



IV LO z Oddziałami Dwujęzycznymi im.
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061902 IB World School

CAS HANDBOOK

FOR STUDENTS, TEACHERS AND PARENTS

Contents

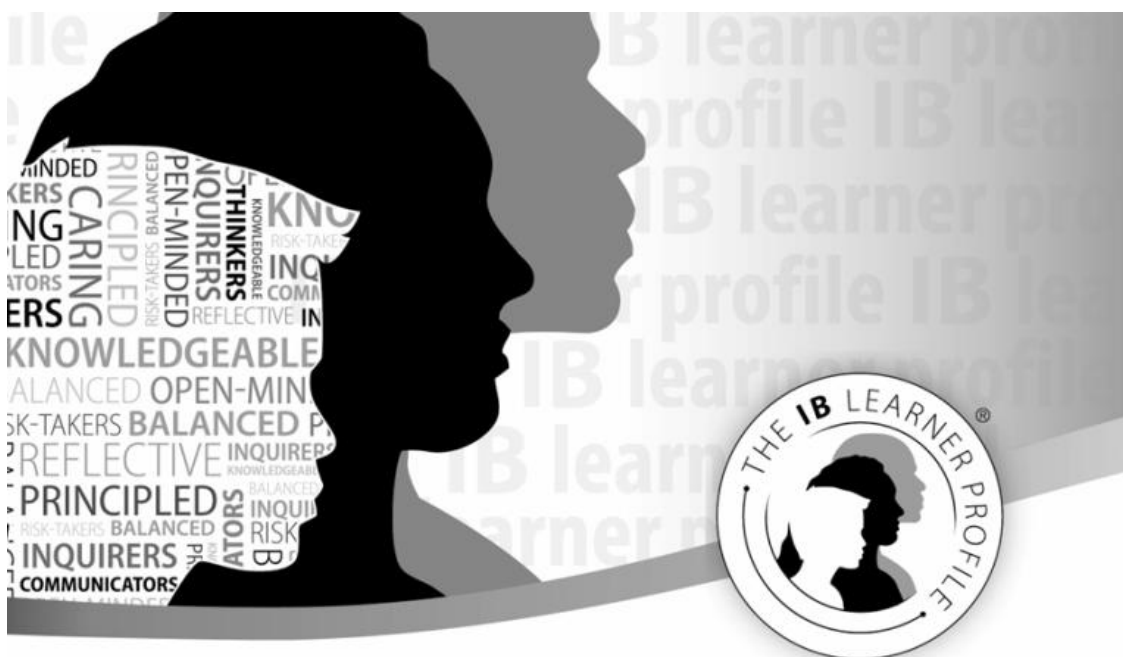
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IB mission statement

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 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.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

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 analyse 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 emotional—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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.





Czym jest CAS w programie IB DP?

(słów kilka w języku polskim – na dobry początek)



CAS to jeden z kluczowych elementów programu IB.
Polega na uczeniu się przez doświadczanie, refleksję i odkrywanie.
Zachęca do angażowania się w różnorodne działania w sposób świadomy i znaczący oraz do podejmowania nowych i ciekawych inicjatyw.
Pomaga uczniom wzrastać w sposób holistyczny.

CAS to inspirująca podróż, dostosowana do indywidualnych zainteresowań i celów, której celem jest rozwój młodego człowieka, otwartość na naukę i podejmowanie wyzwań, 🌱 a nie dążenie do perfekcji.

Creativity = Kreatywność

Rozwijanie wyobraźni i wyrażanie siebie. Twórcze działanie uczące patrzeć na świat z różnych perspektyw.

Activity = Aktywność

Promowanie zdrowego i zrównoważonego stylu życia poprzez podejmowanie szeroko pojętej aktywności fizycznej. 🌱 Dbanie o swój dobrostan.

Service = Służba/działania na rzecz społeczności

Nauka 🌱 empatii, odpowiedzialności i podejmowania dobrych inicjatyw poprzez udział w dobrowolnych i znaczących akcjach.

Centralnym elementem programu CAS jest refleksja, która ma za zadanie nadawanie doświadczeniom znaczenia i wartości. Systematyczna refleksja pomaga w zrozumieniu zależności między uczeniem się a rozwojem osobowości.

Pomyślne ukończenie CAS jest warunkiem uzyskania Dyplomu IB.

CAS to proces odkrywania siebie, budowania samodzielności, rozwijania praktycznych umiejętności życiowych, odkrywania zainteresowań i pasji, nawiązywania wartościowych relacji z innymi. Dla wielu uczniów staje się jednym z najbardziej wartościowych i satysfakcjonujących elementów programu IB.



Diploma Programme model

THE PURPOSE OF CAS

CAS is a core component of the IB Diploma Programme developed by the International Baccalaureate. It is not an 'extra subject,' but a structured opportunity for students to grow through real experiences  beyond the classroom. CAS challenges students to take initiative, engage with the world, reflect on their actions, develop as individuals.

CAS exists to develop students who are active participants, not passive learners; aware of others, not focused only on themselves; capable of growth, not defined by comfort. It is built on three strands: Creativity: exploring ideas and expression; Activity: physical effort and well-being; Service: meaningful engagement with others.

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.

(CAS subject guide, IBO)

CAS & HOLISTIC GROWTH

CAS encourages to explore interests, take risks in trying new things, and helps you become an interesting, well-rounded person. CAS experiences build the student, apart from academics. CAS acknowledges a well rounded life.

Holistic growth means developing the whole person: intellectually, physically, emotionally, socially, ethically. CAS contributes to this by connecting thinking with doing, linking self-development with service to others, encouraging balance between study and life. A student who fully engages in CAS does not just become more capable - they become more aware, responsible, and resilient.

CAS is not 'a duty to complete'. It is something to experience. Its value lies not in what is recorded but in what changes in the student over time.

CAS & THE LEARNER PROFILE ATTRIBUTES

CAS provides a real-world context to develop the IB Learner Profile:

- Inquirers → exploring new experiences
- Knowledgeable → applying and deepening understanding in real-world contexts
- Thinkers → planning, solving problems
- Communicators → working with others
- Principled → acting with integrity
- Open-minded → understanding different perspectives
- Caring → contributing to others
- Risk-takers → stepping outside comfort zones
- Balanced → managing different aspects of life
- Reflective → learning from experience

CAS is where the Learner Profile becomes  lived, not just described.

Learner Profile Attributes	Nature of CAS: methods / pedagogy – the <i>How?</i>	CAS Inquiry Questions	CAS Reflective Questions
Open-minded	Students are guided in exploring their own and others' values, perspectives and traditions	What do you value and why? What is important to you? What values, traditions or perspectives do you see as being different to your own? What kinds of experiences would allow you the opportunity to learn about different values, perspectives and traditions?	So far, what have you learnt about the way you interact with others? How has this learning journey helped you to learn more about yourself and your relation with the community? Is this journey allowing you to learn from different cultures, perspectives and traditions? If not, how could you modify this.

Communicators	Students are supported in their ability to collaborate and communicate with others, particularly using different languages to do so	What linguistic skills do you have and in what ways could you use them in the school, local or global community? What skills do you have that you could bring to a group project? Who might be a suitable person to work with and why? Who do you know that might be able to add value to your ideas? Who do you work well with, or have a good relationship with? How could you try working with people you don't know as well?	How have you varied linguistic skills to allow you to engage with the people you have been working with? Has this path helped you to express what you feel and think in a more articulate way? Are you understood by the others? Are you transmitting the message you want? What else could you do to make this learning journey even more gratifying regarding the way you are communicating with people?
Principled	Students are guided in identifying genuine needs and reacting to them in an ethical way	How can you find out what needs there are in your school, local and global community? How do you ensure that you are responding to a genuine need in your school, local and global community? How can you ensure that the help you offer is needed? How can you ensure that the relationships you	To what extent have the decisions you have taken will help the community while helping you grow? Are you open to modify a plan if you see that the outcome is not the best for the community or yourself? Is this a moment in which you have to consider a change of plans? If yes, which and why?

		have with other communities are reciprocal and mutually beneficial? How can you ensure that you are not imposing your ideas on others, without taking into account what is needed or culturally appropriate?	
Knowledgeable	Students are guided in their understanding of issues of local and global significance, and how they can act in order to address them / exercise their own agency in order to address them / respond to them	What structures, forces, movements and events are happening in the world around us? How can you play a part in shaping the world around you?	How getting to know about this specific situation has helped you to make the best decisions for your journey? To what extent has your knowledge provided you with the capacity of generating a change in the community you are working with? Have you used this knowledge wisely? Could you have given it another twist?
Reflective	Students are guided in their evaluation of their own strengths, limitations and areas for growth and are	What skills, talents and dispositions do you feel that you already have? What skills, talents and dispositions do you feel that you could	If you compare yourself with the person you were at the beginning of this journey, how much have you grown? When talking about

	encouraged to work towards their own personal development	get better at? What would personal development look like for you?	your strengths, how have you used them to get to this point in your journey? Have you shared them with others? Were you able to accept help from others? To what extent have you used those areas of improvement as a way of challenging yourself to improve? Have you used that improvement in the community/ in your journey? Have you realized if you have been developing other Learner Profile Attributes that perhaps you did not consider at the beginning of the journey?
Risk-takers	Students are challenged to explore new skills, situations and perspectives and to think outside of their comfort zone	What kinds of experiences would be challenging for you and would take you out of your comfort zone? How might you put yourself in a situation that would be uncomfortable for you at first? What are you not so good at and would like to improve? What skill do you wish you could learn and how	What have you learned so far from your journey that took you out of your comfort zone? How has this journey taught you to face your fears? or to overcome the situations you are uncomfortable with? Is there any other challenge you would like to overcome at this point of this

		could you do it? How could you try out new things?	journey?
Inquirers	Students are guided in how to conduct research on topics of their choice, including how to pose questions that address their identified needs and challenges	Which methods of research could you use to find out what needs exist in your school, local or global community? Who might be an expert on your areas of interest or your ideas for a project?	Is there anything you would like to modify now in your journey, based on what you have seen/lived so far? How would you do it? Is there anything that needs to be improved to reach the objectives / aims of this journey?
Balanced	Students are guided in how to look after their own and others' wellbeing	How might you look after your own physical and mental well being over the course of your Diploma Programme? What strategies do you have in place / might you put into place to ensure that you do not become overwhelmed over the course of your Diploma Programme? How could you ensure that you find a balance between your academic studies and taking a mental and physical break for yourself? What could you do to support others in your school, local and	To what extent has this experience helped you become aware of what is good for you and for the community? In which ways you have been able to keep a balance between your wellbeing and your academic performance? If not, how can you modify that at this stage?

		global community? How could you make a positive contribution to the wellbeing of others?	
Thinkers	Students are guided in making ethical decisions. Students are guided in how to think critically and creatively	What would acting ethically look like? What kinds of experiences might you have that would involve having to make ethical decisions? What things need to be taken into account when making decisions about what action to take? How will you ensure that the action that you take is in response to a genuine need? What underlying assumptions do you have that might impact how you choose to act?	To what extent have the decisions you have made demonstrated an ethical perspective in this experience? Would you have done something differently? If yes, what and why? Is there something innovative you could do also at this stage in this experience in order to make things better? How has creative thinking helped you overcome some difficulties that have arisen in this journey? What else could you do?
Caring	Students are treated with compassion and respect, and are guided in their understanding of how they can develop these attributes themselves	What makes you angry? What makes you sad? What makes your heart ache? Who could you learn to empathise with? What would make other people happy? What frustrates you about the world /	Have you been able to turn those feelings into positive actions? How does this journey help you to feel compassion for yourself and others? Have you shown respect to others and/or to yourself? Is

	Different paths towards developing empathy and compassion towards others help them to realise what they might be capable of caring about	school / other people?	there anything you would like to modify at this stage of your journey?
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CAS & ACADEMIC LEARNING

CAS connects naturally to subject areas:

- Sciences → environmental and health projects
- Mathematics → planning, data, real-world application
- Language Acquisition → communication, storytelling, advocacy
- Individuals & Societies → community and global issues
- The Arts → creative expression and cultural work
- TOK & EE → reflection, inquiry, independence
- Studies in Language and Literature → critical thinking, communication, and engagement with real-world texts and perspectives

CAS transforms knowledge into action and understanding.

CAS experiences should be associated with each of the subject groups of the Diploma Programme providing students with the sense of a more holistic education. This will provide students with the opportunity to work on their transfer skills, while they see how what they have learnt in the subject groups can be applied in real life. It will motivate and challenge the students, strengthen subject understanding and knowledge, and allow students to enjoy different approaches to their subjects.

However, CAS experiences must be distinct from, and may not be included or used, in the student's Diploma course requirements.

Each student should try to create their own  authentic connections between CAS and subject groups, where possible:

Group 1: Studies in Language and Literature

Engaging, understanding, analysing and producing a variety of texts while developing an appreciation for the language.

What is what you like from reading and writing and what would you like to do with it? How do you think you could make the others feel the taste for aesthetic appreciation? How language and literature is important for transmitting culture and knowledge?

Examples of CAS experiences that could be derived from this subject group include: creative writing; producing audiobooks for an organisation serving people who are blind; writing articles about CAS or CAS projects for school or local newspapers; raising awareness about issues treated in literature; teaching

younger students how to debate; writing a movie/play script and making a movie/play, etc.

Group 2: Language Acquisition

Studying languages, cultures and ideas of global significance, communicating the area of one's studies (identities, experiences, human ingenuity, social organization, sharing the planet), engaging in creative-writing and critical-thinking.

How learning a new language has increased your appreciation and respect for a new culture? To what extent the themes studied in the subject provide you with a wide range of varieties of ways of interaction and of agency? How creative writing and critical reading provide you with tools to apply actions in your local community?

Examples of CAS experiences that could be derived from this subject group include: developing pen-pal networks; providing language lessons to those in need; developing language guides using technology; creative writing in the language being studied; writing articles of the culture of the language studied; producing materials explaining CAS in the language being studied; raising awareness of the culture of the language being studied through articles, a website or other forms of communication, etc.

Group 3: Individual & Societies

Providing students with the capability of studying human experience and behaviour, physical, economic and social environments, and the history and development of social and cultural institutions, with the intention of recognising that there is a wide variety of attitudes and beliefs that actually depend on how diverse our world is.

What is what you like the most from your subject that you think could transmit to others and that could help to their development and also to yours? To what extent a community is shaped by its values and culture? How could you have a positive impact in a community while considering and respecting traditions and environments? How helping a local business could create positive economic impact in a community?

Examples of CAS experiences that could be derived from this subject group include: initiate a campaign that replaces bullying with respect for all within the school; discussing and investigating ways of supporting the role of active citizenship in the local community; creating a social enterprise addressing a community need; investigating ways of contributing to strengthening peace and peaceful behaviours in and outside of school; raising awareness of recycling within the school; mapping resources in the local area such as recycling centres, youth organisations or social enterprises, and initiating CAS experiences that extend and support these resources; researching development projects in the community and supporting initiatives such as the construction of a community centre or a school; recording the oral histories of people living in a retirement home and creating family memoirs, etc.

Group 4: Science

Developing the capability to appreciate sciences, acquiring a body of knowledge and methods and techniques and applying them. Developing the ability to analyse, evaluate and synthesize scientific information. Becoming aware of the ethical implications of using science and technology.

What can you apply from sciences in your life and what would be its impact? How has human activity affected the environment? What can we do? What processes could you use to improve your own quality of life and also the other's?

Examples of CAS experiences that could be derived from this subject group include: forming an astronomy club to raise awareness of the universe realm; creating and maintaining a nature reserve on campus; helping to clean local area and developing a plan to keep the trash from returning to the area; advocating healthy eating habits within school community; raising awareness of local nature reserves through blog or website; promoting environmental initiatives such as eliminating the use of disposable plastic bottles on campus; promoting participation in physical exercise, for example 'walk to school' groups; helping measure fitness of athletes in school sports teams, etc.

Group 5: Mathematics

Developing curiosity and enjoyment of mathematics, while developing an understanding of the concepts, principles and nature of the subject. Appreciating the contribution of mathematics in other areas as the ethical perspectives and implications of it.

What is what you like about Mathematics that you would like to transmit to others? How could you apply Mathematics to a real-life situation? Why do you think some children see Mathematics as a difficult subject? Which are your strengths in Mathematics? What could you do with these strengths?

Examples of CAS experiences that could be derived from this subject group include: creating a video series of 'mathematics adventures' for younger children; hosting a series of mathematics events for parents and the community to build an appreciation for mathematics; assisting students with learning support requirements in mathematics; teaching younger children to overcome mathematics challenges; planning a 'mathematics scavenger hunt' at school to reveal all the places mathematics is part of everyday life; maintaining financial accounts for the local charity, etc.

Group 6: Arts

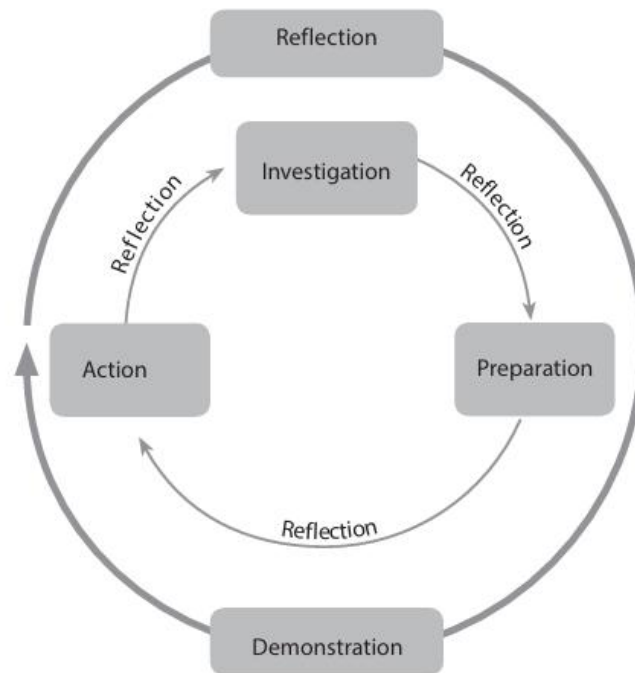
Learning how to be lifelong learners, informed, reflective and critical about the Arts. Understanding a diversity of the arts through time and space, while learning about the different cultures too. Developing perceptual and analytical skills.

What is from arts that you would like to share with your community? How do you think the arts appreciation can help people feel better? How the arts are used as a vehicle of transmission of culture, values and others?

Examples of CAS experiences that could be derived from this subject group include: carrying out a fundraising concert for a charity; producing promotional and marketing material for an NGO; creating a band and performing at a function; creating posters for charities and school events; filming theatre performances and sports events, creating artworks to donate to hospitals, hospices or aged-care facilities; organising a flash mob; organising a photo exhibition; performing to raise funds to a local charity, etc.

THE CAS PROCESS / THE CAS STAGES

CAS is built on a simple cycle: Experience → Reflection → Growth



The five CAS stages

Students engage in meaningful activities, reflect on what happened and why it matters, develop new understanding and skills. This process repeats over time, leading to sustained personal development.

CAS is not about collecting hours, completing forms, ticking boxes.

CAS is about commitment over time, challenge and initiative, reflection and honesty, impact and collaboration.

CAS develops aspects of a young person that academic study alone cannot. Through CAS, students learn to deal with uncertainty and failure, work with real people, not just ideas, understand their role in a wider community, take responsibility for their actions, discover what genuinely matters to them.

These are not 'extra skills.' They are 🌱 foundations for adult life.

The CAS stages (IPARD) are presented as a framework to assist students as they consider what they would like to do in CAS, make plans and carry out their ideas. This is applicable with individual CAS experiences and the CAS project.

These CAS stages represent a process and sequence that can assist students in many aspects of their life. They follow a process whereby they investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what they have done along the way, and demonstrate their understanding and the process. By applying these stages to CAS, students have a reliable yet flexible structure they can then apply to future situations with confidence.

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.

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.

Action: Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.

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.

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.

CAS STRANDS

CAS is organized around the three strands defined as follows:



Creativity —exploring and extending ideas leading to an original or interpretive product or performance

Creativity in CAS provides you with the opportunity to explore your own sense of original thinking and expression. Creativity will come from your talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. Students are encouraged to engage in creative endeavours that move them beyond the familiar, broadening their scope from conventional to unconventional thinking. CAS Subject Guide – IBO



Activity —physical exertion contributing to a healthy lifestyle

The purpose of the activity element is to promote lifelong healthy habits related to physical well-being. Experiences may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and other forms of physical exertion that contribute to a healthy lifestyle.

Students should participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit. Students with disabilities must be given the opportunity to take part in this strand. Students must reflect meaningfully on their engagement with activity looking for moments of personal significance or inspiration as a call for reflection. CAS Subject Guide – IBO



Service —collaborative and reciprocal engagement with the community in response to an authentic need

The purpose of the service element is for students to understand their ability to make a meaningful contribution to their community and society. Service is often determined to be the most transforming element of CAS. Use of the CAS stages in developing service experiences is recommended. CAS service experiences are unpaid. Students must reflect meaningfully on their engagement with service looking for moments of personal significance or inspiration as a call for reflection. CAS Subject Guide – IBO

CAS EXPERIENCE

What counts as a 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
- not be a paid experience

Deciding on a CAS experience, the following questions may be useful 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?

(CAS subject guide, IBO)

CREATIVITY, ACTIVITY AND SERVICE EXAMPLES

Types of creativity

On-going: A student may already be engaged in creativity as part of a school group or club, or through some other form of creativity.

School-based: These experiences could be part of the school's service CAS projects, school clubs, scheduled creativity sessions or other opportunities.

Community-based: Students could join a community-based theatre or music group, contribute towards a community art gallery, create a sculpture for a park, take cooking classes, or participate in other opportunities.

Individual: Students could compose music, develop a website, write fiction stories, design furniture, create arts and crafts, take photographs, or paint pictures.

Some ideas for creativity:

- Learn to play an instrument
- Undertake a challenging piece of music
- Choreograph a dance
- Learn and perform a dance
- Take a dance class
- Photography
- Participate in a cultural day assembly
- Participate in band or choir
- Join a community band
- Learn to bake a family recipe
- Improve a known recipe
- Design a website for a nonprofit group/charity/individual
- Design an awareness campaign for a cause you are passionate about
- Participate in speech or debate
- Take a non-testing art class

Types of Activity

On-going: 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.

School-based: These experiences could be part of school curriculums or a school sports. Students could initiate intramural activities and engage other IB students or any students within the school.

Community-based: Students could join a community-based running club, a dance class, an aerobics class.

Individual: Students may engage in solitary activity experiences such as running, cycling, swimming, and strength conditioning.

Some ideas for activity:

- Join an athletic team
- Walk/ride bike to school
- Martial arts classes
- Go for a hike
- Walk for charity
- Take classes at a gym
- Try a new sport
- Go bowling
- Commit to walking with a friend regularly
- Swim

Types of Service

On-going: Students develop perseverance and commitment when investigating a need that leads to a plan of action implemented over time.

School-based: Authentic need must be verified that will be met through student action. Tutoring other students in school would be an example of a school-based service experience.

Community-based: Participating in service within the local community advances student awareness and understanding of social issues and solutions. Interactions involving people in a service context best occur with regularity that builds and sustains relationships for the mutual benefit of all.

Immediate need: In response to a disaster, students often want to take immediate action. This involves quickly assessing the need and creating a planned response.

Fundraising: Students need to develop an understanding of the organization they want to support and the issues being addressed. Students should directly communicate with the organization and establish accountability for funds raised.

Volunteerism: Students often volunteer in service experiences organized by other students, the school or an outside group. Student's benefit from prior knowledge of the context and the service need. Using the CAS stages prior to volunteering is highly recommended.

Some ideas for service:

- Serve in a school volunteering group
- Help out at "Dom Aniołów Stróżów"
- Work with a community organization e.g. Caritas
- Volunteer with a non-profit
- Join "Szlachetna paczka" event
- Care for animals at a local shelter
- Volunteer at fundraiser walks
- Participate in a community clean up
- Volunteer at a local hospice
- Join the GoodNetwork foundation project

Four kinds of action for meaningful service

Direct service: Student interaction involves people, the environment or animals.

Indirect service: Although students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment.

Advocacy: Students speak on behalf of a cause or concern to promote action on an issue of public interest.

Research: Students collect information through varied sources, analyse data and report on a topic of importance to influence policy or practice.

Ideas for direct service

with people: coach children in sports; deliver meals to people living with a medical condition; organise or assist at a blood drive;

with the environment: install raised-bed gardens for a senior centre;

with the animals: help at an animal shelter with dog walking; assist with a pet adoption outreach programme at community events;

Ideas for indirect service

with people: assemble a photo exhibit about poverty for a gallery; prepare meals in a soup kitchen; take part in a walkathon to raise money for different humanitarian causes; write brochures for organisations; build an organisation's website or create content for an organisation's website; assist with the creation of a museum exhibit; record audio books for people who are visually impaired;

with the environment: grow seedlings for distribution; create a website with information about flora and fauna for a local park;

with the animals: collect needed supplies for a local animal shelter;

Ideas for advocacy

with people: organise a letter-writing campaign for a cause; create comic strips or comic books to teach about a cause; plan a conference to raise awareness about a cause;

with the environment: promote a "just use less" campaign to reduce quantities of what is put in trash and recycling bins; organise a flash mob to teach about recycling;

with the animals: create posters, videos and public service announcements to promote animal adoption for a shelter;

Ideas for research

with people: assist with a city-wide needs assessment by running focus groups;

with the environment: analyse items collected in a community clean-up to develop a campaign (advocacy service) that prevents the items from being littered again;

with the animals: conduct a behaviour study of shelter animals;

What is NOT a CAS experience?

- Getting paid for something, like working as a lifeguard
- Using schoolwork, like a project or performance you need for a DP subject
- Doing simple jobs with no learning
- Just watching, like going to a museum, concert or sports game
- Family duties like babysitting your siblings or cleaning your house
- Activities with no clear purpose
- Anything unsafe or harmful
- Anything that could upset people's religious or political beliefs
- Anything that promotes violence

CAS LEARNING OUTCOMES

The CAS learning outcomes help to identify areas where growth may be seen. They will help you reflect on your own growth – some may show up in many experiences, some may only show up in one or two. Throughout your CAS experiences, you need to identify and reflect on all learning areas.

LO 1: Identify own strengths and develop areas for growth

LO 2: Demonstrate that challenges have been undertaken, developing new skills in the process

LO 3: Demonstrate how to initiate and plan a CAS experience

LO 4: Show commitment to and perseverance in CAS experiences

LO 5: Demonstrate the skills and recognize the benefits of working collaboratively

LO 6: Demonstrate engagement with issues of global significance

LO 7: Recognize and consider the ethics of choices and actions



Learning outcome 1: Identify own strengths and develop areas for growth

The student

- is aware of their own strengths and weaknesses
- is open to improvement and growth opportunities
- is able to propose activities according to their own interests and talents
- is willing to participate in different activities
- is able to undertake a thoughtful self-evaluation
- is able to see themselves as individuals with various abilities and skills, some more developed than others.

Learning outcome 2:

Demonstrate that challenges have been undertaken, developing new skills in the process

The student

- participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences
- is willing to become involved in unfamiliar environments and situations
- acquires new skills and abilities
- increases expertise in an established area
- shows newly acquired or developed skills or increased expertise in an established area

Learning outcome 3:

Demonstrate how to initiate and plan a CAS experience

The student

- is able to articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences
- demonstrates knowledge and awareness by building on a previous CAS experience
- shows initiative by launching a new idea or process
- suggests creative ideas, proposals or solutions
- integrates reflective thoughts in planning or taking initiative
- is aware of roles and responsibilities when designing an individual or collective CAS experience
- shows responsible attitude to CAS project planning
- is able to develop a coherent action plan taking into account the aim or purpose, activities and resources.

Learning outcome 4:

Show commitment to and perseverance in CAS experiences

The student

- demonstrates regular involvement and active engagement with CAS experiences and CAS project
- is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
- demonstrated adaptability to uncertainties and changes
- gets involved in long-term CAS experiences and CAS project

Learning outcome 5:

Demonstrate the skills and recognize the benefits of working collaboratively

The student

- shares skills and knowledge
- listens respectfully to proposals from peers
- is willing to take on different roles within a team
- shows respect for different points of view and ideas
- makes valuable contributions
- is responsible for participating in the group
- readily assists others
- is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences

Learning outcome 6: Demonstrate engagement with issues of global significance

The student

- recognizes the global implications of local issues
- is able to identify global issues in the local or national community
- shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
- gets involved in CAS projects addressing global issues in a local, national or international context
- develops awareness and responsibility towards a shared humanity

Learning outcome 7: Recognize and consider the ethics of choices and actions

The student

- recognizes ethical issues
- is able to explain the social influences on one's ethical identity
- takes into account cultural context when making a plan or ethical decision
- identifies what is needed to know in order to make an ethical decision
- articulates ethical principles and approaches to ethical decisions
- shows accountability for choices and actions
- is aware of the consequences of choices and actions regarding self, others involved and the community
- integrates the process of reflection when facing an ethical decision
- shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.

(CAS Subject Guide – IBO)

REFLECTION

The ultimate purpose of reflecting in CAS is not to complete 'a reflection,' it is to become reflective by choice and as a lifelong process.

The aim of the reflection is to be inspired rather than required.
Reflection is an integral part of growth.

Reflection should be done regularly, and incorporate evidence of the learning outcomes.

While many students find it most convenient to write reflections, other forms may be used – videos, posters, presentations, conversations with advisor, email, photographs, speeches, etc. All forms of reflection should show evidence of learning outcomes, not just be a recap of the activity.

What might a reflection look like?

- Includes a brief description of the activity
- Shows evidence of the Learning Outcomes you have checked (if you checked (✓) 5 outcomes, all 5 should be clearly addressed in your writing.)
- Be yourself – discuss your thought process. The only people reading your reflections are the CAS advisors and coordinator. Reflections are not passed along to supervisors listed.

Some questions to guide your reflection: *What happened? How do I feel?*
Any ideas?

- *What did you do? What planning took place?*
- *Was there a moment that left an impact?*
- *What challenged you in your work?*
- *How did you handle a time you needed to make a decision that impacted others?*
- *Did your experience have global impact? In what way?*
- *What strengths did you develop? What challenges did you encounter?*
- *How did you work with others?*
- *Look over Learning Outcome descriptions*

REFLECTION	
Reflection is: ◦ honest ◦ varied ◦ done in many different ways ◦ sometimes boring ◦ sometimes creative ◦ building self-awareness ◦ necessary for learning ◦ surprising ◦ sometimes really fun ◦ helpful for planning ◦ done alone or with others ◦ about thoughts, feelings and ideas	Reflection is not: ◦ only led by teachers ◦ forced ◦ right or wrong ◦ good or bad ◦ to be graded ◦ copying what someone else said ◦ predictable ◦ to be judged by others ◦ done to please someone else ◦ a waste of time ◦ only written ◦ only discussion

CAS PROJECT

As a part of the DP, it is required that you complete a CAS project. A project differs from an activity in that: It must be a team activity. It must be initiated, planned and organized by you. It must be at least one month long (this includes the planning stage, i.e. you might spend a month planning and organizing a one day event). A project must include at least one of the strands (creativity, activity or service), and many times includes multiple.

A project includes multiple reflections:

a pre-reflection: Why is this your project? What goals do you have? What planning have you done? What are you looking forward to in your project?

at least one reflection along the way: What is going well? What obstacles have been encountered, how are you working through them? What success have you seen?

How are you working through the CAS stages?

the final reflection: tie together your learning within the CAS stages – what did you learn? What were some successes?

Reflections should be done on a regular basis – keep a record of your reflections as you go with your project.

Many things could qualify for the project, as long as it shows the CAS stages.

Something you are already familiar with may qualify, as long as it presents a new challenge, and you reflect on that new challenge through the lens of the CAS stages.

Being a captain of a team, learning a new skill, leading an event, leading school organizations, being commissioned to create a piece of art, and working with community organizations are all examples of potential projects.

Project ideas: art exhibition; music concert for a cause; natural disaster response; school radio-station; school events photo documentation; photography club; nature adventure; bicycle repair clinics; donation campaign; children's hospital event; aiding the elderly, etc.

CAS TIMELINE

IBDP Year 1:

- Completion and submission of CAS Initial Personal Self-Review; initial preparation and planning for CAS experiences (by October 1st)
- Interview I with CAS Coordinator (by the end of December)
- Working on/complete at least 5 CAS experiences
- Reflect on CAS experiences and provide evidence
- Communicate with your CAS advisors or CAS coordinator as needed
- Make plan for CAS Project and complete the Project in the course of Year 1
- Completion of all Year 1 CAS experiences/projects documentation (by the end of May)
- Second (individual) interview with the CAS Coordinator to review CAS status and discuss summer CAS experiences / projects (by 18th June)
- CAS experiences over summer

IBDP Year 2:

- Check-in meeting with CAS coordinator (September/October)
- Interview II with CAS coordinator (October/November)
- Continue engaging in CAS experiences
- Reflect on CAS experiences and provide evidence
- Complete CAS Project by the end of December (if not completed yet)
- Interview III with CAS Coordinator. All experiences and reflections need to be completed, with evidence. This is your final interview. Presentation of the CAS Portfolio (by the end of February)
- Completion of all CAS experiences/projects documentation (by the last Friday of February)
- Share CAS final task with the school community / The CAS Event (by the end of March)

CAS PORTFOLIO

The CAS Portfolio is a complete record of one's CAS journey.

The CAS portfolio is a collection of evidence and reflections (for example: photos, visual and audio recordings, documents, posters, programmes of events or performances) that demonstrate participation in CAS and achievement of the seven CAS learning outcomes.

A balanced CAS portfolio aims at a near-equal distribution of activities attributed to different CAS strands. Make sure you have a certain number of activities dedicated to Creativity, Activity, Service each, without a massive skew towards one of the strands.

A CAS Portfolio may be organised into sections:

PROFILE
EXPERIENCES – Creativity – Activity – Service
CAS PROJECT
REFLECTIONS
EVIDENCE
LEARNING OUTCOMES
INTERVIEWS & MEETINGS

The most valuable part of virtually any CAS portfolio are the learning outcomes. They reflect the main aims of your experience and help you with the contents of your reflection; and balancing them is a great way to show that you understand the goals of the CAS program.

PLANNING A CAS

You must choose carefully considering the CAS guidelines presented in this CAS Handbook.

All CAS experiences must have new, measurable goals.

You must learn new skills and meet new challenges.

Try to answer the questions before processing any activity:

What do I plan to do? / Describe the activity.

Where will it occur?

When will I participate?

How will I be involved?

Why am I going to be involved in this activity?

What are my measurable goals?

A CAS experience should be approved by your CAS advisor / CAS Coordinator before you begin the activity.

A CAS ADVISER / SUPERVISOR

A CAS adviser is an adult related to and qualified to oversee the CAS experience you have chosen. Any teacher, community member, or adult you select (except parents-family members) can be your CAS mentor overseeing your CAS experiences.

A CAS supervisor monitors the CAS project idea you intend to take up. You must get an approval of a CAS adviser / CAS supervisor (or CAS coordinator) in order to get started with the collaborative enterprise.

CAS EVALUATION

The most important aspect of evaluation is your self-evaluation. You will be provided feedback on your progress by your CAS Coordinator and offered advice on your activities. The school makes the final decision on your completion of CAS and reports the completion to the IB regional office. You must meet the minimum requirements to be eligible to receive the IB diploma.

If you fail to engage in an adequate quantity of CAS experiences or you are not documenting them in a timely manner with appropriate reflections, the following procedures will take place:

You will receive an email reminder and will be required to comply with the request within three days of receiving the email; parents will be notified/called;

Failure to complete the CAS program ultimately means that you will not receive your IB diploma.

STUDENT RESPONSIBILITIES / CAS REQUIREMENTS

- Enjoy CAS! That is most important – to participate in experiences that assist your personal growth and offer you a world of possibilities.
- Thoroughly familiarize yourself with your School's CAS Handbook and timelines.
- Base your choices on your interests, skills, talents and areas for growth to stay motivated. Challenge yourself! Go outside of your comfort zone, try something new and do not give up!
- Balance your experiences between Creativity, Activity and Service.
- Undertake a variety of CAS experiences, ideally on a weekly basis, (on average a half a day a week). Though there is no set requirement of hours, you are expected to be participating in CAS experiences regularly. You should almost always be active in something.
- Complete CAS over an 18 month time period (starting September of your junior year, and wrapping up February/March of your senior year).
- Initiate or engage in at least one CAS project in collaboration with others that extends over at least one month.
- Use the CAS stages (I P A R D) as much as possible when considering, planning and undertaking your CAS experiences. Be sure to apply this to service and to the CAS Project.
- Ask questions along the way when you need assistance or clarification.
- Meet with your CAS Coordinator according to the timeline.
- Be sure to come prepared for the three CAS Interviews with CAS Coordinator.
- Reflect on CAS experiences at significant moments throughout CAS.
- Maintain a CAS portfolio.
- Collect evidence of achieving each of the seven learning outcomes.

Note: Experiences completed as part of the requirements of the DP subjects, including theory of knowledge and the extended essay, cannot be counted as part of your CAS portfolio.

A PINCH OF MOTIVATION

Embrace the awkward beginner phase, fostering growth, and overcoming the fear of failure.

New skills require patience and true growth happens when you stop performing perfectly and start living authentically.

Stop seeking validation and start living for yourself.

Growth happens in the uncomfortable, vulnerable space of being a beginner.

“Do it scared”.

Reduce the pressure of perfectionism.

View setbacks and mistakes as a normal, necessary part of the learning curve rather than a reason to stop.

Focus on the Journey: feed the spark of interest through practice and repetition to make it a passion.

KEEP GOING!



Do what makes you feel sparkly inside.



Be brave enough to be bad at something new.



It is not enough to be compassionate – you must act.



Be not afraid of growing slowly;
be afraid only of standing still.



What you do makes a difference, and you have to decide what kind of difference you want to make.



THE ROLE OF THE CAS COORDINATOR

The CAS Coordinator is the nominated member of staff who facilitates understanding of CAS and oversees the effective implementation of CAS experiences, working directly with students, staff, CAS advisers. The CAS Coordinator reports the progress of CAS students to the Diploma Programme Coordinator.

The CAS coordinator has two specific areas of responsibility.

1. Implementation and advancement of the CAS programme to:
 - familiarize students, colleagues, parents and the wider community with CAS
 - promote the importance of CAS to students, colleagues, parents and the wider community
 - identify safety issues (risk assessment and child protection)
 - 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 CAS supervisors where appropriate
 - ensure consistency across the programme through ongoing contact with CAS advisers and supervisors
 - 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 programme
 - 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.

APPENDIX

All Appendix documents will be updated annually and included in a separate, printable folder, available for CAS students from CAS coordinator or in the DPC's office.

REFERENCES

International Baccalaureate. CAS Guide (for students graduating in 2017 and thereafter) ; ibo.org
International Baccalaureate. Creativity, activity, service Teacher Support Material (for students graduating in 2017 and thereafter) ; ibo.org
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