



International School of Curaçao



CAS

CREATIVITY

ACTIVITY

SERVICE



STUDENT HANDBOOK

2024-2025



Contents:

Purpose of CAS

CAS Strands

Timeframe

Learning Outcomes

CAS Experiences

CAS Stages

CAS Project

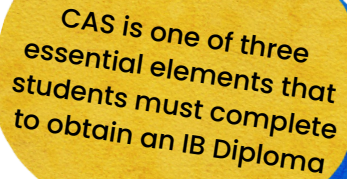
Roles

Sources used in the creation of this handbook:

- Diploma Programme: Creativity, activity, service guide (March 2015)
- Creativity, activity, service teacher support material (for students graduating in 2017 and thereafter)
- https://authenticneed.wordpress.com/wp-content/uploads/2015/10/2016_9_15_cas-handbook_3-2_small.pdf

Purpose of CAS

CAS is a hands-on learning approach that gets students involved in new roles, focusing on real tasks with real impacts.



CAS is one of three essential elements that students must complete to obtain an IB Diploma

It's all about learning by doing and thinking about those experiences. This helps students use what they learn in class in practical ways, like applying science to environmental projects or using technology to design tools for people with disabilities and improve living conditions.

The best CAS experiences come from spending time with others, building relationships, and boosting the self-worth of both the helper and those being helped. Students should plan their CAS activities to highlight these aspects, considering their skills and interests to make the experience rewarding for everyone. When done right, CAS helps build self-esteem, confidence, independence, and self-reliance.

Why is CAS important?

- CAS provides an important counterbalance to the academic pressures of the rest of the Diploma Program.
- Assists students with being more willing to accept new challenges and new roles.
- Enables the student to be a more reflective thinker.
- Students become more aware of themselves as members of communities with responsibilities towards each other and the environment.
- Students become active participants in sustained, collaborative projects.

Aims

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 toward each other and the environment.



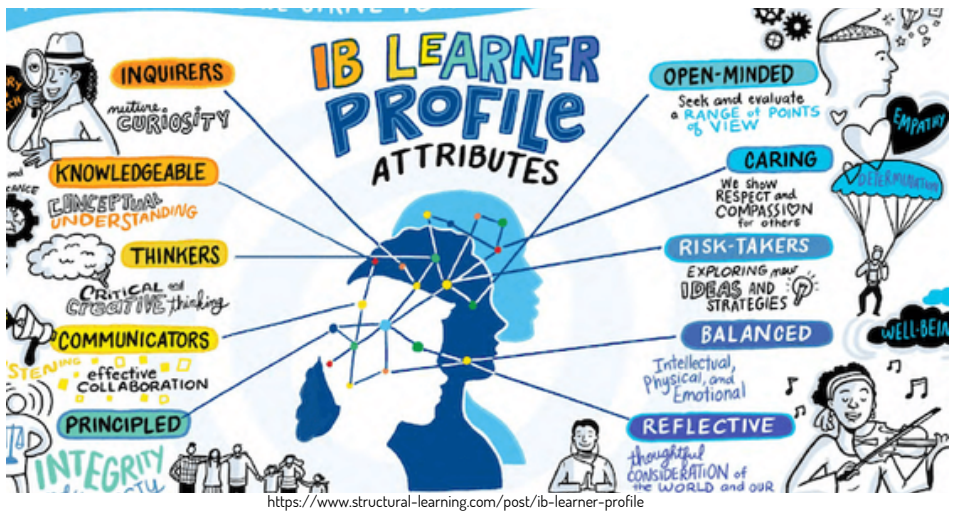
CAS Strands

The CAS (Creativity, Activity, Service) program is integral to the Diploma Programme, enhancing students' personal and interpersonal learning developed in the PYP and MYP.

CAS focuses on three areas:

1. Creativity: Developing original or interpretive products or performances.
2. Activity: Engaging in physical activities that promote a healthy lifestyle.
3. Service: Collaborating with the community to address genuine needs.

CAS reflects the values of the IB learner profile, helping students grow as individuals and understand their roles within the community. It offers varied experiences that allow students to pursue their interests and passions while complementing the academic curriculum with opportunities for personal development, collaboration, and enjoyment.



Timeframe

The CAS program formally begins at the start of the Diploma Programme and continues regularly for at least 18 months with a balance between creativity, activity, and service.

A successful CAS program is personalized to meet each student's interests, skills, values, and background, emphasizing its importance alongside other Diploma Programme elements. The program includes reflective practices documented in a CAS portfolio, although it is not formally assessed.

Completion of CAS is mandatory for obtaining the IB Diploma and is measured by achieving seven specific learning outcomes, evidenced through the CAS portfolio. Students participate in various CAS experiences, which may be individual events or extended activities involving one or more CAS strands.

Students also engage in a CAS project lasting at least one month, designed to challenge them to show initiative, and perseverance, and develop skills like collaboration, problem-solving, and decision-making.

A balanced program in CAS means the following:

- Time spent on a single strand doesn't exceed 40% of the student's whole program
- The combination of strands is encouraged, especially creativity or activity combined with service
- 5-6 ongoing or sequential experiences
- Any number of unplanned, spontaneous engagements
- Up to 3 CAS projects

School evaluations:

Schools are required to record and evaluate all CAS work, focusing on:

- Attendance, punctuality, and time spent on CAS experiences
- Evidence of initiative, planning, and organization
- The amount of effort and commitment displayed
- CAS projects initiated by students
- A student's personal achievement and development, taking into account skills and attitude at the beginning of the activity

Learning Outcomes

Students complete the CAS program by achieving seven specific learning outcomes over an 18-month period. These outcomes define what students should be able to accomplish during their CAS experience. Through meaningful and purposeful activities, students develop the skills, attributes, and understandings necessary to meet these outcomes.

While some outcomes may be achieved multiple times, others may be less frequent. Not all CAS activities will result in a learning outcome. Students must provide evidence in their CAS portfolio showing that they have met each outcome at least once. The CAS coordinator and the student will agree on the necessary evidence to demonstrate each outcome, typically found in the student's reflections.

All seven outcomes must be touched on for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires that they have evidence of meeting the outcome a minimum of one time



My target learning outcomes during GIN were 'Demonstrate how to initiate and plan a CAS experience'.



In CAS, there are seven learning outcomes.

Lo 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
Lo 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.
Lo 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
Lo: 4 Show commitment to and perseverance in CAS experiences	Students demonstrate regular involvement and active engagement in CAS
Lo 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
Lo 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 either locally, nationally or internationally.
Lo 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

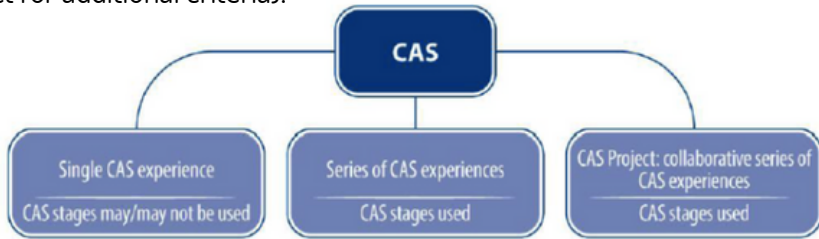
CAS Experiences

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).



CAS experiences and stages

Typically, a student’s CAS program combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS program must be more than an unplanned/singular experience.

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”.

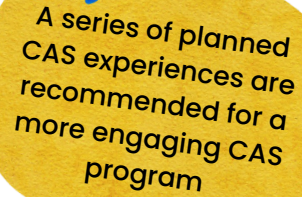
Guidelines to CAS Experiences

The CAS coordinator assists students in understanding what may or may not be a CAS experience.

Four guidelines should be applied to any proposed CAS experience.

A CAS experience must:

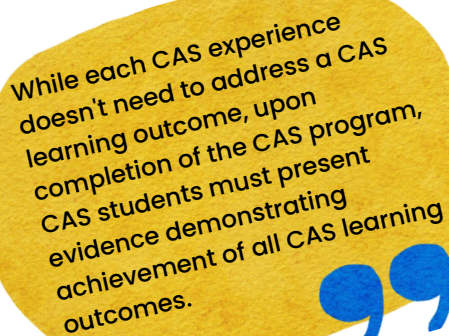
1. fit within one or more of the CAS strands
2. be based on a personal interest, skill, talent, or opportunity for growth
3. provide opportunities to develop the attributes of the IB learner profile
4. not be used or included in the student's Diploma course requirements.



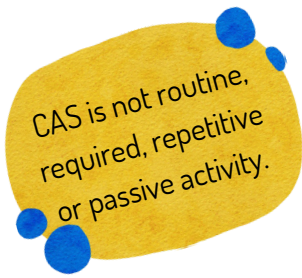
A series of planned CAS experiences are recommended for a more engaging CAS program

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 the development of personal interests, skills, and 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 each CAS experience doesn't need to address a CAS learning outcome, upon completion of the CAS program, CAS students must present evidence demonstrating achievement of all CAS learning outcomes.



CAS is not routine,
required, repetitive
or passive activity.



CAS is not
about earning
points.

It's about engaging in a diverse range of activities that you find personally fulfilling and rewarding, and that also benefit your community. CAS is typically most effective when you actively participate rather than just observing. Active involvement leads to meaningful interactions, which provide value to you and others. When you're passive, the experience lacks significance, making it difficult to reflect meaningfully on your actions.

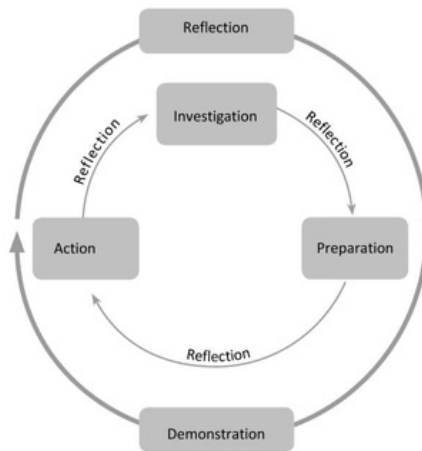
A CAS experience should not be:

- Anything for which money is paid.
- Anything that is for a grade or needed for high school/IB credit.
- Time spent on simple, tedious, and repetitive tasks (ex., filing)
- Family duties, religious devotions, or proselytizing.
- Passive pursuits (ex. going to a museum or concert will not count alone).
- Activities that cause division among different groups in the community.
- Any course that is part of your IB Diploma Programme.
- Learning to drive.
- An annual skiing holiday with your family.
- Playing an instrument in the school orchestra/singing in the school choir as you have for many years.
- Playing in the same sports team that you have for many years.
- Informally helping a friend with homework.
- Asking for donations without doing something

CAS Stages

The CAS stages, adapted from Cathryn Berger Kaye’s “five stages of service learning” (2010), provide a supportive framework for CAS students as they plan and execute their activities. These stages are relevant to all three CAS strands—creativity, activity, and service—as well as to the CAS project.

The stages guide students through a process that begins with investigating an interest, followed by preparing through further learning, taking action, reflecting on their experiences, and demonstrating their understanding and process. This structured yet flexible approach helps students navigate their CAS activities and can be applied confidently to future endeavors.



https://authenticneed.wordpress.com/wp-content/uploads/2015/10/2016_9_15_cas-handbook_3-2_small.pdf

INVESTIGATION MEANS:

- collecting information from people and other sources
- exploring which clubs or people have already worked with your topic
- check the knowledge your team has
- use interviews, questionnaires, observation forms

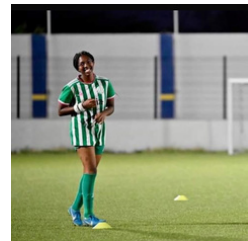
CAS Stages

Creativity in CAS

Creativity in CAS allows students to explore and express their unique ideas through various forms like art, music, writing, and more. It encourages them to step out of their comfort zones and think unconventionally. Skilled students can deepen their involvement in their chosen creative fields by setting new challenges. Projects can be inspired by, but must be separate from, their Diploma courses. Students showcase their work through various media and reflect on their experiences in meaningful ways, using methods that resonate personally.

Activity in CAS

The Activity strand of CAS promotes lifelong healthy habits through regular physical activities like sports, exercise, dance, and outdoor recreation.



Schools must support all students, including those with disabilities or cultural limitations, to ensure they can participate. Students are encouraged to challenge themselves and set new goals in their physical pursuits. Participation in physical education courses can count towards CAS if they meet the guidelines. Reflecting on these activities is essential to the CAS experience, helping students find personal significance and inspiration.

Service in CAS

The "Service" strand of CAS helps students understand their capacity to contribute to their community by developing key skills like decision-making, problem-solving, and responsibility. Service is transformative, fostering self-awareness and offering diverse, often international, experiences. Using the CAS stages is recommended for best practices.

Service benefits both students and the community by addressing real needs and promoting collaboration. It aligns with the IB mission and learner profile and is always unpaid.

Service projects can be local, national, or international. Local projects are encouraged for building relationships and observing long-term changes. These projects can also have a global impact through partnerships with CAS students worldwide.

As with all CAS activities, students should reflect on their service, looking for moments that are personally meaningful or inspiring for further reflection.



CAS Project

A CAS project is a well-planned, collaborative series of activities that engage students in one or more of the CAS strands: creativity, activity, and service. Every CAS student must take part in at least one CAS project during their program.

The main goal of a CAS project is to foster sustained collaboration. By working closely with others, students can experience the benefits of teamwork and see what can be achieved when ideas and skills are shared. These projects encourage students to show initiative, stick with their efforts, and develop cooperation, problem-solving, and decision-making skills.

CAS projects involve working with a group of students or members of the broader community. Everyone contributes, and students might take on responsibility for part or all of the project. This teamwork allows students to integrate their personal interests, skills, and talents into the planning and execution of the project.

CAS projects are set up with clear goals and purposes. Each student picks one or more learning outcomes to guide their role and responsibilities in the project. As the project progresses or wraps up, students might identify more outcomes or adjust their expectations.

A CAS project should last at least a month, from planning to completion. Longer projects are encouraged as they offer more opportunities for participants. Ideally, students should complete their CAS projects locally and aim to do more than one over the course of their CAS program.

Students are expected to reflect on their CAS project experience. Because CAS projects are collaborative, reflecting with others can provide valuable insights into both the project process and personal growth.

All CAS projects should follow the CAS stages (investigation, preparation, action, reflection, and demonstration) to ensure all requirements are met. Projects can focus on one CAS strand or combine two or all three. Here are some examples to inspire ideas without limiting the possibilities.

- 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.

Roles:

CAS student

A student's CAS program is all about personal engagement, choice, and enjoyment. Over the 18 months of the Diploma Programme, students participate in various CAS activities, ideally every week. They also need to complete at least one CAS project lasting a month or more. Students reflect on their experiences at key points and keep a CAS portfolio. This portfolio shows they've met the seven CAS learning outcomes, which the CAS coordinator will review and approve.

CAS students should:

- Approach CAS with a positive and proactive attitude.
- Understand the goals and expectations of CAS.
- Reflect on their personal values, attitudes, and attributes in line with the IB learner profile and mission statement.
- Set personal goals.
- Discuss their plans for CAS activities with their CAS coordinator or adviser.
- Use the CAS stages (investigation, preparation, action, reflection, and demonstration) where relevant.
- Participate in various experiences, including self-initiated ones and at least one CAS project.
- Recognize and develop their interests, skills, and talents throughout the CAS program.
- Maintain a CAS portfolio, keeping track of their activities and evidence of achieving the seven CAS learning outcomes.
- Understand the reflection process and find opportunities to reflect on their experiences.
- Show their achievements within the CAS program.
- Communicate regularly with their CAS coordinator, adviser, or supervisor.
- Ensure a balanced mix of creativity, activity, and service in their CAS activities.
- Act ethically and responsibly in all their choices and actions.

How to prepare for a portfolio review?

It is important to do the housekeeping of your portfolio at least once every two weeks.

Here are some tips on how to do it:

- Set a personal reminder using your preferred app or method.
- Write down and record your impressions; you can try recording yourself or taking pictures while in an experience. This is evidence.
- Record any comments the people you are working with say about you and your activity.
- Record any feelings about what you are doing, and any special incidents you feel were important, especially ones you are proud of.
- Soon after you have completed the activity, record your impressions, feelings, what you like, and did not like, how you have benefited, and how others benefited from it.
- Include visual material such as photos, videos, programs, diplomas, newspapers, etc.
- Be as creative as possible!
- Use the CAS IB Core class materials to guide your written thoughts

In short: To complete all the components of CAS, the student must:

- 1) Weekly CAS for 18 months- balance between the 3 STRANDS.
- 2) Meet the 7 LEARNING OUTCOMES.
- 3) 5 STAGES of CAS incorporated.
- 4) SERVICE LEARNING connecting CAS to something learned in the classroom.
- 5) CAS PROJECT completed- teamwork-based, lasting one-month long.
- 6) REFLECTION on outcomes and personal learning is required.
- 7) Complete and submit a CAS PORTFOLIO.
- 8) ENJOY & CELEBRATE that you have made a difference in the world!

CAS coordinator

The CAS coordinator is crucial for a successful CAS program. They understand how CAS fits into the Diploma Programme and are the go-to person for all things CAS. The coordinator helps students, staff, and CAS advisers understand CAS and ensures the program runs smoothly. They also report the student's progress to the Diploma Programme coordinator.

Ultimately, the CAS coordinator decides if a student has achieved the CAS learning outcomes and handles the necessary reporting per the Diploma Programme guidelines.

The CAS coordinator has two specific areas of responsibility:

1. Implementation and advancement of the CAS program to:

- familiarize students, colleagues, parents, and the wider community with CAS
- promote the importance of CAS to students, colleagues, parents, and the wider community
- develop a school-specific CAS handbook and resources
- administer the CAS budget
- manage CAS records and reports
- periodically engage in interviews with students
- report on student progress to school and parents
- promote and publicize student achievements in CAS
- develop and maintain CAS policy statements
- provide leadership for the CAS team
- provide professional development and supervise CAS advisers where appropriate
- inform and work with outside providers in their involvement in CAS experiences
- report completion/non-completion of CAS to the IB on IBIS

2. Works directly with the CAS students (if there are no CAS advisers) to:

- educate students on all aspects of the CAS program
- educate students on the meaning and purpose of the CAS learning outcomes
- assist students with clarifying and developing the attributes of the IB learner profile
- support students in understanding ethical concerns and international-mindedness
- develop purposeful reflection skills through individual interviews, group discussions and
- teaching strategies (see the CAS teacher support material (CAS TSM) for examples)
- provide feedback on student reflections
- assist students in identifying personal and group goals
- discuss goals and achievements in regular meetings
- provide ongoing guidance and support to students
- monitor the range and balance of experiences undertaken by individuals
- advise and monitor progress towards meeting the CAS learning outcomes
- periodically review students' CAS portfolios
- meet each student in three formal documented interviews

Any Questions?



Ms. Goumana