer in service experiences organized by other students, the school or an external group. In such cases, students benefit from prior knowledge of the context and the service need. Being informed and prepared increases the likelihood that the students' contribution will have personal meaning and value. Utilizing the CAS stages prior to volunteering is highly recommended.
- **Service arising from the curriculum:** Teachers plan units with service learning opportunities in mind, students may or may not respond and act. For example, while studying freshwater ecology in environmental systems and society, students decide to monitor and improve a local water system.

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.

As expected throughout CAS, students reflect on their CAS project experience. Due to the collaborative nature of the CAS project, 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.

Service project

When a CAS project addresses the CAS strand of service (known as service project), students must take into account the opinions and expectations of others involved and focus on meaningful and authentic needs to ensure actions are respectful and reciprocal. Awareness of the possible impact and consequences of the students' actions should be part of the planning process. Where possible, service projects should involve working alongside community members with ongoing communication. When the service project involves the use of an external facilitator such as a non-government organization or a commercial provider, care should be taken to ensure that the facilitator acts in accordance with the IB mission statement and CAS requirements.

A service project that includes interaction with and appreciation of diverse social or cultural backgrounds can increase international-mindedness and engagement with issues of global significance. International service projects are acceptable if clear goals and outcomes are established, understood, and based on the expectation of compelling benefits expected for all stakeholders. If a service project is conducted outside the local context, it is recommended that there is some form of continuation. For example, students could research the community served and educate themselves further about the issues involved, develop an advocacy programme for the served community, or develop greater awareness of a related need in their local community leading to some form of local action. This may inspire the next group of CAS students. For any service project it is important to ensure that there is:

- A genuine need for the service project, which has been stated and agreed upon by the potential partners
- If required, a liaison officer who has a good relationship with the community where the service project is based
- An understanding of the level of student participation that is feasible in the service project
- A clear assessment of potential risks to participating students
- Approval from the school administration for the service project
- A demonstration of how the CAS stages were followed
- A thorough evaluation of the benefits of the service project for all involved.

Purposeful relationships between students and community members leading to sustainable service projects are potentially the most rewarding for all concerned. As community needs change, students' responses should also evolve to meet these new circumstances. When a service project initiated by one group is adopted by other students, the new students must ensure the need is authentic or make the necessary adjustments and ensure their contribution is relevant.

CAS Portfolio

Every CAS participant is responsible for maintaining and completing a CAS portfolio to demonstrate their involvement in CAS activities and the achievement of the seven CAS learning outcomes. The CAS portfolio also offers insights into how students have developed the attributes outlined in the IB learner profile.

Students use the CAS portfolio to organize their CAS program, reflect on their experiences, and compile evidence of their participation in CAS; it does not undergo formal assessment. It is the duty of the CAS coordinator/adviser to ensure that students regularly update and keep their CAS portfolio relevant as it serves as a summary of their CAS journey. Moreover, it can serve as a valuable addition to a student's resume when applying to prospective employers or educational institutions.

During the three scheduled CAS interviews, the CAS portfolio serves as a key discussion point, providing opportunities for appropriate guidance and feedback. Notes and recommendations from these meetings should be briefly recorded and included in the student's CAS portfolio. Any concerns, particularly regarding a student's progress in completing CAS requirements, should be noted in the CAS portfolio, and necessary actions should be taken promptly. The CAS coordinator/adviser conducts regular checks on the CAS portfolio to monitor progress.

The CAS portfolio serves as a platform to showcase a student's CAS endeavors and should be a source of pride. To emphasize its importance, students have the liberty to choose how the CAS portfolio is structured, what content to include, and how it is shared. Individual learning preferences dictate the type of portfolio used, whether digital, online, diary-style, journal-based, a scrapbook, or a combination thereof. Students are encouraged to explore various options available to them.

Although the IB does not mandate a specific format for the CAS portfolio, a three-part structure—comprising sections such as “Profile,” “Experiences,” and “Evidence”—may resonate with students and CAS coordinators. Each section aims to help students better understand their engagement with CAS, reflect on their experiences, and provide evidence of their participation.

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.

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.

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.

Types of CAS portfolios

There is no singular preferred method for the CAS portfolio. While the CAS coordinator can make this determination, involving the students in having a choice would improve the level of engagement. Students may have preferences that allow for differentiation, for example, a scrapbook, video log, blog, files, or school-organized website.

What is NOT a CAS Experience?

- An experience you already do as part of your DP academic curriculum (i.e., part of your EE)
- Religious Devotion
- A passive pursuit, such as a visit to a museum, the theater, concert, or sports event unless it clearly inspires work in a related activity in which a student is already engaged
- Fund-raising with no clear vision to end result
- An experience that lacks meaning. (i.e., Walking your dog or watering your plants cannot be action nor service unless you have authentic reasons why)
- Any experience you are paid for, financially or with other benefits.
- A required experience for an existing organization. (i.e., you may take dance lesson for your activity element of CAS, but you cannot add the annual dance recital as a special creativity or service experience if it is already required by the organization that you attended)

References

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