



Creativity, Activity, Service

Student and Parent Guide

2024-2026

School of the Nations



Student: _____

CAS Advisor: _____

CAS Coordinator: _____

Our IB mission

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.



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Please read this handbook carefully! Within this **Student and Parent Handbook** you will find answers to many common CAS-related questions. It contains CAS directives directly from the IB as well as items specific to the expectations of you as a student at the School of the Nations. You are also expected to read the **Creativity, activity, service guide for students graduating in 2017 and after** published by the IBO for deeper detail and information on the program. After you have read these two guides, if there is something you don't know... don't let it go! Schedule a meeting with your advisor or coordinator as soon as you can and get your answers.

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Much of the information in this guide is authored by the IBO.

1 INTRODUCTION TO CAS

Creativity, Activity, Service (CAS) is at the heart of the Diploma Programme. It is one of the three core elements in every student's Diploma Programme experience, along with the Extended Essay (EE) and the Theory of Knowledge (TOK) course. It involves students in a range of activities intended to complement their academic studies throughout the Diploma Programme. The three strands of CAS are characterized as follows:

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

Activity: physical exertion contributing to a healthy lifestyle.

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

1.1 The Nature of CAS

While different IB Diploma Programme subjects offer varying amounts of opportunities for **experiential learning**, it is at the very heart of CAS.

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme. CAS should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point and, therefore, different goals and needs. But for many, their CAS activities include experiences that are profound and life-changing. This enables students to grow as unique individuals and to recognize their role in relation to others.



CAS is designed to interact with the intensity of the academic side of the Diploma Programme in a holistic way, giving students opportunities for **self-determination, collaboration, accomplishment, and enjoyment**.

The MORE you put into CAS, the MORE you will get out of it... EXPONENTIALLY!

With every CAS experience you create, make sure you incorporate:

- **Real, purposeful activities**, with significant outcomes.
- **Personal challenge** – tasks must extend the student and be achievable in scope.
- **Thoughtful consideration**, such as planning, reviewing progress, and reporting.
- **Reflection** on outcomes and personal learning.

All proposed CAS activities must meet these four criteria. It is also essential that they **do not replicate** other parts of your Diploma Programme work.

Continuum of learning is important in the Diploma Programme. Therefore, CAS activities should continue on a regular basis for as long as possible throughout the programme, and certainly for **at least 18 months**.

Successful **completion of CAS is a requirement** for the award of the IB Diploma. You must document your activities and provide evidence that you have achieved seven CAS learning outcomes.

Because it involves real activities with significant outcomes, CAS provides a major opportunity for **ethical education**, understood as involving principles, attitudes and behaviour. The emphasis in CAS is on helping you to develop your own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. Various ethical issues will arise naturally in the course of CAS activities, and may be experienced as challenges to your ideas, instinctive responses or ways of behaving (for example, towards other people).

1.2 CAS AIMS

The CAS programme 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.

1.3 CAS LEARNING OUTCOMES

The IBO has developed **seven CAS learning outcomes** intended to guide your direction in the CAS programme. The completion decision for the school in relation to you is, simply, "Have these outcomes been achieved?"

All seven outcomes must be present for you to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is some evidence for every outcome.

You should become well acquainted with the seven CAS learning outcomes listed on the next page.

The Seven CAS Learning Outcomes:

Learning Outcome 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.

Learning Outcome 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.

Learning Outcome 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.

Learning Outcome 4: Show commitment to and perseverance in CAS experiences

Students demonstrate regular involvement and active engagement in CAS.

Learning Outcome 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.

Learning Outcome 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.

Learning Outcome 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.

This focus on learning outcomes emphasizes that it is the **quality** of a CAS activity what is more important. The guideline for the minimum amount of CAS activity is approximately the equivalent of half a day per school week (three to four hours per week), with a reasonable balance between creativity, activity and service. "Hour counting", however, is not encouraged.

2 CAS COMPONENTS

While CAS can at first seem to be confusing and enormous, the only thing enormous about it should be the impact it has on you and your life. With good, intentional planning, and an understanding of the way the programme is organized, you can navigate your way through CAS with minimum stress and maximum personal growth. This section introduces common CAS terminology such as experiences, stages, strands, projects, reflections, portfolios, and interviews – and what they all mean.

2.1 CAS Experiences

A **CAS experience** is a specific event in which you engage 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 section 2.4 on CAS projects for additional criteria).



Typically, your CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than unplanned/singular experiences. A series of planned CAS experiences are recommended for a more engaging CAS programme.

CAS experiences may incorporate one or more of the CAS strands. For example:

- Going for a mountain hike could be a singular experience within the “Activity” strand.
- You plan 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”.

While it is not necessary for each CAS experience to address a CAS learning outcome, upon completion of the CAS programme, you are required to present evidence demonstrating achievement of all CAS learning outcomes.

2.2 CAS Stages

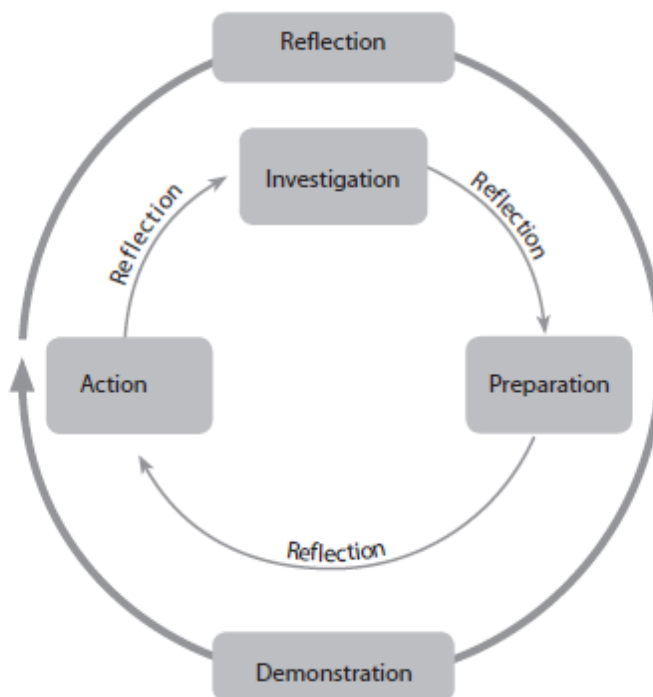
The CAS stages (adapted from Cathryn Berger Kaye’s “five stages of service learning”, 2010) offer a helpful and supportive framework and continuum of process for you as you consider what you would like to do in CAS, make plans, and carry out your ideas. The CAS stages are applicable to the three strands of creativity, activity, service, and the CAS project.

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

There are two parts as noted in the diagram.

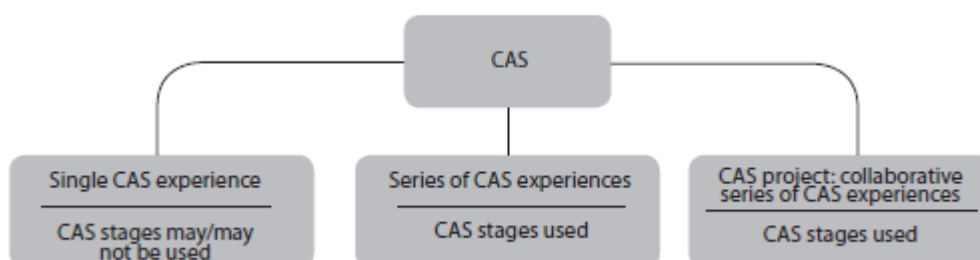
The centre represents the process with three key parts: **investigation, preparation,** and **action** (occurring intermittently in response to significant experiences).

The outer circle has two parts and guides you in summarizing your experience: **reflection** and **demonstration**.



These are the five CAS 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.



2.3 CAS Strands

The three CAS strands are the *C*, *A*, and *S*:

Creativity

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

Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression. Creativity will come from the student's 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.

Possibilities for Creativity activities:

- Make a painting of the school or make a sculpture.
- Go to a historical site in Taipa and create a podcast.
- Embark on a photography mission with a certain theme.
- Write a song or poem.
- Record a song.

Activity

Physical exertion contributing to a healthy lifestyle.

The aim of the Activity strand is to promote lifelong healthy habits related to physical well-being. 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. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit.

Possibilities for Activity activities:

- Initiate a workout plan.
- Attend a fitness/sport class.
- Learn a new sport.
- Attend yoga or dance classes.

Service

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

The aim of the Service strand is for students to understand their capacity to make a meaningful contribution to their community and society. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. Service is often seen as one of the most transforming elements of CAS by promoting students' self-awareness, offering diverse occasions for interactions and experiences and opportunities for international mindedness. Use of the CAS stages in developing a service experience is recommended.

Service within CAS benefits all involved: students learn as they identify and address authentic community needs, and the community benefits through reciprocal collaboration. Service fosters development of abilities, attitudes, and values in accordance with the IB mission statement and the IB learner profile. As such, CAS service experiences are unpaid.

It is recommended that you engage with different types of service within your CAS programme. These types of action are **direct service** (student interaction involves people, the environment, or animals), **indirect service** (students do not see the recipients of indirect service but have verified their actions will benefit the community or environment), **advocacy** (students speak on behalf of a cause for concern to promote action on an issue of public interest), and **research** (students collect information through varied sources, analyse data, and report on a topic of importance to influence policy or practice).

Various approaches to service include:

- Ongoing Service
- School-based Service
- Community-based Service
- Immediate Need Service (i.e. responding to a disaster)
- Fundraising
- International Service
- Volunteerism
- Service arising from Curriculum

Possibilities for Service activities outside of the school:

- Go to a local school to read or teach.
- Go to a home for the elderly to play music and lend a hand.
- Read to children or tutor children and the local community centre or library.
- Participate in campaign organised by local NGO to raise awareness on prevalent community issues.

Possibilities for Service activities around the school:

- Work with librarian to promote reading.
- Work with the Music and Drama teachers to support the School Plays.
- Work with the Art department in the school exhibition (Arts Day).
- Assist PE teachers in the lessons and organising sport events.

2.4 CAS Projects

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. **You must be involved in at least one CAS project during your CAS programme.**

The primary purpose of the CAS project is to ensure participation in sustained collaboration. Through this level of engagement students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving, and decision-making.

All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met. A CAS project can address any single strand of CAS, or combine two or all three strands.

Possibilities for CAS Projects:

- Creativity: A student group plans, designs, and creates a mural or performance.
- Activity: Students organize and participate in a sports team including training sessions and matches against other teams.
- Service: Students plan and organise activities for a local charity.
- Creativity and activity: Students choreograph a routine for their 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.

2.5 Reflection

Reflection is central to building a deep and rich experience in CAS. Through reflection students examine ideas and consider how they might use prior learning in new contexts. Reflection leads to improved problem-solving, higher cognitive processes, and greater depth of understanding in addition to exploring how CAS experiences may influence future possibilities.

The intention of reflection in CAS includes the opportunity for you to:

- deepen learning;
- consider relevance of experience;
- explore personal and group values;
- recognize the application of knowledge, skills, and attributes;
- identify strengths and areas for development;
- gain a greater understanding of self and others;
- place experience in a larger context;
- generate relevant ideas and questions;
- consider improvements in individual and collective choices and actions;
- transfer prior learning to new situations;
- generate and receive constructive feedback;
- develop the ongoing habit of thoughtful, reflective practice.

For more information on reflection practices that are expected of you at School of the Nations, go to section 4 in this guide.

2.6 CAS Portfolio

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS and achievement of the seven CAS learning outcomes. The CAS portfolio is used by students to plan their CAS programme, reflect on their CAS experiences, and gather evidence of involvement in CAS. It could also be a valuable addition to a student's resume for a prospective employer or educational institution.

During scheduled CAS interviews the CAS portfolio is discussed and appropriate encouragement and advice is given. Notes and recommendations from these consultations should be briefly documented and included in the student's CAS portfolio. The CAS coordinator/advisor checks the CAS portfolio regularly. The CAS portfolio is used to showcase the student's CAS programme and should be a source of pride for the student.

To highlight its significance, you have the choice of how your personal CAS portfolio is assembled, what you include and how it is shared. Will your portfolio be digital, online, diary, journal, scrapbook or a blended approach? **Your Toddle entries can be used as your portfolio.**

While the IB does not require any particular format for the CAS portfolio, a three-part portfolio may appeal to you and could include the following sections: "Profile", "Experiences", and "Evidence". These three sections are offered only **as an example** of one way to organize a portfolio.

Profile: In this section, students include their interests, skills and talents, plans and goals for their CAS programme. At the start of CAS, students map their interests against the three strands of CAS to identify possible CAS experiences. A consideration of how a student's personal value system aligns with the values expressed by the IB, with a particular focus on the IB learner profile, could also be included when developing a student profile. In addition, developing an awareness of themselves in relation to the CAS learning outcomes is a significant part of the profile. Through an understanding of the CAS aims and learning outcomes, students will be able to identify both short-term and long-term goals in their CAS programme.

Experiences: This section chronicles the student's journey in CAS, incorporating a variety of reflections, learning moments, personal achievements, and how they have utilized the CAS stages. This section would demonstrate that the student has actively engaged in his or her individual CAS programme. All throughout CAS, students can add their reflections regarding their ongoing personal development and self-awareness.

Evidence: In this section, students collect the evidence of their involvement and achievements in CAS. Evidence could include, but is not limited to, planning documents, letters, emails, certificates, acknowledgments of participation and achievements, photographs, videos, and so on. Students could correlate their involvement with the CAS learning outcomes and may extend their thoughts to future ambitions within and outside the CAS programme.

2.7 Interviews

An interview is a formal dialogue and exchange of information. During CAS, there are at least three formal documented interviews that students have with their CAS coordinator and/or advisor: at the beginning of the CAS programme, at the end of the first year, and at the end of the CAS programme.

When these interviews arise, you will be asked to sign up for an interview time. It is expected that you will make every effort attend these interviews on time and prepared with evidence of your activities and any questions you might have about your progress in the CAS programme.

3 YOUR RESPONSIBILITIES

You have opportunities to choose your own CAS activities and to undertake activities in a local, regional, and international context as appropriate. This means that, as far as possible, you should “own” your personal CAS programme. With guidance from your CAS coordinator, advisor, and DP teachers, you should choose activities for yourself, initiating new ones where appropriate. Through these activities, you can directly apply your learning by taking action.

3.1 EXPECTATIONS

You are expected to:

- approach CAS with a proactive attitude;
- develop a clear understanding of CAS expectations and the purpose of CAS;
- explore personal values, attitudes, and attributes with reference to the IB learner profile and the IB mission statement;
- determine personal goals;
- discuss plans for CAS experiences with the CAS coordinator and/or CAS advisor;
- understand and apply the CAS stages where appropriate;
- take part in a variety of experiences, some of which are self-initiated, and at least one CAS project;
- become more aware of personal interests, skills, and talents, and observe how these evolve throughout the CAS programme;
- apply your learning throughout the IB Diploma Programme when taking action;
- 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 your CAS programme;
- communicate with the CAS coordinator/advisor in formal and informal meetings;
- ensure a suitable balance between creativity, activity, and service in your CAS programme;
- behave appropriately and ethically in your choices and behaviours.

3.2 TIME COMMITMENT GUIDELINES

Hour counting is not encouraged in CAS: if you are solely focusing on garnering just the sufficient number of “expected hours”, you should re-examine your direction and adjust it with self- and community-fulfilment in mind. Knowing that you have 18 months to complete the CAS programme, combined with some simple maths, you will see that your pace should be about 3 hours per week. That is a lot of hours... make sure you don’t fall behind or you will need to catch up later in Form 6 (when things get *really* busy!).

The recommended minimum numbers of CAS experiences you should take part in are as follows:

Long-term (to be conducted regularly, for a period of at least 10 months)	
Creativity	1
Activity	1
Service	1
Short-term (to be conducted on and off or with intervals for a period of at least 10 months)	
Creativity	2
Activity	2
Service	2
CAS Project (a total of 30 hours)	
Involving at least 1 of the 3 CAS elements	1

4 REFLECTION, REPORTING, AND RECORDING

Reflection is an important component of learning in CAS not only after an activity or a project is completed, but during the process as well. When you stop and reflect you can check to see if correct assumptions were made. You can also check if your understanding of your role is clear. More importantly, you can look at links to what they are learning at school and outside of the school.

The fundamentals are simple. Of any activity, it is appropriate to ask yourself the following questions:

- What did I plan to do?
- What did I do?
- How did I feel?
- What were the outcomes, for me, the team I was working with, and others?

The difficulty lies in the complexity of the possible answers. Strive to deepen the questions you ask of yourself:

What did I do? could become:

- *Why did I make this particular choice?*
- *How did this experience reflect my personal ideas and values?*
- *In what ways am I being challenged to think differently about myself and others?*

How did I feel? could become:

- *How did I feel about the challenges?*
- *What happened that prompted particular feelings?*
- *What choices might have resulted in different feelings and outcomes?*

4.1 Kinds of Reflection

Different kinds of reflection work for different people. Reflection can be:

- Public or private.
- Individual or shared.
- Objective or subjective.

For example, in a CAS group project, the planning stages are largely public, so reflection on them can be largely public, shared, and objective. The term “largely” is used because there may be individual views that arise independently, in terms of how satisfactory the process was for a particular student (who may enter and leave the activity with different personal experiences from others).

Carrying out the project is likely to be both public and private, both individual and shared, and both objective and subjective.

Outcomes of a project or other activity are similar: there may be objective successes and limitations of the activity as a whole, but what it has meant for the team and for individuals within it may be more varied.

For some students and some kinds of reflection (such as private, individual, subjective), writing is the best tool for reflection. However, for many, reflective writing does not come naturally. It can, to some extent, be “modelled” in oral discussion of more public, less sensitive matters, either as an end in itself or as a prelude to writing.

But writing is by no means the only possible outcome of reflection. You can present your activities orally to peers, parents, or outsiders. You can make scrapbooks, photo essays, videos/DVDs, or weblogs. You can use journals or make up varied portfolios.

This chart shows examples of what you may list and discuss:

Reflection is:	Reflection is not:
<ul style="list-style-type: none"> • honest • personal • done in many different ways • sometimes difficult • sometimes easy • sometimes creative • building self-awareness • necessary for learning • what I did, combined with how I felt • surprising • helpful for planning • done alone or with others • about thoughts, feelings, and ideas • adding perspective. 	<ul style="list-style-type: none"> • forced • right or wrong • good or bad • marked or graded • difficult • copying what someone else said • predictable • to be judged by others • only a summary of what happened • done to please someone else • a waste of time • only written • only discussion • only led by teachers.

4.2 Developing Reflection

Moving on from the “What ...?” questions outlined earlier, you might consider, where appropriate, for yourself and others, and for each stage of an activity (before, during and after):

- how you felt
- what you perceived
- what you thought about the activity
- what the activity meant to you
- what the value of the activity was
- what you learned from the activity and how this learning (for example, a change of perspective) might apply more widely.

4.3 Recording and Reporting

You should document your CAS activities, noting in particular your reflections upon your experiences. This documentation may take many forms, including weblogs, illustrated displays and videos, and written notes. Its extent should match the significance of the particular activity to the student. While it is important to make an early start on your CAS log on Toddle, there is no point in writing lengthy accounts about relatively routine experiences.

4.4 Role of Toddle

Toddle is an online learning platform for IB World Schools that we use at School of the Nations. It enables planning, assessment and reporting, and enhancing communication between you, your CAS coordinator and your CAS advisor. The planning, reporting, approval and reflections of your CAS activities and projects should be done through this platform.

5 TIMELINE AND EVIDENCE FOR COMPLETION OF CAS

5.1 Timeline

You must complete and submit all of the following evidence for CAS activities on time. When available, you may use CAS recording software (Toddle) for reflections and deadlines.

Form 4 (Pre-programme)

CAS: Pre-Programme Reflection and Goal-Setting:

Students will be introduced to various aspects of CAS before they leave for the summer. Students may fill out a form at the end of Form 4 to set goals for the creativity, activity, and service projects they plan to complete during Form 5. Documentation of CAS activities may be used for presentations and as evidence that you have committed to a project, but activities before you enter the diploma programme do not count as part of the 18 months of required continuous CAS activities.

Form 5 (Year 1, Diploma Programme)

CAS Activities in Form 5:

Form 5 students complete the following requirements and the related documentations as part of the evidence for CAS completion:

Event	Date
CAS Orientation	Term 1
CAS Interview 1 - Understanding CAS stages and learning outcomes	Term 2
CAS Interview 2 - Interim reflections on CAS experience	Term 3

You are required to keep your Form 5 CAS documentation and submit it at the end of Form 6 for CAS.

Form 6 (Year 2, Diploma Programme)

CAS Activities in Form 6:

Form 6 students complete the following requirements and the related documentations as part of the evidence for CAS completion:

Event	Date
CAS Portfolio check up	Term 1
CAS Interview 3 - CAS final reflections	Term 2
CAS completion form and portfolio submission	May (after all IB exams)

5.2 Evidence

CAS Interim and Final Reflections:

The IB DP Coordinator, CAS Coordinator, and the IB DP candidate's Advisor meet with Form 5 and Form 6 students five times in 18 months to help candidates reflect on their CAS progress. The IB DP Coordinator will collect these completed reflections and hold them along with other CAS evidences submitted by each student.

Group Project:

Form 6 students document the group project as part of the evidence for CAS completion and for their presentation:

- Plan for group project.
- Final verification of service and creativity/activity projects.
- Students must report on their planning, implementation, and outcome of each project.

CAS Completion:

IB requires all Diploma Programme candidates show evidence of having achieved the seven learning outcomes of CAS. The student's checklist will summarise how each student has fulfilled this requirement. The CAS Coordinator must be convinced that a significant level of accomplishment has been reached, demonstrated, and documented in order to fulfil the IB requirements. Since candidates can be called upon to produce their evidence of completion, we ask all IB DP students to keep a record of the evidence they have and where that evidence is stored. The student's checklist must be submitted to the IB DP Coordinator upon completion of the programme by May of Year 2 of the diploma programme.

6 EVALUATING CAS ACTIVITIES AND PROJECTS

Again, learning outcomes and quality of CAS activities are the foci, your CAS hours are not counted, and you are not required to submit regular hourly reports. Your advisor will track your weekly CAS progress regularly on Toddle and check in with you at the group meetings. We ask you to reflect and report on what you are learning based on the seven learning outcomes in a weekly log that you keep online or in your handbook.

The delivery of your written reports, audio, and video is recorded on Toddle. To learn how to use this online tool and to submit your reflections to the advisor, attend the group meetings. Your advisor and CAS coordinator will use a qualitative scale consisting of the seven IB DP CAS learning outcomes to guide you when you are trying to decide if your activity qualifies for CAS. The advisor bases his or her evaluation on your current abilities and your personal qualifications to achieve your stated goals for each activity and project. The advisor also uses learning outcomes to gauge your awareness of problems at the time of planning and during field work.

7 STUDENTS WITH INCLUSIVE SUPPORT AND SPECIAL EDUCATIONAL NEEDS

Some students may face particular issues in their CAS activities. Where these are long-term and will affect their performance in subject examinations and assessment tasks, the school will contact the IBO. Where there is a physical, medical, or psychological condition that affects only their participation in CAS, the school will contact the IBO for advice.

The principle in all such circumstances is to focus on what students **can** do, not on what they cannot. Interests developed through CAS activities provided by school can contribute to the future well-being of all students. For students with physical injuries or disabilities it may be vitally important that they undertake appropriate activities, which may include exercise or therapy. Students who have suffered psychological traumas need appropriate help and support to help them rebuild their confidence.

8 TOK Connections

Both CAS and Theory of Knowledge (TOK) emphasize the importance of reflection and developing self-awareness. CAS reflection flows from experience, from thinking about how an activity feels, and what it means to everyone involved. In TOK the approach to knowledge issues tends more towards the abstract and theoretical. The links can nevertheless be very close. For instance, a difficult decision about how to behave towards another person or group in a CAS activity might be informed by a TOK consideration of analogous situations; conversely, such a decision might provide a concrete example to illustrate an ethical dilemma in the context of a TOK discussion.

At a more general level, you are to compare your learning in CAS with your subject learning, and to consider how one may help the other. TOK lessons may provide an opportunity for extended discussion of the values and philosophy of CAS, and student responses to these. Two sample bridging questions are provided below:

- CAS is often described as “experiential education”. In what ways is learning in CAS similar to or different from learning in other areas of the Diploma Programme?
- In what ways might CAS be said to promote ethical education? Is service to others, in whatever form, a moral obligation? If so, on what might the obligation be based? If not, why not?

Updates

- Originally developed by Mr. Ray in 2017
- Reviewed and updated by Mr. Ray, Ms. Polly, Mr. Lau and Mr. Ignacio in 2024
- Updated by Mr. Ray and Ms. Polly on 2024-10-25 for the Class of 2026