

INTERNATIONAL BACCALAUREATE DIPLOMA
CAS HANDBOOK
MVHS



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I. IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

II. IB LEARNER PROFILE

- **INQUIRERS:** They develop their natural curiosity, acquire the skills necessary to conduct inquiry and research and show independence in learning.
- **KNOWLEDGEABLE:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **THINKERS:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **COMMUNICATORS:** They understand and express ideas and information confidently and creatively in more than one language. They work effectively and willingly in collaboration with others.
- **PRINCIPLED:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.
- **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.
- **CARING:** They show empathy, compassion and respect towards the needs and feelings of others. They act to make a positive difference to the lives of others and to the environment.
- **RISK-TAKERS:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **BALANCED:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **REFLECTIVE:** They give thoughtful consideration to their own learning and are able to assess and understand their strengths and limitations in order to support their learning and personal development.

III. AIMS OF CAS

Within the Diploma Program, CAS provides the main opportunity to develop many of the attributes described in the IB learner profile. 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.

IV. CAS LEARNING OUTCOMES

1. **Identify own strengths and develop areas for growth.** Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
2. **Demonstrate that challenges have been undertaken, developing new skills in the process.** 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.
3. **Demonstrate how to initiate and plan a CAS experience.** 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.
4. **Show commitment to and perseverance in CAS experiences.** Students demonstrate regular involvement and active engagement in CAS.
5. **Demonstrate the skills and recognize the benefits of working collaboratively.** Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
6. **Demonstrate engagement with issues of global significance.** Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue through local, national or international action. Think globally but act locally.
7. **Recognize and consider the ethics of choices and actions.** Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

V. RESPONSIBILITY OF THE CAS STUDENT

Key to a student's CAS program is personal engagement, choice and enjoyment of CAS experiences. Throughout the Diploma Program students undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. They must also undertake at least one CAS project with a minimum duration of one month. Students reflect on CAS experiences 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 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 CAS
- 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 program
- 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 program
- Behave appropriately and ethically in their choices and behaviors.

VI. WHAT IS CAS?

Creativity, activity, service (CAS) is at the heart of the Diploma Program and should continue on a weekly basis for at least 18 months. For student development to occur, CAS should involve these criteria:

- fit within one or more of the CAS strands
- be enjoyable
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- meet one or more of the CAS learning outcomes
- is active, not passive
- have a meaningful purpose or present a new challenge
- not be used or included in the student's Diploma course requirements
- must have a supervisor (not a parent) who confirms completion of experiences



WHAT COUNTS?

1.	The experience is paid	Not eligible for CAS
	The experience is not paid	Go to 2
2.	The experience will be used as part of a Diploma subject for CAS	Not eligible for CAS
	The experience is independent of the Diploma course	Go to 3
3.	The experience will be routine, not allowing for personal development	Not eligible for CAS
	The experience will allow enjoyment and personal growth	Go to 4
4.	The experience is too routine or brief to merit reflection for CAS	Not eligible for CAS
	The experience is worthy of reflection	Go to 5
5.	The experience falls within the Creativity strand	Go to 6
6.	The experience involves the passive attendance of another's creativity	Not eligible for CAS
	The experience involves original thinking, leading to a product	Eligible for Creativity
7.	The experience falls within the Activity strand	Go to 8
8.	This Activity involves "getting sweaty"; is a truly physical activity	Eligible for Activity
	Could not be described as physical exertion	Not eligible for A, but could for C or S
9.	The experience falls within the Service strand	Go to 10
10.	This service engages with the community to address a need	Eligible for Service
11.	Raising money for a cause	Go to 12
12.	Awareness raising and communication with the beneficiaries	Eligible for Service
	No awareness of the organization, routine activities	Not eligible for CAS

VII. CAS STRANDS

A. Creativity (arts and other experiences that involve creative thinking)

This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. Students are encouraged to engage in creative endeavors that move them beyond the familiar, broadening their scope from conventional to unconventional thinking. There are many approaches to creativity, such as:

- **Ongoing creativity:** Students may continue in creativity as part of a school group or club, or through some other form of sustained creativity. However, students could 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. Students can enroll in classes at MVHS and/or participate in school clubs.
- **Community-based creativity:** Creativity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of students' talents, interests, emotional responses, and imagination. For example, students could 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:** Solitary creativity experiences (composing music, developing a website, writing short fiction stories, creating arts and crafts, or painting a series of portraits) 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.

B. Activity (physical exertion contributing to a healthy lifestyle)

Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle. There are many approaches to activity, such as:

- **Ongoing activity:** Students may continue an existing activity; however, they should set personal goals related to the principles of CAS. Students could extend and develop their participation if appropriate.
- **School-based activity:** These can include: MVHS PE class, 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 students.
- **Community-based activity:** Single events of activity can lack depth and meaning. Activity experiences best occur with regularity. 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, or an aerobics class.
- **Individual activity:** Solitary activity experiences (attending a gym, bicycling, roller-skating, swimming, or strength conditioning) are of most benefit when they take place over an extended duration of time. Students should set personal goals and work towards these in a sustained and correctly applied manner.

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

Four types of service action (engaging with different types of service is recommended)

- 1) **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.
- 2) **Indirect service:** Students must verify their actions will benefit the community or environment. Examples are: re-designing a non-profit organization's website or writing original picture books to teach a language.
- 3) **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest (hunger campaign, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.)
- 4) **Research:** Students collect, analyze, and report on a topic to influence change (environmental surveys, effective means to reduce litter in public spaces, or interview people on topics such as homelessness or unemployment).

Approaches to service

- **Ongoing service:** When a plan of action is implemented over time, students develop perseverance and commitment.
- **School-based service:** 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 center.
- **Community-based service:** This 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.
- **Immediate need service:** In response to a disaster, students quickly attempt to assess the need and devise a planned response. Later, the students should investigate the issue to understand causes and commit to further service.
- **Fundraising:** Students should develop their understanding of the organization they choose to support and the issues being addressed. Sharing the rationale for the fundraising educates others and advocates the chosen cause.
- **International service:** Students must understand the circumstances of an authenticated need to support their involvement. Students benefit most when able to make clear links to parallel issues in their local environs.
- **Volunteerism:** Before volunteering, student should gain prior knowledge of the context and the service need.
- **Service arising from the curriculum:** Teachers can plan units with service learning opportunities in mind.

VIII. IDEAS FOR CAS EXPERIENCES

Activity Ideas: (Non-IB PE and sports classes at MVHS count for CAS)

1. Team sport (on-campus or off-campus) – all practice and games count
2. Individual sport (bowling, golfing, surfing, swimming, mountain biking, running etc.)
3. Cheerleading, Dancing
4. Martial arts classes
5. Yoga, Pilates, Zumba
6. Marathon or fundraising run (need to train for it)
7. Join a gym, set up a workout plan and stick to it!
8. Hiking expedition
9. Learn to ski or snowboard this winter
10. Teach sports to kids who don't get an opportunity to learn (A/S)

Creativity Ideas: (Non-IB classes and clubs on campus count)

1. MVHS classes (ASB, drama, band, choir, dance, robotics, ceramics, photography, art, Mock Trial, etc.)
2. Take driver's license lessons to earn your license
3. Singing in church choir or teaching Sunday school
4. Learn a musical instrument or extend what you are already doing
5. Debating or public speaking competitions, write for a magazine or newspaper
6. Participate in a school musical
7. Design and create a mural at school (C/S)
8. Learn an especially challenging piece of music/ dance routine (C/A, if dance)
9. Choreograph and participate in a dance routine for dance production (C/A)
10. Perform music or dance in a new or especially challenging context (public audience, competition)
11. Plan a musical program and perform for hospital/senior care patients. (C/S)
12. Teach art/music/dance to another person/group of people. (C/S)
13. Design a website for a school/non-profit/charity organization. (C/S)
14. Design a series of after school tutoring sessions. (C/S).
15. Create a mini photography portfolio with a clearly defined theme, objective, and goal.
16. Design video games, coding, set up video game competition to raise funds/awareness.

Service Ideas: (Need to find a variety of Service types)

1. Tutor at a local elementary school
2. Tutor peers (e.g. via CSF or NHS)
3. Work as a teacher's aide in a local elementary school
4. Volunteer to help play with orphans at local orphanage
5. Teach singing/piano/guitar as a lunchtime or after school club (S/C)
6. Visit the hospital/senior care and chat to the residents
7. Organize a beach clean-up with your friends.
8. Campaign the local government on an issue you feel strongly about
9. Become certified in CPR/First Aid at local Red Cross.
10. Serve as a translator for school activities as and when needed.
11. Design a poster campaign for healthy eating (S/C)
12. Work Experience/Internship (unpaid work in a hospital, kindergarten) (C/A/S)

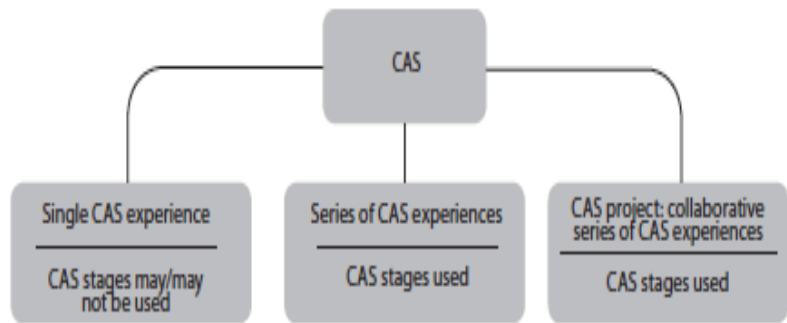
IX. WHAT IS NOT CAS?

CAS is not an hour counting exercise. It should be an interesting variety of activities that you find intrinsically worthwhile and rewarding, and which is mutually beneficial to you and to your community. Generally, CAS is not taking place when you are in a passive role, but rather an active role. There should be **interaction**. If you are passive, nothing of real value, either for you or for other people, results from what you are doing. Examples of activities that may be inappropriate are listed below:

- Any class, activity or project that is already part of the Diploma Program
- An activity for personal reward, financial or benefit-in-kind
- Simple, tedious, and repetitive work
- A passive pursuit, e.g. museum, theater, exhibition, concert visits
- Work experience that only benefits the student
- Fundraising with no clearly defined end in sight
- An activity that causes division amongst different groups in the community
- Working in an elderly or children's home when you:
 - Have no idea of how the home operates
 - Have no contact at all with the elderly or children
 - Actually do no service for other people/animals/environment
- An activity where there is no responsible adult on site to evaluate your performance

X. CAS STAGES

The five CAS stages are as follows and must be demonstrated in all series of experiences and the CAS project. A single one-time experience does not require these stages.



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.

XI. RISK ASSESSMENT

The IB and the learner profile attributes encourage students to be risk-takers; however, this does not mean that students or teachers should be encouraged to take unnecessary risks or place themselves in danger. The key to safely taking risks is having the ability to fully understand the nature of the risk being taken and how to mitigate potentially dangerous outcomes where necessary. As such, schools need to strike the right balance between protecting students from risk and allowing students to participate in CAS experiences.

When planning a CAS experience in which participants may be exposed to hazards, it is important that risks are identified and assessed. The IB requires that schools always comply with the pertinent local health and safety laws and regulations both in and out of the classroom. In addition, the IB provides the following guidelines on assessing the potential risk of a CAS experience.

1. Schools and teachers should ensure adequate systems are in place to assess and mitigate the risk of any CAS experience.
2. The school should ensure the staff organizing and supervising CAS experiences are fully supported throughout the risk assessment process.
3. In order to prevent risk assessment from becoming a barrier to CAS experiences, schools should develop risk assessment systems that are proportionate to the level of risk. Although CAS experiences must be properly planned and assessed, experiences presenting a lower-risk level should be quicker and easier to assess and organize than higher-risk experiences.
4. Where risks are identified, schools should ensure that all potential stakeholders (colleagues, students and parents) are informed of both the risk and any precautions or contingency plans that will be implemented in order to minimize the risk.

XII. CAS PROJECT

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.

- 1) Must be collaborative (at minimum 2 people)
- 2) Must be student initiated (in part or in entirety)
- 3) Must be a sustained long-term project (longer than a month from planning to completion)
- 4) Can address any single strand of CAS or combine two or all three strands
- 5) Must use the CAS stages for implementation.

The following examples are provided to help generate 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 competitions.
- 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 in the community.
- Service and Creativity: Students design and make the backpacks out of recycled materials for students in need.
- Creativity, Activity, and Service: Students create and perform a dance production for a community retirement home.

XIII. REFLECTION PROCESS

Reflection is a dynamic means for self-knowing, learning and decision-making. Reflection should occur **before, during, and after** the CAS experience (one reflection is sufficient for single experiences). Four elements assist in the reflective process. The first two elements form the foundation of reflection. The last two elements add greater depth and expand perspectives.

- 1) Describing what happened: Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- 2) Explain how you achieved each learning outcome for this experience.
- 3) Expressing feelings: Students articulate emotional responses to their experiences.
 - a. How did I feel about the challenges?
 - b. What happened that prompted particular feelings?
 - c. What choices might have resulted in different feelings and outcomes?
- 4) Generating ideas: Rethinking or re-examining choices and actions increases awareness about self and situations.
 - a. Why did I make this particular choice?
 - b. How did this experience reflect my personal ideas and values?
 - c. In what ways am I being challenged to think differently about myself and others?

*It must be possible for the IBO evaluator to tell: **what happened, why it happened, how it happened, what value it was, what the student learned from it, and how they achieved each learning outcome.**

A. Forms of Reflection

During CAS, the form of reflection must take into account student choice. The student who understands the purpose and process of reflection would choose the appropriate moment, select the method and decide on the amount of time needed. The ultimate intention is for students to be independently reflective. Student reflection may be expressed through a paragraph, a dialogue, a poem, a comic strip, a dramatic performance, a letter, a photograph, a dance, or other forms of expression. Students find greater value and purpose when they apply their own interests, skills and talents when reflecting. They discover that reflection can be internal and private or external and shared. It is possible students may wish to keep private certain reflections. As such, it is recommended that students decide which reflections will be placed in their CAS portfolio. Students should include reflections in their **CAS portfolio that give evidence to achieving each of the seven CAS learning outcomes.** For example:

- A student might take photographs while hiking and use these to reflect in writing.
- Two students could compose a song describing how they helped children.
- A student might dramatize a poem to capture a feeling of creative endeavor.
- A student could produce a short video summarizing a CAS experience.
- A group of students create a poster highlighting aspects of a shared experience.

B. Samples of good reflections

Volunteer at Petco Pet Adoption – Service

“My first time volunteering at the Petco in Murrieta was definitely a memorable experience! I helped the people in charge set up crates for the dogs, clip the documents of the dogs on their cages, made sure the dogs had water and toys, as well as taking them for occasional walks throughout the day. It was so fun to volunteer at Petco, especially since I got to spend the day surrounded by animals! Not to mention, I met two other seniors in high school that attended Mesa and who had been volunteering for Petco every Saturday for about the past 2 years or so. They were very cool people! I also met a girl who went to Vista High School and who had a big family with lots of pets. She told me how she was just trying to get her community service hours in before she graduated that year, but that she also loves animals! I spent most of my time that day talking with her while we would pet the cats that were up for adoption.”

Painting – Creativity

“One memorable moment during this experience was when I painting a forest scene and I decided to scrap the entire painting so that I could paint another idea of a field that came to my mind. This moment is memorable to me because it reminded me of the mercurial nature of creativity, and how if I did not like how one of my paintings was going, I could always just paint over it and start fresh. Another important moment to me was when I painted my first human portrait using acrylic paint. This moment was important to me because it represented me taking a new step in my artistic journey, and being able to explore new mediums when it comes to painting. Originally, I wanted to do the portrait in oil paints, but I decided to actually paint it with acrylics due to the fact that it dries faster and I could make alterations to it if I wanted to. When it comes to obstacles during this experience, I struggled with understanding color theory at first, since it was new to me and I was unfamiliar with the basics. I was successful, however, with painting more environment scenes since I felt particularly inspired by forest imagery and tundras.”

Service Activity

“The experience of the Official Animal Rights March in LA gave me memories of big crowds of which thousands of people who have my same interests are chanting with me to spread the word and wake people up, the memory of persisting in fighting for what I believe and know the best way to change the world is, and people walking by who are making fun of us and flipping us off, to those who are joining us and those who are curiously listening to the speech shown in the video. These people who are listening, each and every person, is a success in the march. For those that are upset at us and are directly opposing us is the only obstacle in our way of success and yet those few people do not overcome the crowds of people listening and agreeing with us. That day I was hesitant and scared of showing my poster to the people around me, and I was also scared of being too loud. None of these hesitations should have happened, though they are natural, I realized that day that being a little more proud of my

aspirations of life should be spoken about by me especially, because I am the owner of my mind, of which is thinking all these deep thoughts right now that only I can explain. Though after my hesitations, I did succeed in making myself louder more than I did the day before, or the day before that day within only a matter of half an hour or less due to the positive reactions I received from the people around me. I also demonstrated how to initiate a CAS experience through planning and dedicating myself to waking up early, for example, just to get it done and to show up to something that I care about. As I previously stated, the memories of group collaboration of chants and passion proved to serve importance to me and I found great meaning within it. Throughout the entire experience, I was reminded of the major benefit to my efforts in spreading messages to others and learning more about the ethics and actions of veganism. Due to being aware of the challenge of scheduling and attending such a profound march has been undertaken, I proved to myself that I can be committed and persevere through CAS experiences as well as understanding that I can really be involved in actions to change the world for only the better.”

Sample of poor reflections

“I went to the dog park with my dog every morning with my mom.”

“I decided to make brownies and give them to my neighbors. Baking is one of my favorite things to do when I have time so I thought I should do a good deed and give some. A challenge in doing this is stirring up the ingredients because it takes time to mix it up good and find all the ingredients to put into the brownies.”

Sample of long-term reflection

- October - This month, our monthly meeting, for NCL, was held with our little sisters. We talked about our upcoming fashion show that will take place during our annual Chapter Tea. Every year, the junior class gets to choose a theme and find an outfit that relates to it. This year we decided the theme would be "Our world, our home." Each girl is going to find something from the thrift store to wear in order to help the planet. During our meeting we also decided how we are going to the community. We decided to donate feminine products to the homeless in the Temecula-Murrieta area because we know that many people in the world don't have the money to buy these products for themselves.
- November - During November, NCL always holds their annual tea. Due to this being my Junior year of high school, I had to be part of the Junior fashion show. Our theme was "Our plant, our home" so our outfits had to be either thrifted, recycled, or up cycled. I chose to thrift a dress from Plato's Closet. It was a brown/orange color, long, and flowed. May : In the month of May, the officers and people from NEST came together in our group chat to surprise one of the special Ed kids names Jude on his birthday. He was having a very hard time with everything that was going on and because of this we decided to have a mini party for him to be able to celebrate his birthday and not feel alone. We pulled it off and he was very grateful. We plan on creating more summer plans with them to keep them socializing and feeling not alone through this process.
- December - A couple days before Christmas, my mom and I volunteered to wrap presents at the mall. It was a lot of work and could get chaotic sometimes, but it was very fun to spend time with her As well as get creative when matching wrapping paper to bows and finding different ways to wrap the presents.
- April - This month we had our monthly meeting on Zoom. Our next years president joined and talked to us about what we need to start doing prior to senior year. Every year, NCL holds a Senior Recognition for that years graduating class. Our future president told us that we need to start thinking of ideas seeing as we get to choose all the details. After that, we discussed what we are going to do with this years money. We decided to buy feminine products and donate them to the local women's shelter.

C. Unique ways for presenting reflections

- Some students organize an impromptu ‘flash mob’ to commemorate their attendance at an annual Youth Leaders symposium. One of the art students then followed this up with a cartoon depiction of the event, which included caricatures of each student who had participated, accompanied by speech bubbles with their individual comments on the flash mob experience and the symposium.
- A student created a magic show as his choice for expressive, meaningful reflection. Challenges and surprises were represented by objects appearing out of hats, from behind ears and magically out of thin air. Similarly, items disappeared within an instant, representing challenges successfully met along with his CAS journey. The magic show demonstrated the student’s passion for magic – his distinct talent – as well as a compilation of numerous skills and knowledge acquired during his time in the DP.
- Following his involvement in a CAS project focusing on improving social justice, a student wrote two songs that acted as a culminating reflection. The student performed these songs in the school cafeteria, with an accompanying visual presentation that gave further details on his reflections and overall experience.
- One of my students decided to take one photograph a week throughout her CAS experience that captured what she was feeling, thinking, seeing, or learning. She combed through her photographs to create a gallery without a single caption to present to the community. She wanted to see if what she saw through her camera lens would reflect the story accurately.
- A student turned in a basketball to represent his reflection in Activity. All over the basketball he wrote phrases, attached photos, and adhered articles to repurpose the ball as a road map to his experience and represent his reflections.
- A student decided to make a drawing on his growth process through CAS. Just with drawings we could understand how his experiences developed his self-identity.

XIV. EVALUATION/MONITORING PROGRESS/INTERVIEWS

Successful completion of CAS is a requirement for the award of the IB diploma. Requirements include:

- Satisfactory evidence of CAS experiences continuing throughout the 18 months of the program and include Creativity, Activity, and Service.
- Documentation and reflection of all CAS experiences with sufficient evidence of all seven key learning outcomes is shown.
- Met with the CAS Coordinator three times throughout the two years.
- Satisfactory completion of at least one long-term group project that the student initiated (CAS Project).
- Satisfactory completion of Final Portfolio submitted at the end of the CAS Program in Senior year.
- Presentation of CAS experiences.

There must be a minimum of **three** interviews between a student and the CAS coordinator/adviser where student progress is discussed and appropriate encouragement and advice is given. If concerns arise, particularly with respect to successful completion of the CAS program, a letter will be sent home to parents notifying that the student is in jeopardy of not meeting the requirements for the IB Diploma.

- 1) The initial interview/evaluation (August of Junior year): The CAS coordinator ensures the student understands the requirements for CAS, explains the CAS learning outcomes and how the student might achieve these outcomes, discusses the student's interests and ideas for CAS experiences, determines what form the student's CAS portfolio should take, and reviews the CAS stages.
- 2) The second interview/progress evaluation (by end of Junior year): The main purpose of the interview is to assess the progress of the student in CAS. The students should have committed to a range of CAS experiences, achieved several CAS learning outcomes, and carried out/planned a CAS project. The student's CAS portfolio is used as evidence.
- 3) The third interview/final evaluation (at the end of the CAS Program): This is the summative interview for CAS. In this interview the student outlines how they have achieved the learning outcomes for CAS. In addition, they discuss and evaluate their overall CAS program and reflect on personal growth. The student's CAS portfolio is used as reference in this interview.

XV. HOW TO RECORD CAS

Steps to Record CAS:

1. Add CAS experience: description and goals must be clear on how it meets the Creativity, Activity, or Service strands. If it is not clear, it will not be approved.
2. An email will be sent to Mrs. Barr to approve the CAS experience
3. Complete your CAS experience
4. Reflect on your CAS experience on the reflections tab: you must answer the prompts for the reflection section – **MUST SHOW HOW YOU MET YOUR LEARNING OUTCOMES**
5. Upload evidence: Take pictures of your experience, upload forms or flyers proving you completed your experience.
6. Supervisor review:
 - a. if your supervisor is on ManageBac, then you can simply send them an electronic request for them to review your CAS. **DO NOT DO THIS UNTIL ALL REFLECTIONS AND EVIDENCE HAS BEEN UPLOADED** – you cannot edit once the review is complete.
 - b. If your supervisor is not on ManageBac, then you can click on the "print CAS completion form" icon at the bottom right of your screen. This will allow you to print the form for your supervisor to sign. Take a picture of this form and upload it to your reflections tab for that experience and title it "Supervisor signature".
7. An email will be sent to Mrs. Barr to review your CAS experience and mark it as complete.

REMEMBER: Creativity, Activity, Service (CAS) is at the heart of the Diploma Program and should continue on a weekly basis for at least 18 months. For student development to occur, CAS should involve these criteria:

- 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
- meet one or more of the CAS learning outcomes
- is active, not passive
- have a meaningful purpose or is a challenge
- not be used or included in the student's Diploma course requirements

How to login to ManageBac: <https://murrietavalley.managebac.com/login>

- Click forgot password
- Your email is the new school email you created (9digit#@mvusd.org)
- If it does not work, contact Mrs. Fields (afields@murrieta.k12.ca.us) for help

How to start your first CAS experience on ManageBac:

1. Click on the IB Manager tab, then click on CAS
2. In the right corner, click Add CAS experience: Title it "CAS Planning"
 - a. Complete details: Month of August – Creativity, Mrs. Barr is your supervisor for this experience, Description and goals: to plan a CAS program reflective of my interests and future goals, check the appropriate learning outcome.
 - b. Once saved, this request will be sent to Mrs. Barr for approval. It will only be approved if all components to the CAS proposal are complete and detailed. This will now open the other options in CAS.
3. Go back to your CAS main page (worksheet): Edit Aims and Goals for CAS program- You will type in what your overall goals are for the 18 months of the program. You will only do this the first time.
4. Complete your 2 year plan on the document Mrs. Barr gave you.
5. Once Mrs. Barr approves your CAS proposal, you will then click on the reflections tab for your CAS experience. Type your reflection here. Upload your 2 year plan here and caption it "Two Year CAS Plan"
6. Once you have completed your reflection and uploaded your document, then you will click "request supervisor review". This will send Mrs. Fields a notification you are complete and to be reviewed. This will complete your first CAS experience in ManageBac.

REFLECTION PROCESS

Reflection is a dynamic means for self-knowing, learning and decision-making. Reflection should occur **before, during and after** the CAS experience (one reflection is sufficient for single experiences). Four elements assist in the reflective process. The first two elements form the foundation of reflection. The last two elements add greater depth and expand perspectives.

- 1) Describing what happened: Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes (include the learning outcome(s) they addressed).
- 2) Expressing feelings: Students articulate emotional responses to their experiences.
 - a. How did I feel about the challenges?
 - b. What happened that prompted particular feelings?
 - c. What choices might have resulted in different feelings and outcomes?
- 3) Generating ideas: Rethinking or re-examining choices and actions increases awareness about self and situations.
 - a. Why did I make this particular choice?
 - b. How did this experience reflect my personal ideas and values?
 - c. In what ways am I being challenged to think differently about myself and others?
- 4) Asking questions: Questions about people, processes or issues prompt further thinking and ongoing inquiry.

*It must be possible for the IBO evaluator to tell: **what happened, why it happened, how it happened, what value it was, what the student learned from it, and how they achieved each learning outcome.**

XVI. CAS PLANNING FORM (Optional)

Name: _____ Graduation Year: _____

List extra-curricular activities or classes below you are already involved in and check which CAS strands they may satisfy.

EXTRA-CURRICULAR ACTIVITIES OR CLASSES	C	A	S

What interests, activities, or passions do you have that you would like to begin?

List all your potential experiences for the next 18 months in the appropriate columns. You must participate in creativity, activity and service experiences monthly. If you are taking a non-IB course, then that can count for CAS (ASB, Drama, Dance, Virtual Enterprise, Robotics).

DATE	CREATIVITY	ACTIVITY	SERVICE
11TH GRADE FALL			
11TH GRADE SPRING			
SUMMER 11TH/12TH			
12TH GRADE FALL			
12TH GRADE SPRING			
CAS PROJECT: Describe a potential long-term group project of creativity, action or service. (At least a month long, collaborative, student initiated)			

XVII. CAS MONITORING FORM (end of junior year)

Date: _____

Student: _____

Graduation Year: _____

CAS: As a result of their CAS experience as a whole, including reflections, there should be evidence that students have achieved the following seven learning outcomes. To complete the CAS program, there must be some evidence for every outcome at the end of the two years. This focus on learning outcomes emphasizes that it is the quality of a CAS activity that is of most importance not an accumulation of CAS hours. CAS experiences in all three strands should be achieved every month.		Demonstrating Learning Outcomes		
Learning Outcomes	Descriptor	yet to demonstrate	has begun to demonstrate	consistently demonstrates
Identify own strengths and develop areas for growth.	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.			
Demonstrate that challenges have been undertaken, developing new skills in the process.	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.			
Demonstrate how to initiate and plan a CAS experience.	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.			
Show commitment to and perseverance in CAS experiences.	Students demonstrate regular involvement and active engagement in CAS.			
Demonstrate the skills and recognize the benefits of working collaboratively.	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.			
Demonstrate engagement with issues of global significance.	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue through local, national or international action. Think globally but act locally.			
Recognize and consider the ethics of choices and actions.	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.			

CAS Coordinator's comments/guidance for improvement and discussion of summer plans:

XVIII. CAS FINAL PROGRAM EVALUATION

Name of Student: _____

Graduation Year: _____

My CAS Program	Y/N?	Notes
Evidence of planning of a CAS Program		
Regular commitment over at least 18 months to CAS		
Understanding and ability to use the CAS stages when planning CAS experiences		
Balance between creativity, activity and service		
At least one initiated project undertaken over at least one month (CAS Project)		
Evidence of achieving all seven learning outcomes		
<ul style="list-style-type: none">Evidence of identification of strengths and areas for personal growth (LO1)		
<ul style="list-style-type: none">Evidence of undertaking new challenges and developing new skills in the process (LO2)		
<ul style="list-style-type: none">Evidence of initiating and planning a CAS experience (LO3)		
<ul style="list-style-type: none">Evidence of commitment and perseverance in CAS experiences (LO4)		
<ul style="list-style-type: none">Evidence of demonstrating the skills and recognizing the benefits of working collaboratively (LO5)		
<ul style="list-style-type: none">Evidence of engagement with issues of global significance (LO6)		
<ul style="list-style-type: none">Evidence of recognizing and considering the ethics of choices and actions (LO7)		
Reflections completed on CAS experiences		
Supervisor reports supplied where necessary		
CAS interview 1 completed		
CAS interview 2 completed		
CAS interview 3 completed		
CAS portfolio completed		
CAS demonstration completed		

CAS Program Completed Y ☐ N ☐

Signed by the CAS Coordinator: _____ Date: _____

Work Consulted

International Baccalaureate Diploma CAS Handbook, International Baccalaureate Organization, 2015