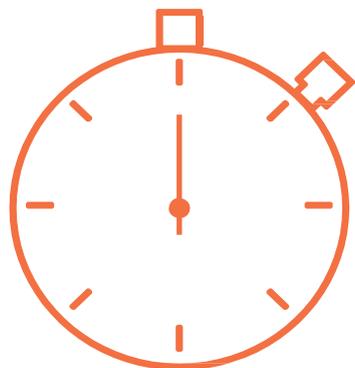


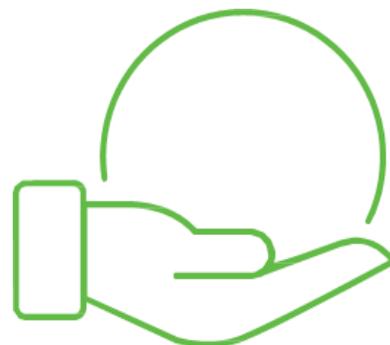
Creativity



Activity



Service



Metropolitan Learning Center CAS Handbook

v. 6/7/18



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CAS Website – www.gomlc.com/cas



What is CAS ?

CAS is at the heart of the Diploma Program. The holistic approach is designed to strengthen and extend each students personal and interpersonal learning from the MYP. CAS is organized around the three strands of **creativity, activity** and **service** defined as follows.

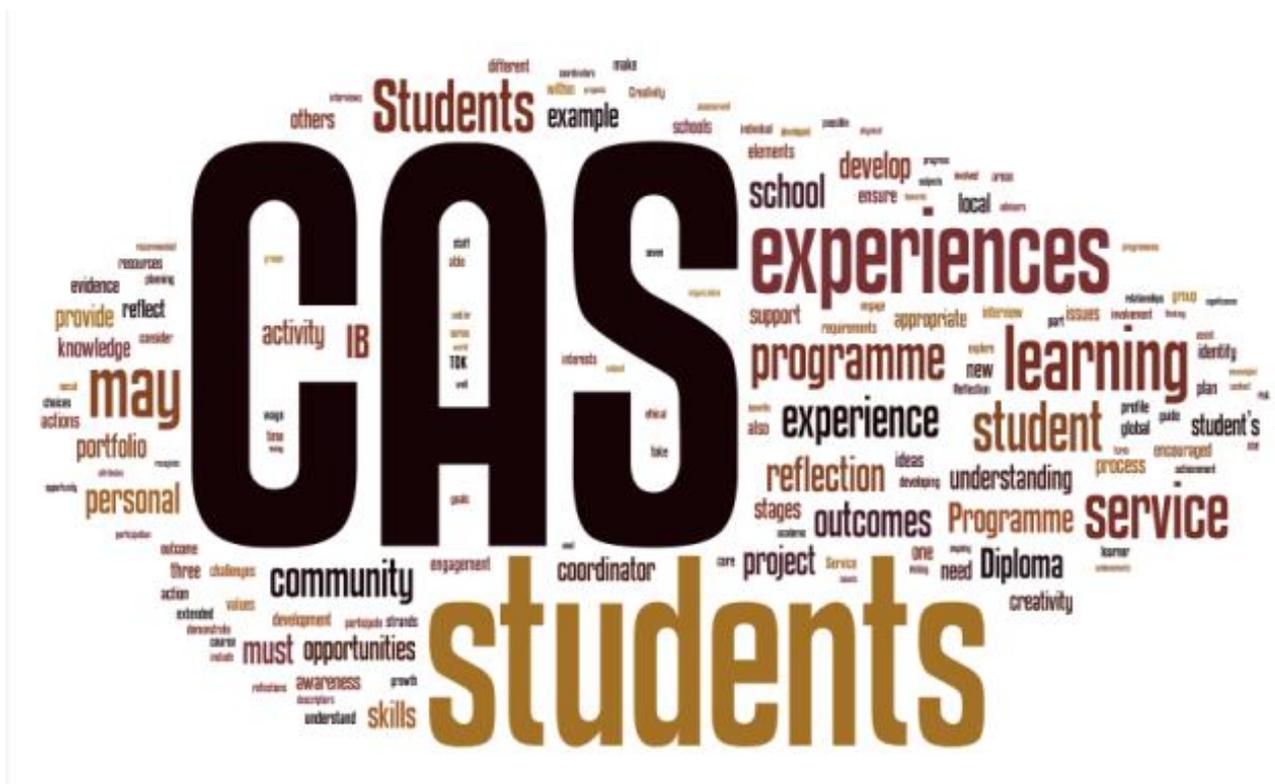
- **Creativity** - exploring and extending ideas leading to an original or interpretive product or performance
- **Activity** - physical exertion contributing to a healthy lifestyle
- **Service** - collaborative and reciprocal engagement with the community in response to an authentic need

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS program is a journey of discovery of self and others. For many, CAS is profound and life changing. Each individual student has a different starting point and different needs and goals. A CAS program is, therefore, individualized according to student interests, skills, values and background. For many students, their CAS experiences are profound and life changing.

- CAS is the IB Learner Profile in action – a good CAS program can develop all Learner Profile attributes.
- CAS aims to develop the whole person - it complements the academic demands of the IB Diploma and offers a balance to academic activities.
- CAS is experiential learning. In addition to academic/intellectual skills, CAS engages other intelligences in order for students to learn through doing.
- At the heart of CAS is a commitment to personal and social development
- When well carried out, CAS should build self-esteem, self-confidence, autonomy and self-reliance.
- CAS is inspired and informed by components of the student’s Diploma Program - CAS must not replicate other official IB Diploma requirements.
- Successful completion of CAS is a core requirement of the IB Diploma.

Students can fulfill their CAS requirements through the extra-curricular activities at MLC, but the majority will be through undertaking activities through their own initiative or participate in projects/experiences out of school.

Prior approval from your CAS Advisor/Coordinator is required before initiating any CAS experience.





CAS Requirements

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

- The CAS program formally begins at the start of the Diploma Program and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity, and service. All CAS requirements need to be completed by April in your graduating year.
- Completion of CAS is based on student achievement of the seven **CAS learning outcomes**. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.
- All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.
- Students 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.
- Students undertake a **CAS project** of at least one month's duration that challenges students 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.
- Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.
- There are three formal documented **interviews** students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS program, the second at the end of the first year, and the third interview is at the end of the CAS program.
- CAS emphasizes **reflection** which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.



Benefits of the CAS Program

After completing the requirements of the CAS program, 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.

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:

1. Identify own strengths and develop areas for growth

You are able to see yourself as an individual with various skills and abilities, some 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.

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

A new challenge may be an unfamiliar activity, or an extension to an existing one. The challenge needs to be a substantial one. As with new challenges, new skills may be shown in activities that you have not previously undertaken, or in increased expertise in an established area. The skills developed need to be useful and substantial.

3. Demonstrate how to initiate and plan a CAS experience

Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.

4. Show commitment to and perseverance in CAS experiences

At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities. Early withdrawal from activities works against this learning outcome and should be avoided.

5. Demonstrate the skills and recognize the benefits of working collaboratively

Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a community group. Students must collaborate and undertake a CAS project of at least one month's duration in one, two or three areas of CAS.

6. Demonstrate engagement with issues of global significance

You may be involved in acting upon any global issue that exists in the local community (issues include poverty, pollution, caring for the elderly, food and water access/use, education for all etc). You may also be involved in international projects either with indirect local action or traveling to be involved directly on location.

7. Recognize and consider the ethics of choices and actions

What is right and wrong? What are the consequences of decisions you make? Ethical decisions arise in almost any CAS activity (for example, on the sports field, in developing a stage production, in relationships with others involved in service activities). You need to show evidence of your thinking about ethical issues through your reflections and in discussions with your CAS Adviser or CAS Coordinator.

CAS Student Expectations

Key to a student's CAS program is personal engagement, choice and enjoyment of CAS experiences. Throughout the Diploma Program students undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. They must also undertake at least one CAS project with a minimum duration of one month. Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator's satisfaction.

CAS students are expected to:

- Approach CAS with a proactive attitude
- Develop a clear understanding of CAS expectations and the purpose of CAS
- Explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- Determine personal goals
- Discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser
- Understand and apply the CAS stages where appropriate
- Take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- Become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS program
- Maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
- Understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- Demonstrate accomplishments within their CAS program
- Communicate with the CAS coordinator formal and informal meetings
- Ensure a suitable balance between creativity, activity and service in their CAS program
- Behave appropriately and ethically in their choices and behaviors.

The CAS Coordinator will:

- Provide information to students, parents, and faculty
- Meet with students to discuss the CAS program and develop a personal review during the start of junior year
- Oversee portfolio management
- Make students aware of potential CAS experiences/projects
- Make sure that the school stays updated with the latest CAS information published by the IBO
- Approve CAS experiences/projects
- If necessary, provide feedback to students about CAS experiences/projects
- Meet with students in person at least 3 times (twice in junior year, once in senior year)
 - CAS Interviews are required and must be conducted with the CAS Coordinator
 - Students must be prepared to discuss their CAS plan, achievement of the seven learning outcomes and share the CAS Portfolio with updated evidence and reflections.

Strands of CAS - Creativity



Creativity

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

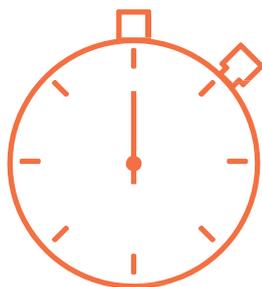
This aspect of CAS is interpreted as imaginatively as possible. Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression. Creativity will come from the student’s talents, interests, passions, emotional responses, and imagination; the form 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 endeavors that move them beyond the familiar, broadening their scope from conventional to unconventional thinking.

Approaches to Creativity

Ongoing Creativity	School-based Creativity	Community Based Creativity	Individual Creativity
A student may already be engaged in creativity as part of a school group or club,	Students are encouraged to participate in meaningful creativity and to explore their own sense of original thinking and expression.	Students could be encouraged to join a community-based theatre group, contribute towards a community art gallery, create a sculpture for the community park, take cooking classes, or other opportunities.	Students may decide that they wish to engage in solitary creativity experiences such as composing music, developing a website, writing a compilation of short fiction stories, designing furniture, creating arts and crafts, or painting a series of portraits.

Individual commitment to continued participation in an art form such as a musical instrument or photography is not accepted as CAS unless the experience provides a challenge.

Strands of CAS - *Activity*



Activity

“Physical exertion leading to a healthy lifestyle.”

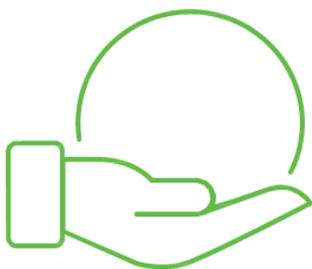
The aim of the “Activity” strand is to promote lifelong healthy habits related to physical well-being. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit.

Approaches to Activity

Ongoing Activity	School-based Activity	Community Based Activity	Individual Activity
A student may already be engaged in activity as part of a school team or club, or through some other form of sustained physical exercise.	These activity experiences could, for example, be part of the school curriculum, a school sports club, or timetabled sports sessions. Students may elect to initiate a school-based activity such as basketball or tennis and engage other CAS students or any student within the school.	Activity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of physical well-being of the students. For example, rather than a single activity experience at a community-based fun run, students could be encouraged to join a community-based running club, a dance class, an aerobics class or an out-of-school sports group.	Students may decide that they wish to engage in solitary activity experiences such as, for example, attending a gym, bicycling, roller-skating, swimming, or strength conditioning. Such activity experiences are of most benefit when they take place over an extended duration of time. Risk assessments should be conducted.

Individual commitment to continued participation is not accepted as CAS unless the experience provides a challenge, that aspects of participation in the activity are new to you, that goals are set and that you reflect on your progress.

Strands of CAS - *Service*



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 for best practice.

CAS Stages



CAS Stages for developing meaningful service experiences

1. **Investigation** includes an analysis of student interest, skills and talents that can be utilized in constructing and implementing the service idea as well as an exploration of the chosen issue of focus. The communities where the service will take place are to confirm its need in this stage.
2. **Preparation** includes the continued gathering of information and knowledge required to develop a service plan that, with input from partners in the community, clarifies roles and responsibilities, outlines timelines and resources required, and gives specific reference to any skills that will need to be utilized to successfully complete the plan and its intended goals.
3. **Action** involves executing the plan via its outlined mode of service: direct service, indirect service, advocacy, or research. In this action, stage students may work individually, in groups, or with community partners. See below for a description of these four modes to taking action.
4. **Reflection** *is an ongoing process* that requires students to process their thoughts, feelings and experiences related to the activity and relate them to their self, to the community and to society in general. Reflection activities can help gauge, and deepen, understanding and synthesis of the CAS experience.
5. **Demonstration** involves students sharing their service experiences, being explicit about what they accomplished, or failed to accomplish, and what they learned from the whole experience. This sharing may take a variety of forms, including written summaries, formal presentations and public displays.

TYPES of Service

Direct service: Service that involves direct interaction with a targeted cause. Examples include developing a waste management policy for a chosen community, holding craft lessons at an elderly person’s home, or tutoring students with learning difficulties.

Indirect service: Service that has a verified benefit to the targeted cause, but you do not see those you aim to support. Examples include developing promotional material for an NGO, developing materials to support improvements in literacy, updating the website for an orphanage located overseas or organizing a concert to benefit a local NGO.

Advocacy: Get involved in supporting an issue of public interest by promoting the cause or concern. Examples include joining or initiating an awareness campaign about the plight of a local waterway, submitting articles to local media on issues of poverty in the local community, creating a video on improving waste disposal in the community and posting it online or advocating for an awareness campaign on hunger.

Research: Focusing on a particular issue of public interest, collect information from a variety of sources then synthesize it to produce material that can be used to influence change in practices and policy. Examples include collecting data to support species population studies, produce a report on the need for rehabilitation of natural environments, or submit a research paper aiming to alter school practices or procedures.

Approaches to Service

Ongoing Service	School-based Service	Community Based Service	Immediate Need Service
<p>When investigating a need that leads to a plan of action implemented over time, students develop perseverance and commitment. They observe how their ideas and actions build on the contributions of others to effect change. Their reflections may show deeper awareness and knowledge of social issues.</p>	<p>While students are encouraged to participate in meaningful service that benefits the community outside school, there may well be appropriate service opportunities within the school setting. In all cases an authentic need must be verified that will be met through student action. Service needs met at a school may prepare students for further action within the larger community; for example, by tutoring within the school, students may then be better prepared to tutor at a community center.</p>	<p>Participating in service within the local community advances student awareness and understanding of social issues and solutions. However, single incidents of engagement with individuals in a service context can lack depth and meaning. When possible, interactions involving people in a service context best occur with a regularity that builds and sustains relationships for the mutual benefit of all. For example, rather than a single service experience at a retirement facility, students can decide to establish regular visits when they realize their efforts are valued and have reciprocal impact.</p>	<p>In response to a disaster, students often want to move towards immediate action. Typically they quickly attempt to assess the need and devise a planned response. Later, the students can be reminded and encouraged to further investigate the issue to better understand underlying causes. This provides greater context even if the service action has already taken place. With increased knowledge, students may commit to ongoing assistance, for example, such as joining with prevention or community resilience initiatives regarding an environmental issue.</p>
Fundraising	International Service	Volunteerism	Service from Curriculum
<p>The preferred approach is for students to initially develop their understanding of the organization they choose to support and the issues being addressed. Students can draw from their interests, skills and talents to plan the method and manner of fundraising. Ideally, students directly communicate with the organization and establish accountability for funds raised. Sharing the rationale for the fundraising educates others and advocates the chosen cause. Students can also be asked to consider other ways to augment their contribution through direct, advocacy, or research service.</p>	<p>Students are encouraged to participate locally in service before considering service opportunities outside their country. When participating in international service, students must understand the background and the circumstances of an identified and authenticated need to support their involvement. When direct communication with an overseas community is not possible, students could cooperate with an outside agency to provide an appropriate service. Students do benefit from serving in an international context when able to make clear links to parallel issues in their local area.</p>	<p>When you give your time to join service activities that have been initiated and planned by other students, the school, or a community group. Preferably you will first develop your understanding of what you are giving your time for – what the issue being addressed is, why it exists and ways it could be rectified. The more informed and prepared you are, then the greater the scope for a meaningful contribution.</p>	<p>Teachers plan units with service learning opportunities in mind, students may or may not respond and act. For example, while studying freshwater ecology in environmental systems and society, students decide to monitor and improve a local water system.</p>

Choosing your CAS

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

CAS Experiences MAY

- CAS experiences can be a single event (mountain hike or service at a local shelter) or may be an extended series of events (basketball tournament for the community or planned visits to a nursing home).

CAS Experiences MUST

- Fit within one or more of the CAS strands
- Be based on a personal interest, skill, talent or opportunity for growth
- Provide opportunities to develop the attributes of the IB learner profile
- Not be used or included in the student's Diploma course requirements

Examples of CAS Experiences

Creativity	Activity	Service
Art/photography gallery	Aerobics	Creating and sustaining a community group
Tournament organization	Badminton	Teaching basic literacy
Event management	Basketball	Habitat For Humanity
Website development	Gym program	Joining a Global Issues Seminar
Choir	Kickboxing	Teaching the use of computers
Speech and debate	Triathlon	Creating a film competition
Drama production	DC Cobra teams	Waste management program
Journalism	Soccer	Environmental restoration and protection.
Writing a book	Tournament participation	Orphanage work
Music / band	Surfing	Teaching computer literacy
Learning an instrument	Swimming	Student Council
Model United Nations	Trekking	Peer Tutoring (to junior students)
Fashion Show	Tai chi	World Water Day
Talent show	Tennis	World Aids Day
Pottery	Volleyball	Tidy schools competition

The following questions may help determine whether or not an intended activity qualifies as CAS

- Is the activity a **new role** for me?
- Is it a **real task** that I am going to undertake?
- Does it have **real consequences** for me or for other people?
- What do I hope to **learn** from getting involved?
- How can this activity **benefit me or other people**?
- How can I **reflect** on this activity?
- Who will be the **appropriate adult supervisor** to assist/ witness my participation?

What does not qualify as CAS?

It is important that the spirit of CAS be considered at all times. Generally, CAS is not taking place when you are in a passive rather than an active role. **There should be interaction.** If you are in a passive role then the activity will provide you with no meaningful benefit. In such circumstances, achievement of the CAS Learning Outcomes is rare to occur.

Examples of activities that may be inappropriate for CAS include:

- Doing simple, tedious and repetitive work, like returning school library books to the shelves, handing out brochures, selling tickets to an event, or asking people in the street for donations.
- A passive pursuit, such as a visit to a museum, the theatre, art exhibition, concert or sports event.
- All forms of duty within the family.
- Religious devotion.
- Work experience that only benefits you.
- Fund-raising with no clearly defined end in sight.
- An activity where there is no leader or responsible adult on site to evaluate and confirm your performance.
- Activities that cause division amongst different groups in the community.
- An activity for which you are personally rewarded either financially or with some other benefit (unless this benefit is passed on in full to a worthy cause).

The CAS Project

Completion of CAS includes a 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 at least one CAS project during their CAS program.**

A CAS project involves collaboration between a group of students or with members of the wider community - all members being contributors. Students have the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities for individual students to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects.

Like individual CAS experiences, CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met.

Project Examples

A CAS project can address any single strand of CAS, or combine two or all three strands. The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

- Creativity: A student group plans, designs and creates a mural.
- Activity: Students organize and participate in a sports team including training sessions and matches against other teams.
- Service: Students set up and conduct tutoring for people in need.
- Creativity and activity: Students choreograph a routine for their marching band.
- Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.
- Service and creativity: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.
- Creativity, activity, and service: Students rehearse and perform a dance production for a community retirement home.

Prior MLC Examples

- Organizing a World Cup Soccer Tournament for HS
- Creating a handbook for MLC students in the DP Program
- Speaking to local Board of Ed regarding the use of drones
- Starting the MLC JSA (Junior State of America) chapter

All CAS projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS project. Students will likely identify more outcomes, or modify expected outcomes during the CAS project and/or at its completion.

A minimum of one month is recommended for a CAS project, from planning to completion. CAS projects of longer duration can provide even greater scope and opportunities for all participants and should be encouraged. Students should aim to undertake their CAS project locally and, if possible, engage in more than one CAS project over the duration of their CAS program.

As expected throughout CAS, students reflect on their CAS project experience. Due to the collaborative nature of the CAS project, having occasions to reflect with others can prove most informative and assist students in gaining insights into the process of their endeavor as well as personal growth.

Reflection

IB learners are 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.”*

Reflection is central to the CAS experience; it is a dynamic means for self-knowing, learning and decision making. Reflection is not an account of what was done or a series of steps in the process – it is an expression of your experience and growth. Student reflection is the primary evidence used to determine completion of the CAS program.

Elements of Reflection

1. Describing what happened. You should retell memorable moments and identify what was important or influential, what went well or was difficult, obstacles and successes.
2. Expressing feelings. You should identify and express your emotional response to the experiences.
3. Generating ideas. Rethink and re-examine choices and actions.
4. Asking questions. Consider questions about people, processes or issues to prompt further thinking or inquiry.

Purposeful reflection is about quality – not quantity. You are not expected to write after each interaction in a CAS experience, rather allow the experience to inspire the reflection. Students are often inspired by moments of discovery, mastery of skills, taking on challenges, experiencing emotions or noting achievements worthy of celebration.

Forms of Reflection

Reflection can be made in a variety of formats

- A photograph taken during a hike can inspire writing
- A song written about helping children
- Dramatic poetry can express a creative endeavor
- A video can summarize an experience
- A group can create a poster identifying shared experiences

Reflection is personal. It can be a story, a poem, comic strip, dramatic performance, letter, dance or other form of expression. You may choose to keep some reflections private. Students will need to include reflections that give evidence to achievement of the seven learning outcomes.

Reflection Examples

“I’m starting to get the feeling I’m appreciated. John is allowing me to do more work on my own. Was proud today after he looked at what I had done - he was impressed. I’m enjoying the work - albeit hot and tiring. But fun! Most importantly I’m learning how to get on with all sorts of people. I feel much more confident now, not shy to say what I think and feel.”

“Some thoughts after today’s session at the elderly center - I felt really bad today since I tried to help an old lady eat but she couldn’t and I wasn’t sure what to do. I felt quite uncomfortable and a bit, well, hopeless. The nurse made it look so easy. It made me think that maybe I shouldn’t be doing that part of the volunteer- in as I don’t have the training. I am going to discuss this with the nurse next week. - It is nice being around old people, it makes me realize the importance of life and how good it feels to be young and be able to do things on my own without needing help. Things like this we take for granted.”

“We had a rehearsal for the presentation. After I heard other people’s speech I realized that it is not just the content but also the delivery. I felt a bit stupid, but I practiced at home in front of the mirror. Even by myself, I couldn’t be really expressive or put much excitement in my voice. I’m not sure I can do much about it coz that’s just me! Not sure what to do...”

"This project got me talking to a lot of new people. I made new friends and I became less shy about approaching strangers. I discovered that nearly everyone is looking for friends in this world and not enemies, so just smile and be friendly."

"I talked to my supervisor about the creations that I have been making. She gave me some very nice advice to look at things in the environment for inspiration. I thought I was doing some experimental work but I realized that all my designs were quite similar. How can I become more imaginative? Made me think about how artists or writers come up with original work - what is it that makes them creative? Are they born with this ability? Can it be trained? For now, I'll have to stick with my supervisor's advice - go for a walk outside and rely on my senses for some inspiration."

THE SELF-REFLECTION MANIFESTO



ARE YOU LIVING YOUR LIFE TO THE **FULLEST** RIGHT NOW? WHAT DO YOU WANT TO **ACHIEVE** 1 YEAR FROM NOW? 3 YEARS? 5 YEARS?

WHERE ARE YOU LIVING RIGHT NOW - THE PAST, **FUTURE** OR **PRESENT**? WHAT WOULD YOU DO IF YOU **CANNOT FAIL**, IF THERE ARE **ABSOLUTELY NO LIMITATIONS** IN MONEY, RESOURCES, TIME OR NETWORKS?

DO YOU **LOVE YOUR JOB**? IF YOU HAVE **1 YEAR LEFT TO LIVE**, WHAT WOULD YOU DO? WHY/WHY NOT? HOW ABOUT 1 MONTH? 1 DAY? 1 MINUTE?

WHO ARE YOU? WHAT DO YOU **FEAR** MOST? WHAT ARE YOUR **VALUES**? DO YOU **REPRESENT** **WHY?** WHY? WHY? WHY? WHY? WHY? WHY?

WHAT ARE YOUR **BIGGEST GOALS AND DREAMS**? ARE YOU PUTTING ANY PARTS OF YOUR LIFE ON HOLD? WHY? IF YOU WERE TO **DIE TOMORROW**, WHAT WOULD BE YOUR BIGGEST REGRET? WHAT CAN YOU DO TO MAKE SURE THAT DOES NOT HAPPEN?

HOW ARE YOU FEELING TODAY? DO YOU **LOVE YOURSELF**? WHAT IS YOUR **WHY / WHY NOT?** HOW CAN YOU LOVE YOURSELF **MORE TODAY**? WHO ARE THE **MOST IMPORTANT PEOPLE** TO YOU IN THE WORLD? HOW ARE YOU SHOWING THEM YOU **CARE**?

WHAT ARE YOU **BUSY WITH TODAY**? **WILL THIS MATTER 1 YEAR FROM NOW?** IF YOU HAVE **1 MILLION DOLLARS**, WHAT WOULD YOU DO WITH IT? IF YOU ARE TO DO SOMETHING FOR **FREE FOR THE REST OF YOUR LIFE**, WHAT WOULD YOU WANT TO DO? **PASSIONATE** WHO DO YOU **LOOK UP TO?** WHAT ARE THE **BIGGEST THINGS** ABOUT? WHAT **INSPIRES YOU?** WHAT **DRIVES YOU?** WHAT ARE THE **BIGGEST THINGS** YOU'VE LEARNED IN LIFE TO DATE? WHAT **LIMITING BELIEFS** ARE YOU HOLDING ON TO? ARE THEY HELPING YOU **ACHIEVE YOUR GOALS**? HOW CAN YOU DO THIS **BETTER** THE NEXT TIME? ARE YOU **SETTLING** FOR LESS THAN WHAT YOU ARE **WORTH**? WHY? IF YOU ARE YOURSELF **1 YEAR FROM TODAY**, HOW WOULD YOU ADVISE THE YOU NOW?

WHAT IS YOUR **IDEAL LIFE**? WHAT'S THE **TOP PRIORITY** IN YOUR LIFE RIGHT NOW? CAREER? DIET? HOME? SELF? LOOK LIFE PARTNER? WHAT ARE THE **BIGGEST ACTIONS** YOU CAN TAKE NOW TO CREATE THE **BIGGEST RESULTS** IN YOUR LIFE? WHAT IS **ONE THING** YOU'RE GOING TO DO **DIFFERENTLY** AFTER READING THIS?

© Celestine Chua; Source: personalexcellence.co/blog/101-questions-to-ask-yourself/

"I have learned a lot from them, about many things, but mostly about how to live with what you are given... I hope when I am their age and in their situation like theirs that I can have their attitude – life is what it is and the best thing to do is accept it and be happy."

"I was very happy when on one day she confessed to me how grateful she was for my help. The activity gave me fulfillment and made me conceive how serious is the problem of loneliness in life and I realized the importance of attention that needs to be paid to lonely people."

"When I first started my tennis lessons I didn't like the coach. He yelled at me a lot and made me run too much. But I think now he is ok and maybe I need somebody to yell at me so I try the best I can. It doesn't work if mum yells at me though!"

CAS Connections in the Diploma Program

International Dimensions

“The aim of all IB programs 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.” - IB learner profile booklet

Creating “a better and more peaceful world” is a large aim. Working towards it should be seen as involving many steps, which may be taken locally, nationally or internationally. It is important to see activities in a broader context, bearing in mind the maxim “Think globally, act locally.” Working with people from different social or cultural backgrounds in the vicinity of the school can do as much to increase mutual understanding as large international projects

CAS and Ethical Education

There are many definitions of ethical education. The more interesting ones acknowledge that it involves more than simply “learning about ethics”. Meaningful ethical education – the development of ethical beings – happens only when people’s feelings and behavior change, as well as their ideas.

CAS involves real activities with significant outcomes. Each experience provides a major opportunity for ethical education, understood as involving principles, attitudes and behavior. The emphasis in CAS is on helping students to develop their 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 experiences, and may challenge a student’s ideas, instinctive responses or ways of behaving (for example, towards other people). The MLC is prepared to support students’ personal growth as they think, feel and act their way through ethical issues during their CAS program.

CAS and Theory of Knowledge

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 during a CAS experience 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, students are encouraged to compare their learning in CAS with their 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.



CAS – Steps to Starting

Pre-Planning

- All students are required to complete a CAS Initial Personal Self-Review in the first months of the junior year in the Diploma Program (dates are set by CAS Coordinator). This form will get students to begin making connections about how things they are currently doing or would like to pursue in the future may relate to their potential CAS experiences/projects. Student CAS plans may be adjusted at any time. **Prior approval must be sought before any CAS activity begins.**

Create the Plan

- Identify a range of experiences with a balance between creativity, activity and service
- Plan for the CAS Project
- Discuss the CAS plan during the initial CAS meeting and all subsequent meetings..

Portfolio

- Your CAS portfolio must be updated as experiences are completed. A portfolio can be reviewed at any time.
- The portfolio **MUST** include evidence and reflections.
- Supervisor reviews must be obtained within two weeks of completed work/experience.

All students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS and the achievement of the seven CAS learning outcomes. The work in your portfolio is also evidence of your growth in the IB Learner Profile. The portfolio is where you will plan your CAS program, reflect on experiences and provide evidence of involvement in CAS. The portfolio must be kept up to date.

Profile: In this section, students include their interests, skills and talents, plans and goals for their CAS program. 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 program.

Experiences and Reflections: 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 program. 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 correlate their involvement with the CAS learning outcomes and may extend their thoughts to future ambitions within and outside the CAS program.

CAS Documentation

The table below describes the processes and the documentation you must complete to make sure you receive credit for your CAS involvement.

Stage	Description	Form Required
Before	Before you begin a new experience you must submit a Proposal Form . You must wait until the CAS Coordinator approves your activity before you begin. Provide a minimum of one week for review and possible meeting.	Proposal Form
During	You must collect evidence of your CAS experiences in your CAS Portfolio. Compile photos, videos and other artifacts as evidence of your participation and your achievement in the seven learning outcomes. This portfolio will act as a tool for the evaluation of your CAS program. Keep your CAS Portfolio up to date.	Evidence in Portfolio
After	At the end of an experience, you should make your final reflections. You can also have your supervisor fill out a Supervisor Review (within two weeks of activity completion) .	Supervisor Review/ Student Reflection

- Each of your experiences requires an **adult supervisor** (not your parents!). If you are taking part in a school-based experience the supervisor will be the teacher or staff member. If the experience was self-initiated or part of an organized event outside of school you will have to identify a supervisor who can witness and verify your participation.
- Supervisor review is an important part of the CAS process – it facilitates growth and provides a responsible adult for students to check in with during the experience. Supervisor reviews will be discussed with the current CAS cohort.
- No CAS experience should be trivial. You should be considering experiences that require a **time commitment** of at least five, but more likely 10 hours (though keep in mind – we are not counting hours!).
- To ensure a balance, no single experience should take up more than 50% of your participation.
- As a rough rule of thumb you will be taking part in between **six to eight substantial activities** over the two-year CAS program, with a balance of experiences between the three categories.
- Abrupt withdrawal from involvement in an experience is not encouraged. You may not be demonstrating perseverance and commitment to your CAS program which is a required learning outcome of the CAS program.
- Interviews with the CAS Coordinator where you discuss on your progress will be held at scheduled times during the CAS program.
- To assist you in successfully reaching the CAS requirements, a number of CAS benchmarks have been set. If you do not meet these deadlines, you could jeopardize your successful completion of the IB Diploma.
- Towards the end of your senior year you will be asked to present your finalized CAS Portfolio and take part in a final interview with the CAS Coordinator. A completion checklist will be used at the end of your CAS program to record your achievements. The school will then inform the IB whether or not you have successfully completed CAS.

CAS Benchmarks and Timeline

Month	Year 11	Year 12
September	<ul style="list-style-type: none"> • Introduction to CAS and review CAS Handbook • Complete CAS Planning documents • Complete Activity Proposal Forms • Begin activities and start CAS Portfolio entries 	<ul style="list-style-type: none"> • CAS Check - Experiences planned for all learning outcomes to be met • CAS Chat - brief scheduled chat CAS Coordinator; review portfolio
October	<ul style="list-style-type: none"> • First interview with CAS Advisor 	<ul style="list-style-type: none"> • CAS communication via portfolio
November		<ul style="list-style-type: none"> • Third interview with CAS Advisor, discuss CAS Portfolio
December	<ul style="list-style-type: none"> • CAS 2nd Quarter Check - Two experiences are either completed or ongoing by winter break 	<ul style="list-style-type: none"> • CAS Chat - brief scheduled chat CAS Coordinator; review portfolio • CAS Check - Six activities are either completed or ongoing by winter break.
January	<ul style="list-style-type: none"> • CAS semester progress report generated and progress noted on MLC report card as "Pass/Fail" 	<ul style="list-style-type: none"> • CAS semester progress report generated and progress noted on MLC report card as "Pass/Fail"
February		<ul style="list-style-type: none"> • CAS final deadline is two months away – use vacation time to update
March	<ul style="list-style-type: none"> • CAS 3rd Quarter Check - Three experiences are either completed or ongoing by end of third quarter 	<ul style="list-style-type: none"> • CAS final deadline is ONE month away
April		<ul style="list-style-type: none"> • TAX DAY is CAS DAY – Student portfolios are expected to be finalized in advance of exams and will be reviewed and status determined
May	<ul style="list-style-type: none"> • Second interview with CAS Coordinator 	<ul style="list-style-type: none"> • CAS Portfolio Presentations • CAS status is uploaded to IBIS
June	<ul style="list-style-type: none"> • CAS Project Discussion • CAS semester progress report generated and progress noted on MLC report card as "Pass/Fail" 	<ul style="list-style-type: none"> • CAS Celebration

Failing to reach these ongoing deadlines could jeopardize successful completion of the IB Diploma at the MLC.

FORM 1 – Getting Started in CAS

This following checklist helps identify your understanding and readiness to begin the CAS Program. Initial each box when you are sure that you have fully understood the expectation. Students are asked to read and review the handbook noting questions in the space below.

	Initials
I have carefully read through the information contained in this CAS handbook and I fully understand the CAS requirements.	
I know who the CAS coordinator is.	
I know that I can always discuss CAS issues and concerns with the CAS Coordinator.	
I am aware of the 18 month CAS Timetable and I will follow it.	
I must develop a CAS plan for a minimum of 18 months of participation in CAS experiences.	
I know that I must maintain a balance between Creativity, Activity and Service.	
I will set myself goals for each experience and I will reflect carefully on each experience I undertake.	
I understand that a Proposal Form must be approved by my CAS Coordinator before I can start any CAS experience.	
I must have a responsible adult supervisor (not from my family or another student) for each experience I undertake.	
My CAS supervisors should understand their role and responsibilities – if not – I will explain it to them.	
I will maintain a log of my experiences and document ongoing evidence and complete a final reflection.	
I will ensure that my CAS supervisors will complete and submit the Supervisor Review Form within two weeks of finishing an experience.	
I am aware that I must present my evidence for meeting all seven learning outcomes in my CAS Portfolio.	
I am aware that copies of CAS Forms are available on www.gomlc.com/cas	
I understand that the CAS Handbook and Forms may be updated and I am responsible for acknowledging the new material. The CAS Coordinator will speak directly with TOK groups when updates are available.	
I clearly understand that without the satisfactory and timely completion of CAS program, I will not be eligible for the IB Diploma.	

Comments and Questions

Student Signature _____ Date _____

CAS Coordinator Signature _____ Date _____

FORM 2 - Personal Profile

The following questions will help identifying your interests, experiences, talents and ways you want to grow and develop with CAS experiences and project ideas. This is simply a way to get started with your CAS program.

1. What are your talents?

2. What do you enjoy doing?

3. What skill or talent would you like to improve?

4. What are you already doing that could be part of your CAS program?

5. What would you like to be involved in?

6. Describe a time when you helped someone else or helped with a cause.

7. Describe a time when someone helped you.

8. About what issues do you have concern or feel most passionate?

9. Are there any local clubs or community associations in which you are/could be involved?

10. What would you like to learn more about?

11. What have you always wanted to try but haven't yet?

12. Could you extend your Personal Project (or that of another student) into an acceptable CAS experience?

What other questions may help? Write down two and answer them.

FORM 3: CAS Plan Proposal *(required at first interview)*

Your plan will most probably adapt over time as you reflect on your experiences and your interests and preferences change. This plan therefore is not set in stone, but is an excellent place to start.

Which experiences will you get involved in? (You can place an activity in more than one box)

	Experience (Include organization if known)	Date (month/year)	Approx. duration	Learning Outcomes
An experience you initiate and plan.				
A long term collaborative experience that is one month in duration.				
An experience that will be a new challenge to you.				
An experience where you will demonstrate commitment and perseverance.				
Involvement with issues of global importance (either locally, nationally, or internationally).				
An activity that will involve you in the local community.				

A successful CAS program must include balance in all three strands. List planned experiences in the appropriate column(s) below. Aim for a minimum of three experiences in each strand.

Creativity	Activity	Service
CAS Project/CAS Notes		

Student Signature _____ Date _____

CAS Coordinator Signature _____ Date _____

FORM 4a: CAS Experience – Quality Check Questions and Rubric (*optional form*)

You must have your CAS experiences approved in advance by the CAS Coordinator. This form will help you determine if your planned experience is suitable for CAS. This form is OPTIONAL and does not need to be handed in to the CAS Coordinator.

Proposed CAS Experience

Is the activity a **new role** for me? Justify

Is it a **real task** that I am going to undertake?

Does it have **real consequences** for other people and for me?

What do I hope to **learn** from getting involved?

How can this activity **benefit other people**?

How does this activity relate to the **Learning Outcomes**?

Have you found an **adult supervisor** for the experience?

Notes for the CAS Coordinator

FORM 4b: CAS Experience – Quality Check Questions and Rubric (*optional form*)

Mark the box that best describes your proposed experience and add the points together. Low scoring activities (less than 10) indicate that they are most likely inappropriate for CAS. Discuss with your CAS Coordinator if you have any questions.

Criterion	Level 1	Level 2	Level 3	Level 4
Challenge	Attendance only required	Gives opportunity for student to extend him/herself	Presents a difficult and challenging target	Pushes student beyond previous limits
Opportunities for experience to benefit others	No benefit other than to student	Has some benefit to others	Outcome is directed towards benefiting others	Results in identifiable benefit to others
Acquisition of skills and interests rather than practicing those already acquired	No level of skill required	Requires skills any student of this age would be expected already to have	Develops existing skills	Develops new skills
Initiation and planning by students	Experience organized by school	Activity organized by outside agency	Organized by group of students with adult leader	Planned, organized and run by student(s) with supervision
Establishing links with community and furthering international understanding	Does not involve working with others	Involves working within the school community only	Involves working with the local community but may lack international relevance	Involves working with and within the local/international community
Active rather than passive nature	No active participation	Student required to participate but not initiate	Requires active participation	Requires active participation and input from student
Experience nature - combining a range of strands (Creativity, Activity and Service)	Activity 'on-off' of short duration - only one type	Combines two strands on more than one occasion or one for longer duration	Has elements of all three strands on more than one occasion or two for longer duration	Has a good balance of three strands combined into a long term experience

Total points for experience _____

FORM 5 – CAS Proposal Form

Please use ManageBac for all CAS Proposals. Please see the CAS Coordinator if you need assistance with your account.

FORM 6a – Supervisor Letter (to be given to supervisor ahead of experience) (*optional form*)

The image below is the Supervisor Letter that can help you introduce CAS and the Supervisor role. Please download the letter on the CAS website at www.gomlc.com



METROPOLITAN LEARNING CENTER FOR GLOBAL AND INTERNATIONAL STUDIES

Academic Year 2015-2015

To Whom it May Concern,

This letter is to enlist your support and supervision of our MLC Student and their completion of the Creativity, Activity and Service (CAS) program within the International Baccalaureate (IB) Diploma Program. The IB aims to do more than other programs by developing inquiring, knowledgeable and caring young people who are motivated to succeed. Within the IB, the CAS program requires student growth and reflection in physical pursuits, service learning and creative expression – areas that academic programs often overlook. The CAS program has three strands:

CREATIVITY: This aspect of CAS encourages exploring and extending ideas leading to an original or interpretive product or performance

ACTIVITY: This aspect of CAS encourages physical activity contributing to a healthy lifestyle.

SERVICE: CAS service is collaborative and reciprocal engagement with the community in response to an authentic need

The IB requires all students be supervised during CAS experiences to ensure student safety and performance. The role of a CAS supervisor is to monitor the student and let me, the CAS Coordinator, know if any problems arise. We encourage supervisors to share their expertise with CAS students – you have a perspective that will enhance their understanding of the world and themselves – please share it with them.

Within two weeks of experience completion, an email will be sent from ManageBac or our student will provide you with a review form to complete. In this review, you will be asked to comment on the student's commitment, effort, ethics and initiative as well as make other comments you feel will benefit the students growth. Finally, you will be asked if the activity has been completed successfully. Please contact me if you have any questions.

Thank you in advance for your time and effort,

A handwritten signature in black ink that reads "Stacey L. Rowe".

Stacey Rowe
CAS Coordinator
CREC Metropolitan Learning Center
strowe@crec.org 413.218.4750



FORM 7– CAS Project Planning Form

Student project leader(s)	
Members	
Title of project	
Focus of project	
How we are following the CAS stages	For each CAS stage, describe either what has been done or what you plan to do.
Investigation	
Preparation/Planning	
Action	
Reflection	
Demonstration	
Name of organization the project is organized with or for, if applicable	
Contact person at organization, contact phone and email, if applicable	
Teacher or other external supervisor, if applicable	
Anticipated dates of CAS project	
Risk assessment required? Yes/No	Risk assessment completed? Yes/No
Student signatures	
CAS Coordinator	
Principal signature (if required)/date	

FORM 8 – CAS Interview and Program Completion Checklist

This form will assist you in determining CAS Program completion. Answering “YES” does not indicate completion – the CAS Coordinator will complete a final review of your program during the formal interviews.

	Y/N?	Notes Date
Evidence of planning of a CAS program		
Regular commitment over at least 18 months to CAS		
Understanding and ability to use the CAS stages when planning CAS experiences		
Balance between creativity, activity and service		
At least one planned project undertaken over at least one month		
Evidence of achieving all seven learning outcomes		
Evidence of identification of strengths and areas for personal growth (LO1)		
Evidence of undertaking new challenges and developing new skills in the process (LO2)		
Evidence of initiating and planning a CAS experience (LO3)		
Evidence of commitment and perseverance in CAS experiences (LO4)		
Evidence of demonstrating the skills and recognizing the benefits of working collaboratively (LO5)		
Evidence of engagement with issues of global significance (LO6)		
Evidence of recognizing and considering the ethics of choices and actions (LO7)		
Reflections completed on significant CAS experiences		
Supervisor reports supplied where necessary		
CAS interview 1 completed		
CAS Interview 2 completed		
CAS Interview 3 completed		
CAS portfolio completed		

Date: _____ **Interview** _____

Program Notes

