



## CAS Handbook

### **Creativity Activity Service**

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## 1. Aims of the CAS Programme

After completing the requirements of the CAS programme, you should be able to demonstrate:

- Self-confidence.
- Attitudes and values which respect human dignity, and which transcend barriers of race, class, religion, gender and politics.
- An awareness of humanitarian and environmental issues, and the development of an ethical position on them from a local, national and international perspective.
- A willingness to interact meaningfully with others.
- A sense of responsibility towards all members of the local, national and global communities, and a commitment to be of value to those communities.
- Personal qualities of curiosity, honesty and self-criticism.
- An ability to reflect on and to learn from experiences.
- A spirit of discovery, commitment, initiative, determination and perseverance.
- The ability to meet challenges and an awareness of personal limitations.
- Practical skills that can be used in community engagement and in a future career.

## 2. What is CAS

... a medium for personal and interpersonal development

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning that may have occurred prior to the entry of the Diploma Programme.

CAS is organised around the three strands of **creativity**, **activity** and **service**, defined as follows.

CAS enables you to learn by your **own experience**. In order to have the full benefit of this course, you must experience all three strands of CAS in a balanced way:

- **Creativity:** This includes experiences in the arts, depending on the personal abilities of each student. It includes also any other experiences that involve critical thinking, such as planning activities or problem solving.
- **Activity:** This includes any physical exertion that contributes to a healthy lifestyle.
- **Service:** This includes all unpaid and voluntary activities that are dedicated to the well-being of others and teach you to respect the rights, dignity and autonomy of all those involved.

Your CAS programme begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity, and service.

You have to maintain and complete a **CAS portfolio** as evidence of your engagement with CAS. It is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Completion of CAS is based on your achievement of the seven **CAS learning outcomes**. Through your CAS portfolio, you provide the school with evidence demonstrating achievement of each learning outcome.

You will have to engage in **CAS experiences** involving one or more of the three CAS strands.

A CAS experience can be a single event or may be an extended series of events. For some experiences you will need a person that supervises them, your CAS Coordinator will discuss this with you in advance.

You have to undertake a **CAS project** of at least one month's duration that challenges you to **show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making**. The CAS project can address any single strand of CAS or combine two or all three strands.

**MAKE SURE YOU DISCUSS YOUR PLANNED EXPERIENCES WITH YOUR CAS COORDINATOR IF YOU ARE IN DOUBT WHETHER THEY CAN BE CAS!**

There will be three formal documented **interviews** you must have with your CAS coordinator.

Your CAS coordinator is looking forward to working with you and to supporting your personal CAS programme.

Furthermore, we will use the 'Teams-Platform' to communicate and to upload assignments as well as a list of possible experiences and examples for projects.

I will be there in CASE you need me:

Mag. Ingrid Donner (CAS-Coordinator): [don@bgzaunergasse.at](mailto:don@bgzaunergasse.at)

### 3. The CAS Stages

The idea of the CAS stages is to allow you to investigate an area of interest, prepare by learning more about it, take some form of action, reflect what you have done along the way, and demonstrate your understanding and the process.

You have to use the **CAS stages** as a framework for CAS experiences and the CAS project. The five CAS stages are as follows:

#### 1. Investigation

Identify your interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Investigate what you want to do and determine the purpose for your CAS experience. In the case of service, **students identify a need they want to address.**

#### 2. Preparation

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

Implement your idea or plan. This often requires **decision-making** and **problem-solving**. **You may work individually, with partners, or in groups.**

#### 4. Reflection

**Reflection** is central to building a deep experience in CAS. Describe what happened, express feelings, generate ideas, 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 connections between your growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.

#### 5. Demonstration

Make explicit what and how you have learned and what you have accomplished, for example, by sharing your CAS experience through your CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, you will solidify your understanding and evoke a response from others.

It is important to remember that not all stages may be necessary for every CAS experience. **In a CAS project, you will be expected to use all stages, yet in other experiences, you may even wish to begin at the action stage!**

Single CAS Experience	CAS Stages may/may not be used
Series of CAS Experiences	CAS Stages Used
CAS project	CAS stages used

## 4. Requirements for CAS

- 6-8 experiences have to be completed.
- 1 project (at least for one month) has to be completed.
- The CAS stages have to be used for the project.
- All three strands have to be used at least once.
- All 7 learning outcomes have to be met.
- A max. 3 learning outcomes per activity can be used.
- Documentation online and in your CAS portfolio.
- Reflections have to be connected to the chosen learning outcomes.
- 1 reflection per learning outcome has to be done.
- 3 CAS interviews have to be done with the CAS Coordinator or Advisor.
- Active engagement has to be fulfilled over 18 months.
- Hand in the "Project Proposal Form" to your CAS Coordinator.

## 5. CAS Learning Outcomes

CAS is not formally assessed, however you need to provide **evidence** from your overall CAS experience to show that you have achieved all of the following seven learning outcomes - ***you should aim only for 2 or 3 per activity, as well as achieving each of these outcomes at least once over the 18-month period.***

- **Identify your own strengths and develop areas for growth**

You are able to see yourself as an individual with various abilities and skills, of which some are more developed than others, and understand that you can make choices about how you wish to move forward based on your understanding of your own capabilities.

- **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 you have not previously undertaken or through increased expertise in an established area.

- **Demonstrate how to initiate and plan a CAS experience**

You 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. You may show knowledge and awareness by building on a previous experience, or by launching a new idea or process.

- **Show commitment to and perseverance in CAS experiences**

You demonstrate regular involvement and active engagement in CAS. This may be a weekly commitment, a whole season or a whole year. You should aim to have some activities that continue for the entire 18 months.

- **Demonstrate the skills and recognise the benefits of working collaboratively**

You are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

- **Demonstrate engagement with issues of global significance**

You are able to identify and demonstrate an understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.

- **Recognise and consider the ethics of choices and actions**

You are able to show awareness of the consequences of choices and actions in planning and carrying out CAS experiences. In other words, what is right and wrong? What are the consequences of the decisions you make? Ethical decisions arise in almost any CAS activity, including on the sports field, in developing a stage production and in relationships with others on a service activity. You will need to show evidence of your thinking about ethical issues through your reflections and in discussions with your CAS Coordinator.

## **6. How to Achieve the Learning Outcomes?**

Reflection forms the main body of evidence for achieving an outcome. But reflection does not just mean writing. Here are some **ideas for how to reflect**:

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



## 7. CAS Project vs. CAS Experience

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

CAS experiences may incorporate one or more of the CAS strands. Here are some examples:

- You plan several days of activities for a charity - this is a series of CAS experiences within the "Service" strand.
- You started a club at SALIS and regularly attend meetings and organise projects etc. This is a series of CAS experiences within the "Creativity" strand.
- A group of you plan and stage a basketball/hockey/soccer tournament - this is a series of CAS experiences involving the strands of "Activity" and "Service".

## 8. The CAS Project

*A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service.*

**CAS students must be involved in one CAS project during their CAS programme.**

The primary purpose of the CAS project is to ensure participation in a sustained collaboration. The project therefore challenges you to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making.

This CAS project involves collaboration between a group of students or with members of the wider community. You will work as a team, with all members being contributors. That means you will need to work out roles within your group – it is ok that not everyone is the leader for every part of the project! This means everyone though does have the opportunity to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects.

CAS projects can focus on one strand or combine two or even all three strands.

### **What makes a CAS Project different from a CAS experience?**

A CAS project requires a minimum duration of one month from planning to completion. However, if CAS projects are even longer than a month may be even better! If possible, the CAS project should be completed locally - but of course, if you have another idea, please check with your CAS Coordinator.

Some examples of possible CAS Projects:

- Creativity: A group of students plan, design and create a mural. Or, students participate in 'Knitting for Peace' – producing blankets for refugees.
- Service and Activity: Students organise and participate in a sports tournament, including training sessions and matches.
- Creativity, Service and Activity: Students rehearse and perform a dance production for a community Elder Care home/kindergarten/primary school.

An important thing to remember is you must begin with **at least one learning outcome** articulated at the beginning of the CAS project, as it needs to have a **designated purpose** and goal. However, as you progress through the CAS project, you may add outcomes or modify them as appropriate.

It is also important to remember that if you choose to do a CAS project in the strand of Service, it must take into account the opinions and expectations of others involved, while also focusing on meaningful and authentic needs. Thus, the service project needs to have a compelling benefit for all those involved, including the recipients of the service!

## 9. The 3 Strands of CAS in Detail

As a part of CAS, you will need to participate in a balance of experiences across the three strands. Some may be easier for you to complete than others, so it is best to plan at the beginning of year 7 how you will adequately complete all the strands.

You will also need to balance a combination of single and series of CAS experiences.

You also need to ensure your participation in CAS lasts for **18 months**. This means you cannot complete all your experience in the first semester of year 7!

Therefore, you should create a **plan** to participate in some CAS experience for at least a couple of hours each week. Sometimes, you will do more than this, for instance if you participate in a Sports Team, but there will be times you will do less - so plan ahead to ensure you can demonstrate commitment over the whole 18 months!

### CREATIVITY

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

This aspect of CAS is designed for you to explore original thinking and expression. This means it covers a wide range of arts and activities outside our normal curriculum, that demonstrate creative thinking in the design and carrying out of projects. This could involve any of the Fine and Performing Arts but could also include experiences that involve creative thinking such as organising an event or competition or designing lessons.

Individual commitment to a continued participation in an activity will only be accepted as a CAS experience if it fulfils the purpose of CAS, which is to provide a challenge, that some **aspect of the participation is new to you, that goals are set and you can reflect on your progress.**

Therefore, if you are continuing to be involved **in learning the piano for instance, in order for it to be acceptable for CAS, you would need to set yourself a challenge such as taking a Piano Exam, performing in a concert for a larger audience or composing a piece of music for the first time.**

## 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. These may include team or individual sports, aerobic exercises, dance, outdoor recreation or fitness training. You must commit to participating **on a regular basis**, in a way that is **challenging** and provides **genuine benefit**.

Individual commitment to a continued participation in an activity will only be accepted as a CAS experience if it fulfils the purpose of CAS, which is to provide a challenge, that some aspect of the participation is **new** to you, that **goals are set** and you can **reflect** on your progress.

Therefore, if you are continuing to be involved in the soccer team for instance, in order for it to be acceptable for CAS, you would need to set yourself a challenge such as setting yourself a target for a particular event or taking on a new role in the team.

## SERVICE

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

The aim of the 'Service' strand is for you to make a **meaningful contribution** to our community and society. The **community may be the school, the local areas, or it may exist on national and international levels, such as undertaking a project in a country with a need or in your home country.**

This is normally the strand that is the most transformative for students. There is also a large variety of opportunities to be involved in at SALIS, and you are also welcome to plan some new service experience as long as the need can be justified.

**There are four types of service action** (and it is recommended that you cover each of these four types at least once) You have to indicate which type of service your activity is.

### 1. Direct service

This is where you interact directly with other people, the environment or animals. This may include experiences such as volunteering at a soup kitchen (e.g. Vinzibus) or visiting an animal shelter.

### 2. Indirect service

While you may not interact with the recipients of your service directly, you have verified that your actions will benefit the community or the environment. This may include developing a website for

an NGO, organising a fundraising concert for an NGO, or joining an environmental cause such as the GLOBAL 6K March for Water.

### **3. Advocacy**

This is where you speak up for a cause of concern to promote action on an issue of public importance. This may involve joining an 'Awareness Club' and developing an awareness campaign, initiating a campaign against bullying or creating a video about animal abuse.

### **4. Research**

This is where you focus on a particular issue of public interest, collect information from a variety of sources, then synthesise it to produce material that can be used to influence change in practice or policy. This may include collecting data on the use of energy at SALIS or produce a report on the effectiveness of service programmes at SALIS.

There are also different approaches to Service including.

- Ongoing service: where you commit to a service project that has an action plan that is implemented over time.
- School-based service: where you are benefiting other students in the school, such as offering peer tutoring ('Better together').
- Community-based service: where you participate in a community-based service opportunity.
- Immediate need service: where you respond to needs following a disaster (e.g. floods).
- Fundraising: where you raise money for a participate project or action (e.g. Caritas).
- International service: where you participate in a service project internationally, which may include a project in your home country or perhaps one you will visit.
- Service arising from curriculum: perhaps you studied something in Biology, or Geography and you wish to follow this up with a project in our local area.

### **The three strands could be fulfilled in activities within SALIS**

In the following paragraphs, I will describe some examples of cooperations that could be used for students' CAS experiences and projects:

1) VINZIBUS is a charitable organisation in Salzburg offering food and beverages to people in difficult life situations. As it is open 365 days a year, numerous volunteers are involved in the preparation and collection of food and drink. Our students have already had the chance to take part in these activities (school's programme).

2) SÜDWIND is another partner that might be handy when it comes to establishing our students' CAS projects and experiences: Since 1979 *Südwind* has applied the unique international development expertise it has acquired to both its teaching work, PR and

campaign work in the federal state of Salzburg. The organisation's goal in all these years has been to make global issues and networks visible and understandable, to critically question them and to establish a local and personal reference. Even today - in times of increasing globalisation – this remains a great challenge. Our students have the opportunity to take part in the various workshops *Südwind* offers, e.g.: «Fair Tourism», «Cotton workshop», «Cocoa workshop» or in a new project called «Start the Change» (co-funded by the European Commission). It aims to raise European citizens' awareness of the importance of a joint effort to contribute to ending poverty, protecting the planet and ensuring peace and prosperity for all, as stated in the «Sustainable Development Goals» by the United Nations. This project corresponds to the IB idea of acting locally and thinking globally.

3) RED CROSS SALZBURG: Young people form an important pillar in the Austrian Red Cross, which is part of the worldwide Red Cross organisation. Young people are not only to be found in the organisation as volunteers, but also as camp participants at youth camps, as course participants or in other active roles in the organisation. In accordance with the Youth Red Cross motto «Helping makes a difference», the Youth Red Cross is mainly active in schools, while the youth groups meet regularly at the Red Cross offices in their spare time. These activities can also be used for various CAS experiences or even for longer projects (e.g.: taking part in the activities of youth groups and offering workshops for younger participants).

4) CHRISTMAS IN A SHOEBOX is part of the world's largest gift campaigns for children in need. Our students have the chance to take part in this activity by preparing and donating a package for «Christmas in a shoebox».

5) YOUNG CARITAS SALZBURG offers various workshops:

a) «72 Stunden ohne Kompromiss» (« Challenge your Limits »): The idea is both simple and captivating: within 72 hours a group of five to fifteen people solves a charitable task. Students can contribute e.g. by cooking- ask your CAS coordinator! **This activity has been used by several students for a CAS experience in the last three years.**

b) Another Young Caritas project suitable for a CAS experience and which combines the two CAS strands, Activity and Service, is the so-called *Laufwunder*, a charity run students could participate in.

c) Our charity project in Advent. Advent activities in all BG Zaunergasse classes (year 1-4) are in aid of several projects of Young Caritas. The students are given a choice of three projects:

Baking Christmas cookies and bringing them to school. These Christmas biscuits are taken to Caritas houses for Christmas celebrations.

Preparing food hampers for people in need: these contain food that can be stored for several months.

Students visited senior citizens in nursing homes and spent an afternoon with them (playing boardgames, bowling etc.)

6) **Global 6K Walk&Run for Water:** In April 2024, the entire school community of BG Zaunergasse wholeheartedly supports the «Global 6K Walk&Run for Clean Water» initiative.

Additionally, there are **several activities/clubs** they could take part in and offer their own club for younger students: some examples are listed below:

- 1) The Buddy System at our school: Older students care for the students in lower classes, spend breaks with them, accompany teachers when they are on fieldtrips with lower classes.
- 2) E-Buddies are needed for the new digital programme (first years).
- 3) Students can support DAF-teachers when new students are not at a high enough level of English to understand the teacher (e.g.: Russian student supported Ukrainian students in DAF).
- 4) Debating Club: they could participate in these activities and later lead activities for younger students.
- 5) Drama Club, Dance Club, Choir: they could participate and then offer a course for younger students and prepare a performance for the nursing home they visit regularly.
- 6) School band: take part, prepare a performance as a fundraising event for a special charity project.
- 7) “Better together” project: tuition is given to students who are struggling academically.
- 8) SALIS: Facebook Account: Photos and reports for the SALIS Facebook account could be made and written and uploaded regularly- also for the new monitor in the hall.
- 9) Mediators’ Programme: students are trained as mediators. IB students can support them by advertising mediation in the SALIS classes, or they can attend the training of mediators at school and offer mediations to younger students (supported by CAS- coordinator).
- 10) **Prevention of Bullying “No Blame Approach”:** you can support teachers who carry out a “No Blame Approach” by being a “supporter” of the student who is being bullied.

**Supervisors can also be teachers from our school. Sometimes you can do further research in a subject and develop a CAS- experience in the context of your research e.g.: You will find a list of examples on “Teams” and in the appendix of your handbook.**

## 10. Examples of CAS Projects

### Example 1

CAS project: students visit a nursing home on a regular basis. For a project, they have to plan the following steps/ CAS stages:

#### Research:

- What are the problems/difficulties the elderly suffer from?
- What are their strengths?
- In what way can visits be helpful (personal interests of people visited)?
- Information about dementia.
- Advisors and supporting professionals in nursing homes.
- The situation of elderly people who are cared for by so-called '24 hour nurses'.

This topic also includes a global perspective: nurses from poorer countries work in Austria for several weeks.

#### Preparation:

- 1) Contact with an institution.
- 2) Involve partner institution 'Young Caritas'.
- 3) List of activities that can be offered to seniors when visiting.
- 4) Schedule for regular visits and for supervising activities with Caritas.

Action: Regular visits, creative way of reflecting visits: film, creative writing, expressing feelings in a dance choreography – as a group that visits people. This requires collaboration.

Demonstration: Presentation of film, creative writing or dance to parents and teachers at school and in the nursing home.

Social Skills and Strengths: The target is to show understanding (IB learner profile: caring) with the possible aim of later working in a medical profession or/and to improve social skills. Working together with a local charity organisation called 'Young Caritas Salzburg': students attend a workshop in which they are informed not only about the difficulties but also the strengths exhibited by elderly people. Students visit senior citizens regularly and reflect upon these visits in supervised meetings with the local Caritas organisation. They have to demonstrate perseverance and develop skills such as cooperation, problem-solving and decision-making. It is a challenging project for them because they have to leave their comfort zones and learn to be empathetic. They might be confronted with people suffering from dementia or other serious illnesses.

#### Learning Outcomes:

L01: Identify one's own strengths and develop areas for growth: reflection is done in supervision sessions and in the process of creative reflection (writing, dancing, drawing, photograph etc.).

LO2: Challenges: the situation in the home is different every time; a person can change between visits because their health situation has deteriorated – this is a challenge for the students; they demonstrate new skills when they cope with the new situation.

LO3: They had to show their plan, contact the home etc.

LO4: By visiting regularly, they show commitment and perseverance.

LO5: Recognise the benefits of working together, by preparing the performance as a group of students, by cooperating with staff in the home etc.

LO6: Global significance – The situation of nurses coming from various countries to care for elderly people in their homes is not easy: students can realise that by interviewing these nurses.

LO7: Ethics of choices and action: by choosing this project, students show awareness of the consequences of choices and actions both in planning and in carrying out their CAS experiences.

## Example 2

E-Buddy for younger students at school.

- Students support IT-teachers when they set up the newly received laptops (*Geräteinitiative*).
- Then they support the IT-teachers in their lessons.
- The younger students know their “E-Buddies” and can ask them whenever they have questions in the context of their PCs.

## Example 3

**NEW: Peers in First Aid “Kids Save Lives”.**

Students are usually trained for life-saving measures in year 1 and 2 – the peers are trained as peers and can support the medical trainers and train smaller kids themselves.

# 11. The CAS Portfolio

All CAS students are expected to keep a **CAS portfolio** to demonstrate their engagement in, and achievement of the CAS Learning Outcomes.

The CAS Portfolio tracks your progress, and you should be attending to this regularly. This means, you should not wait until you have finished your activities to start your reflections. For instance, if you are playing basketball, add photos throughout the season, along with adding a short reflection when you have overcome a challenge you have set for yourself, such as learning to score better (3 points), which may not have occurred at the end of the season.



## Profile

The first section of your CAS Portfolio will be the creation of your Individual CAS Profile. You will need to answer some questions about your interests, skills, current activities and plans. You will complete these in your initial CAS meeting with the CAS Coordinator.

The completion of this document will then be used as part of your initial interview with your CAS Coordinator. During this interview you will begin to plan your CAS programme.

## Plan and Goals

Before you begin any CAS experience you will need to identify how it fits into your CAS plan - in other words, what learning outcomes you will aim to cover with this experience (remember, aim for 2-3 learning outcomes per experience) - and articulate your goals. These goals must be something tangible (such as a specific event you plan to organise, or a specific skill you wish to improve upon or gain) but also can be something that is difficult to measure, such as growing more confident or being a more active participant in community service or even developing more empathy for people in need. This can often be something useful in articulating goals for Creativity, which may involve the goals of demonstrating more emotion or becoming more open to the involvement of others in your process.

## Experiences

This section is where you demonstrate your achievement of the learning outcomes and your journey through CAS. All throughout CAS, you can add reflections regarding your on-going progress, personal development and self-awareness.

The CAS stages can also be addressed through this section. By detailing your experiences in CAS, you demonstrate your commitment, as well as how actively engaged you are in your CAS programme.

## Evidence

This part of your CAS Profile is where you collect and show your evidence for your involvement in and achievements in CAS. **This evidence can come in a variety of forms, including planning documents, letter or emails from external supervisors or service organisations, photographs, videos, screenshots of websites, reflection pieces.**

## 12. CAS Forms

Students will receive the forms on “Teams” in a digital form, in your first CAS workshop also in printed form.

Name:

Date:

### IB CAS Initial Self-Review

In order to have a good starting point, try to reflect on yourself before you do any CAS-activity. Answer the following questions carefully and hand them in to your CAS-advisor before your first activity, but in no event later than the end of summer break.

1. What has been your greatest accomplishment so far? How has this affected your life? What did you learn from it?
2. What are you really good at?
3. Name one skill you have always wanted to develop in your life but that you haven't yet.
4. Name one activity that you would like to try but that you haven't yet. Why would you like to try this?
5. Name a person you admire right now. Which qualities does this person have that you don't?
6. Describe which personal changes you expect from the IB and especially from your CAS commitment.

CREATIVITY:

7. Are you involved in any creative or artistic endeavors?

8. How are you involved—as a participant or do you have a leadership role? Explain your answers for each organization or activity.

9. How committed are you to the activity? Is it a substantial, significant commitment? Do you take an active role in participation? Explain your answers for each organization or activity.

ACTIVITY:

10. List any clubs, organizations, sports, or other teams in which you are currently involved.

11. How are you involved—as a participant, as a coach, do you have a leadership role? What gifts or talents do you contribute to? Explain your answers for each organisation or activity.

12. How committed are you to the activity? Is it a substantial commitment? Explain your answers for each organisation or activity.

SERVICE:

13. List community/national/global issues that concern you the most.

14. How have you currently involved yourself in these issues?

15. What issues would you like to learn more about?

16. What skill(s) would you like to develop or learn in your service endeavor?

17. What challenges do you think you might encounter?

18. Do you want to work directly with people? If yes, would you prefer to work with children, adults, or the elderly?

Name:

Date:

### IB CAS PLAN

Which experiences will you receive? You can place an experience in more than one box and name activities in which you are currently involved and plan to set new challenges and goals.

**Be aware:** This is all about your personal ideas you have for your CAS programme right now. It is not carved in stone!!!

	Activity description	Learning outcomes	Projected date and duration
An experience where you will collaborate with others			
An experience that combines at least two of creativity, action, service			
An experience that will be a new challenge to you			
An experience that will be an extension of an existing one			
An experience that involves you with international projects			
An experience that you will <b>initiate</b>			
A significant, enduring experience that you will <b>initiate and plan</b>			

How will I record, what I do and provide proof that I actually did it?

--

List all your planned experiences mentioned above in the appropriate columns (at least six to eight, with at least two and no more than five in each category):

Creativity	Activity	Service

Reflect on your plan (Any questions, comments or concerns. Where do you see problems arising? What will you need to do to make your activities happen?)

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Student's Signature

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Parent's Signature

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CAS-Coordinator

## IB CAS Project Proposal Form

**to be handed in before you start your project!**

Student name:

Date:

**Short description of project and who you will work collaboratively with:**

Address / location where activity will take place:

Project in: ☐ Creativity

☐ Activity

☐ Service

Anticipated Learning Outcomes, 1 through 7:

**Sketch** how and where you will (or already have) investigate(d) for this project:

**Short statement** *of why the project is significant, of benefit to yourself and others, and its global and/or ethical implications:*

***Supervisor Name (if necessary):***

Position of the supervisor:

E-mail:

Telephone:

Cell phone (if the

supervisor is not a teacher at SALIS):

I agree to supervise the above student.

Signature of activity supervisor \_\_\_\_\_

Signature of parent/guardian \_\_\_\_\_

**CAS Coordinator Approval:** \_\_\_\_\_

*THIS DOCUMENT IS TO BE PRINTED AND PERSONALLY HANDED TO MRS DONNER*

**CAS: Self-evaluation form for a set of experiences or a project**

**CANDIDATE NAME:**

**ACTIVITY/PROJECT:**

**ACTIVITY SUPERVISOR'S NAME:**

1. Summarise what you did in this experience and how you interacted with others.	
2. Explain what you hoped to accomplish through this experience and how you planned on reaching your goals.	
3. Explain how you used the CAS stages for this experience/project.	
4. How successful were you in achieving your goals? What difficulties did you encounter and how did you overcome them.	

<p>5. What did you learn about yourself and others through this experience? What abilities, attitudes and values have you developed?</p>	
<p>6. Did anyone help you to think about your learning during this experience? If so, who helped and how did they help?</p>	
<p>7. How did this experience benefit other people or institutions?</p>	
<p>8. What might you do differently next time to improve?</p>	
<p>9. How can you apply what you have learned in other life situations?</p>	



**CAS: Self-evaluation form for short/single experiences**

**CANDIDATE: NAME:**

1. Describe the activity and your contribution to the planning of it.	
2. What did you learn during this activity and/or how did you develop.	
3. Did anyone help you during this activity? If so, describe the help given.	
4. What difficulties did you encounter and how did you overcome them?	
5. How did this activity benefit other people or institutions?	
6. Which learning outcomes did you cover? Explain how you achieved them.	

## ACTIVITY SUPERVISOR'S EVALUATION

Candidate's name – *Name des/der Kandidaten/in*:

Activity supervisor – *Verantwortliche(r)*:

Name of experience/project – *Bezeichnung der Aktivität*:

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The following **outcomes** have been achieved by the candidates. – *Folgende Lernerfolge wurden von dem/der Kandidat/in erreicht*:

	not at all <i>überhaupt nicht</i>	to some extent <i>teilweise</i>	to a great extent <i>größtenteils</i>	completely <i>vollständig</i>
A. The candidate has identified his/her strengths and areas for growth. – <i>Der/die Kandidat/in ist sich seiner/ihrer Stärken und Möglichkeiten bewusst geworden.</i>				
B. The candidate has undertaken new challenges, has developed new skills in the process. - <i>Der/die Kandidat/in hat sich neuen Herausforderungen gestellt und neue Fähigkeiten erworben.</i>				
C. The candidate planned and initiated the activity. <i>Der/die Kandidat/in hat die Aktivität geplant und die Initiative ergriffen.</i>				
D. The candidate showed perseverance and commitment. <i>Der/die Kandidat/in hat in seiner Aktivität Ausdauer und Engagement gezeigt.</i>				
E. The candidate worked collaboratively with others. <i>Der/die Kandidat/in hat mit anderen Menschen zusammen gearbeitet.</i>				
F. The candidate engaged him/herself with issues of global importance. - <i>Der/die Kandidat/in hat sich mit Themen von globaler Wichtigkeit auseinandergesetzt.</i>				
G. The candidate considered the ethical implications of his/her actions. - <i>Der/die Kandidat/in hat sich über die ethischen Aspekte seiner Aktivität Gedanken gemacht.</i>				

Assessment – *Beurteilung:*

	excellent <i>hervorragend</i>	very good <i>sehr gut</i>	good <i>gut</i>	non satisfactory <i>nicht ausreichend</i>
Punctuality and Attendance <i>Pünktlichkeit und Anwesenheit</i>				
Effort and Commitment <i>Anstrengung und Engagement</i>				
Development of the Candidate <i>Entwicklung des/der Kandidaten/in</i>				

Further comments: - *Weitere Kommentare:*

Translation of comments if necessary – *Übersetzung der Kommentare durch den/die  
Kandidaten/in*

The experience/project was (please **circle** the desired response) - *Die Aktivität wurde  
(Zutreffendes einkreisen):*

Satisfactorily completed

Not satisfactorily completed

Activity/project leader's signature: ..... Date: .....

CAS coordinator's signature: ..... Date: .....

*Please give this form to the CAS coordinator when it has been completed.*

## CAS Completion Form

Please submit the complete form to the **CAS Coordinator by March 31<sup>st</sup> of your senior year.**

Candidate Name: \_\_\_\_\_ Date: \_\_\_\_\_

Learning Outcomes	Achieved ?	Nature/location of evidence For example, interview (date), journal (page #), form
Increased their awareness of their own strengths and areas for growth		
Undertaken new challenges		
Planned and initiated activities		
Worked collaboratively with others		
Shown perseverance and commitment in their activities		

Engaged with issues of global importance		
Considered the ethical implications of their actions		
Developed new skills		

Name of CAS Supervisor: \_\_\_\_\_

CAS Coordinator's Signature \_\_\_\_\_

Date \_\_\_\_\_

### 13. CAS Deadlines

Workshops for the students will take place five times a year. The five stages of CAS will be considered: Investigation, Preparation, Action, Reflection, Demonstration.

DP year 1:

September: CAS planning and completion of proposal.

October 15<sup>th</sup>: the first CAS interview.

February/ March: CAS project plan.

March/April: two to three experiences either completed or ongoing.

Presentation at 'Open Day', 'Advent Concert', 'Spring Concert' or 'Creativity Evening'

June: second interview

DP Year 2:

October: CAS meeting.

December: five CAS experiences completed.

February: all learning outcomes must be completed (interview).

End of March: CAS Portfolio completed, and third interview completed; submission of CAS completion form.

Here is a list the students will be given to enable them to meet the deadlines:

Month	DP YEAR 1	DP Year 2
September/October	<ul style="list-style-type: none"> <li>• Introduction to CAS (first meeting in the <b>second school week</b>) and CAS handbook (<b>already handed out at the end of year 6</b>)</li> <li>• Complete CAS planning documents (<b>mid month</b>)</li> <li>• Begin experiences</li> <li>• <b>1<sup>st</sup> CAS Interview</b> with CAS Coordinator (<b>Oct 15<sup>th</sup>-20<sup>th</sup></b>)</li> </ul>	<ul style="list-style-type: none"> <li>• CAS – evidence planned for all learning outcomes!</li> <li>• CAS talk–brief scheduled talk with CAS Coordinator in class (<b>by Oct 10<sup>th</sup></b>)</li> </ul>
December	<ul style="list-style-type: none"> <li>• At least two CAS experiences should be completed. If the experience is on-going, one reflection has to be completed</li> </ul>	<ul style="list-style-type: none"> <li>• CAS – at least five CAS experiences should be completed and uploaded (<b>CAS “Teams”</b>)</li> </ul>
February/March	<ul style="list-style-type: none"> <li>• CAS Project plan should have begun. Project form handed in/ signed and approved by the coordinator (end of March)</li> </ul>	<ul style="list-style-type: none"> <li>• All learning outcomes have to be completed</li> <li>• CAS interviews in the course of February</li> </ul>

March/April	<ul style="list-style-type: none"> <li>• Two or three experiences are either completed or ongoing</li> <li>• Can be presented at 'Parents' Day' or at the 'Spring Concert'</li> </ul>	<ul style="list-style-type: none"> <li>• Complete CAS - hand in or upload portfolio a week before your</li> <li>• <b>Interview 3</b> with CAS coordinator /February</li> <li>• <b>Final CAS presentations</b></li> <li>• <b>Final submission of CAS completion form – by end of March</b></li> </ul>
May	<ul style="list-style-type: none"> <li>• CAS project preparation or involvement must be shown</li> </ul>	
May/June	<ul style="list-style-type: none"> <li>• CAS presentations of creative projects either at the 'Spring Concert' or the 'Creativity Evening'</li> <li>• <b>CAS Interview 2 (mid-June)</b></li> <li>• 3-4 experiences finished, reflection and evidence uploaded</li> </ul>	

## 14. Appendix 1

**For your reflections you could also use the following sentence-starters (if you prefer writing texts to the reflection forms:**

In this experience/project, I did the following .....

I hope my programme ...

One thing I love about this experience/project is ...

During this experience/project, I feel really good when ...

One thing that frustrates me about my experience/project is ...

During this experience/project I feel really sad when ...

One word that describes my programme is ...

In this experience/project I would like to learn ...

When I disagree with my friends working with me in my experience/project I ... .

The people I work with would describe me as ...

One way I 've tried to make this experience/project better is by ...

One way I have tried to make this experience/project different is by ....

I have learned that ...

And also, you can check some prompting vocabulary for interpretation:

For me, the (most) meaningful/ significant/ important/relevant useful aspects(s)/ element(s) /experience(s)/ issue(s) idea (s) learning was/were/ arose from/ happened when/ resulted from.

**Remember:** Reflect **early** and reflect **often**! Important details to remember:

1. Each reflection should just address ONE learning outcome. You must articulate which learning outcome you are addressing, and the reflection should match it, specifically stating that what you have learned from this experience related to the learning outcome.
2. Reflections do not need to be in writing. While most reflections are written, they can be in many forms (e.g. a piece of art, a photo collage, a video, poetry or other forms that address your ability to reflect on the learning outcomes)!



## 15. Appendix 2

List of possible activities (taken from the CAS teacher support material)

**Studies in language and literature:** CAS experiences that could be derived from this subject group include:

Creative writing or producing audiobooks for an organisation serving people who are blind (or the audiobook library).

Writing articles about CAS or CAS projects for school, local newspapers, BG Zaunergasse/SALIS website or for the Schools' Yearbook.

Raising awareness about issues treated in literature.

Teaching younger students how to debate or writing a movie/play script and making a movie/play.

**Language acquisition:** CAS experiences that could be derived from this subject group include:

Developing pen-pal networks (email contacts) or providing language lessons to those in need (refugees).

Creative writing in the language being studied.

Writing articles on the culture of the language studied or producing materials explaining CAS in the language being studied.

Raising awareness of the culture of the language being studied through articles, or websites or other forms of communication.

**History:** CAS experiences that could be derived from this subject group include:

Creating displays and planning an assembly on history, particularly of the area around the school.

Recording the histories of people living in a retirement home and creating family memoirs to mention just some ideas.

**Biology/Geography:** CAS experiences that could be derived from this subject group include:

Raising awareness of recycling within the school mapping resources in the local area, such as recycling centres, youth organisations or social enterprises.

Initiating CAS experiences that extend and support these resources or researching development projects in the community and supporting initiatives such as the construction

of community centres or working with local initiatives that support the United Nations Sustainable Development Goals (SDGS).

Arranging a simulation, a game or a school debate addressing local or global political issues for other students investigating ways of contributing to strengthening peace and peaceful behaviours in and outside of school.

**Religion/Ethics:** CAS experiences that could be derived from this subject group include:

Raising awareness of human rights issues through international and local organisations (e.g: supporting the Amnesty International letter marathon- as we do in SALIS) or supporting asylum seekers and migrants in integration in the culture and community of the new home country.

Creating a social enterprise addressing a community need.

Researching the philosophy of CAS, discussing and investigating ways of supporting the role of **active citizenship** in the local community (see also *Südwind* Projects).

Initiating a campaign that replaces bullying with respect for all within the school (see idea to support teachers in the 'No Blame Approach').

**Sciences:** CAS experiences that could be derived from this subject group include:

Forming an astronomy club for an elementary school to encourage younger students to be more aware of the universe.

Raising awareness of the local water quality.

Raising awareness by monitoring air quality around the school.

Raising awareness by monitoring traffic close to playgrounds.

Cleaning and maintaining a nature reserve on campus.

Helping to remove invasive species of plants from the local environment.

Helping to clean the river foreshore and developing a plan to keep the trash from returning to the area.

Advocating healthy eating habits with younger students, engaging with the school buffet to promote healthy school meals and develop initiatives for healthy eating and drinking (e.g.: you could accompany our 3<sup>rd</sup> year students to the farms where they learn about healthy food as buddies and supporting the teachers (Part of school programme)

Raising awareness of local nature reserves through a blog or website collecting data on school-waste and help to develop a future policy on waste.

Forming an environment club to investigate local issues such as recycling, domestic waste disposal, sourcing of food in supermarkets and reducing energy use of school.

Forming a club to promote awareness of global environmental issues.

**Sports:** CAS experiences that could be derived from this subject group include:

Promoting participation in physical exercise, for example, 'walk or cycle to school' groups.

**Mathematics:** CAS experiences that could be derived from this subject include:

Teaching younger students to overcome mathematics challenges.

Maintaining financial accounts for a local charity.

Assisting students with learning support requirements in mathematics.

Assisting a sports club or team with pre and post-fitness assessment.

Statistical analysis hosting a series of mathematics events for parents and the community to build an appreciation for mathematics.

Creating a video series of 'mathematics adventures' for younger children.

Assisting a local organisation in developing a business plan learning how to do tax preparation and offering free services for elders or low-income populations.

Designing and painting a mural celebrating mathematics through the ages, planning a 'mathematics scavenger hunt' of school to reveal all the places.

Mathematics is part of everyday life.

**The Arts:** CAS experiences that could be derived from this subject group include:

Attending and performing at an International School Theatre Association festival.

Creating artworks to donate to hospitals, aged-care facilities or refugee centres.

Creating community projects such as performances or photo exhibits for hospitals, aged-care facilities or refugee centres.

Creating a performance for local schools with an educational message, for example, how to better protect the environment.

Organising a flash mob.

Creating a mural or public sculpture for a children's hospital, local childcare or community centres.

Creating a social blog with a public purpose for other students creating performances for a local theatre, community and cultural festivals.

Collaborating with charities and organisations to design posters for their causes and special events, creating posters for not-for-profit organisations with an educational message.

(Source: CAS teaching material)

## 16. SOURCES

This booklet is based on information from the International Baccalaureate Organisation CAS Guide :

John Cannings, Maria Ines Piaggio, Peter Muir and Tom Brodie, Creativity, Activity, Service (CAS). Cambridge University Press 2015.

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