



# HIRANANDANI UPSCALE SCHOOL

An IB Curriculum School

2024 - 2025



## CREATIVITY,ACTIVITY, SERVICE (CAS) HANDBOOK

**This Guide has to be read in line with the other school  
policies.**

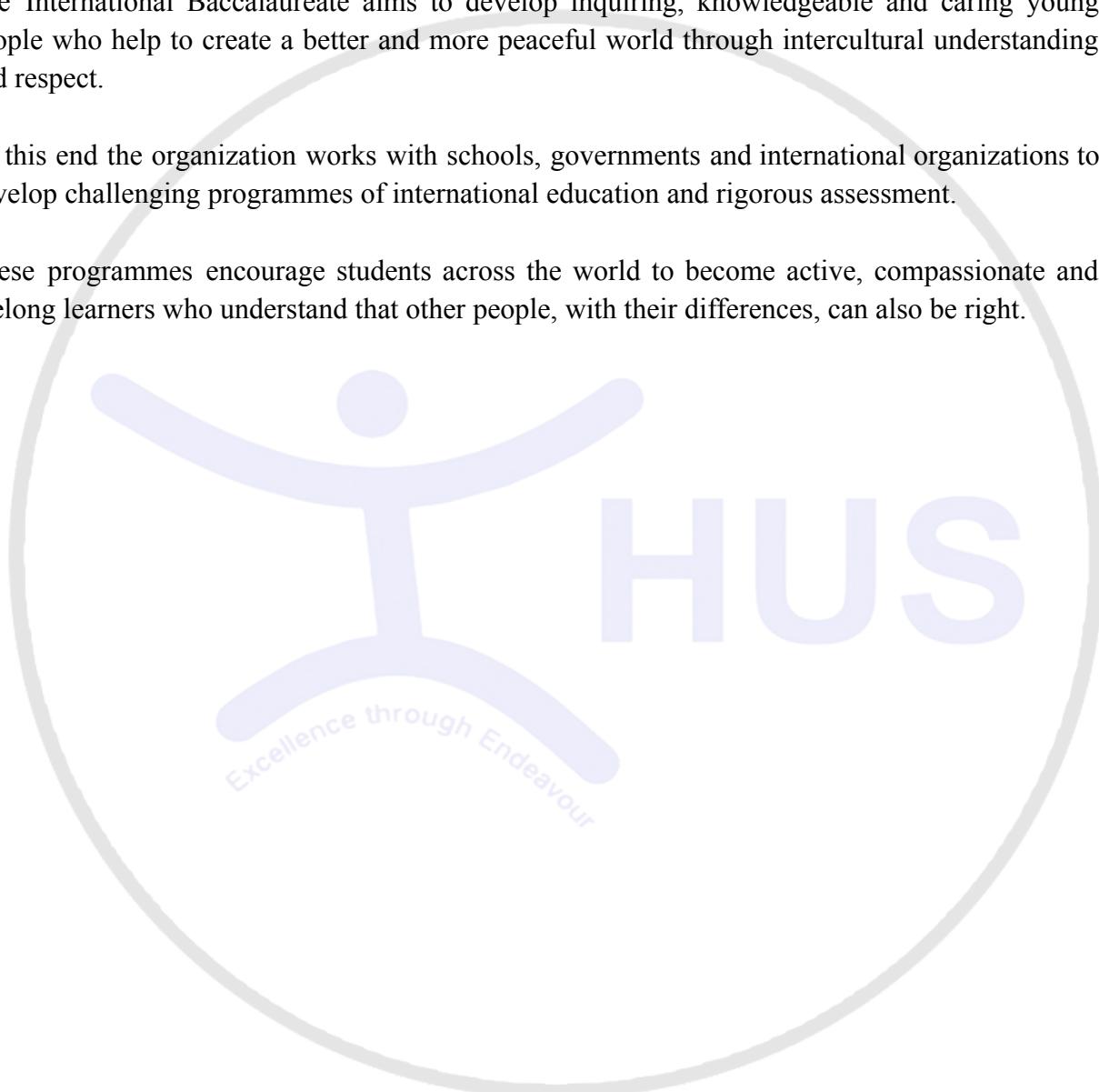


# IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



# IB LEARNER PROFILE

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

## **IB learners strive to be:**

**Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout our lives.

**Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled:** We act with integrity and honesty, with a strong sense of fairness and justice and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view and we are willing to grow from the experience.

**Caring:** We show empathy, compassion and respect. We have a commitment to service and we act to make a positive difference in the lives of others and in the world around us.

**Risk-takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced:** We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

1. [www.ibo.org](http://www.ibo.org). International Baccalaureate Organization (UK) Ltd. Aug. 2013. Web. 4 July 2016.

## OUR VISION

HUS aims to create a community of global citizens who are empowered to spearhead innovation and transformation for an interconnected, sustainable and compassionate world.

## OUR MISSION

We nurture our students to bring about their overall development through ethics, morals, cultural awareness, physical fitness, academic excellence & help them become outstanding citizens of India and the world. Our educational program encompasses, inculcating a high team spirit, leadership qualities, critical thinking and helps them develop an innovative mind, thereby creating a capacity of lifelong learning.



# OUR OBJECTIVE

Change is a dynamic process. Education also needs to change with time to meet the needs of the future. The curriculum at HUS has been designed keeping this in mind. Great care has been taken to ensure that the following objectives are achieved.

- To be unselfish in the service of their fellow students
- To become agents of social change in the country
- To have clear and firm principles and be courageous in action
- To value freedom and use it judiciously
- To become mature and spiritually oriented
- To interpret the world through science
- To be empathetic
- To develop sufficient insights into ethical values & principles and make moral judgments based on them
- To be aware of human rights and recognize its importance
- To strive continuously for excellence in every field
- To learn to think critically and independently
- To learn to care for others and the environment
- To learn to appreciate art
- To learn to apply the knowledge gained to the life they live and to the society in which they live

Every effort is made on a continuing basis to ensure that educational resources and infrastructure of the school are constantly strengthened & developed to support the objectives.

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## 1. What is CAS?

Creativity + Activity + Service; CAS is “Sharing our humanity” with others, and an integral part of the IB philosophy.

For one to be developed as a well-rounded person, one must broaden one’s world view. In our search to serve our fellow human, we draw upon our creative nature and must maintain bodies that are healthy and fit.

The rights, dignity and autonomy of all those involved are respected.

CAS allows students to elevate their personal and interpersonal growth through hands-on learning, simultaneously serving as a valuable counterweight to the academic demands of the remaining Diploma Programme. An effective CAS program should offer a blend of challenge and enjoyment, representing a unique voyage of self-exploration. As each student commences from a distinct juncture, possessing varied aspirations and requirements, their CAS pursuits often encompass deeply impactful and transformative encounters.

For student development to occur, **CAS should involve:**<sup>2</sup>

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

Every suggested CAS endeavour must adhere to these four benchmarks. Additionally, it is imperative that these undertakings refrain from duplicating other components of the student's Diploma Programme commitments. The synchronization of learning holds great significance within the Diploma Programme, thus CAS activities should be consistently pursued for an extended duration, ideally spanning the entirety of the program and extending for a minimum of 18 months. The successful fulfilment of CAS requirements is obligatory for the bestowal of the IB diploma. While CAS itself is not subject to formal evaluation, students are required to comprehensively chronicle their pursuits and furnish substantiation of accomplishing the seven fundamental learning objectives. The school's CAS program is subject to periodic evaluation by the relevant regional office.

### 1.1 What benefits do current DP students gain from undertaking CAS?

- The students demonstrate **excellence, balance between creativity, action and service, and commitment.**
- CAS experience becomes meaningful when the students spend time with others to construct relationships and develop self-confidence.

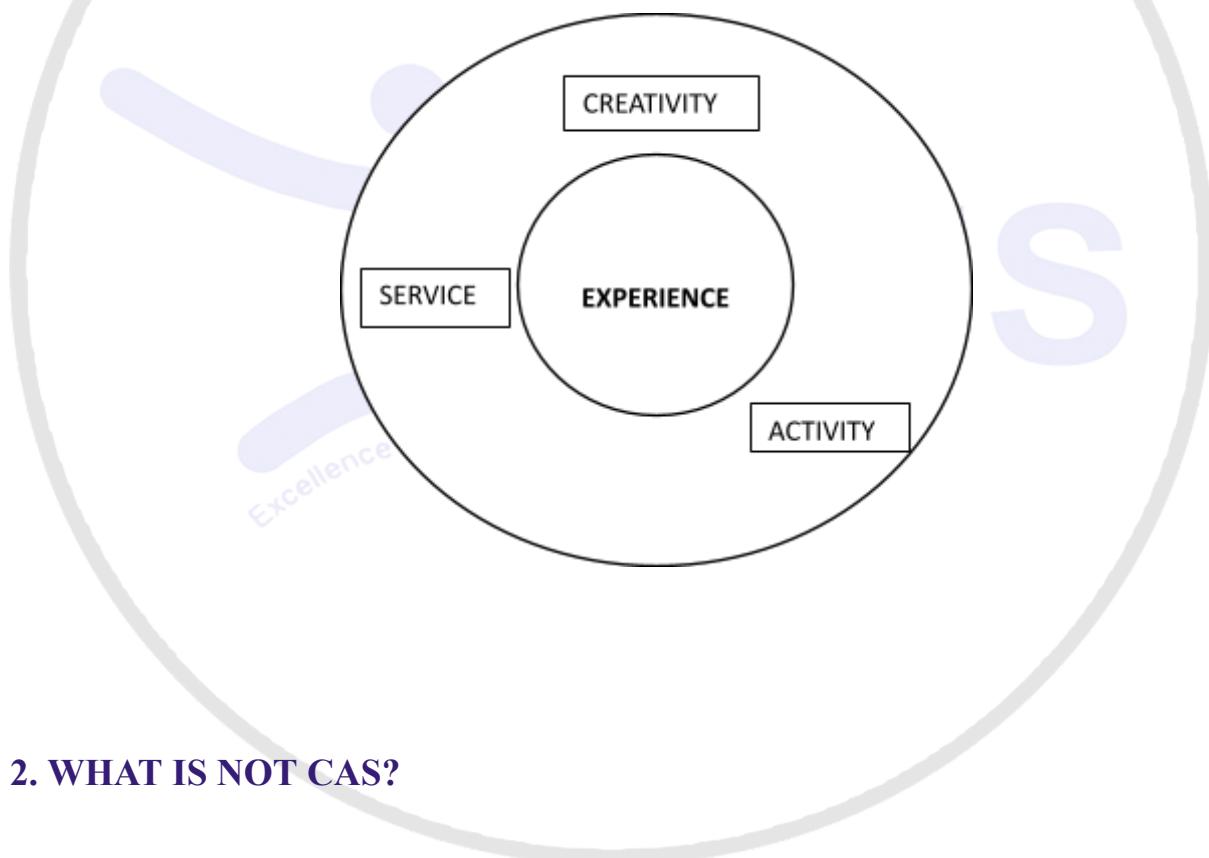
- CAS projects build a purposeful relationship between students and community members leading to a sustainable service project.
- CAS activities help the student to be defined as a **confident, flexible, clear-minded, global citizen with an ethical consciousness.**

**CREATIVITY:** arts and other experiences that involve creative thinking

**ACTIVITY:** physical exertion contributing to a healthy lifestyle, complementing the academic work elsewhere in the Diploma Programme.

**SERVICE:** an unpaid and voluntary exchange that has a learning benefit for the students. CAS experience can be a single event or may be an extended series of events. A CAS project is a collaborative series of sequential CAS experiences lasting at least one month

2. *"Diploma Programme Creativity, Activity, Service Guide." Diploma Programme Creativity, Activity, Service Guide. International Baccalaureate Organization 15 Route Des Morillons 1218 Le Grand-Saconnex Geneva, Switzerland, Mar. 2015. Web. June 2015.*



## 2. WHAT IS NOT CAS?

- any class, activity or project that is already part of the Diploma Programme
- an activity for personal reward, financial or benefit-in-kind
- simple, tedious and repetitive work
- a passive pursuit, e.g. museum, theatre, exhibition, concert visits
- part of a family or religious duty
- work experience that only benefits the student
- fundraising with no clearly defined end in sight

- an activity where there is no responsible adult on site to evaluate individual performance
- activities that cause division amongst different groups in the community
- working in an old age home or children's home when the student :
  - have no idea of how the home operates.
  - are just making sandwiches.
  - have no contact at all with the old people or children.
  - do no service for other people.

### 3. LEARNING OUTCOMES

#### **The foundation of CAS activities is the 7 learning outcomes<sup>2</sup>**

Student completion of CAS is based on the achievement of the seven CAS learning outcomes realized through the student's commitment to his or her CAS programme over a period of 18 months. These learning outcomes articulate what a CAS student can do at some point during his or her CAS programme. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

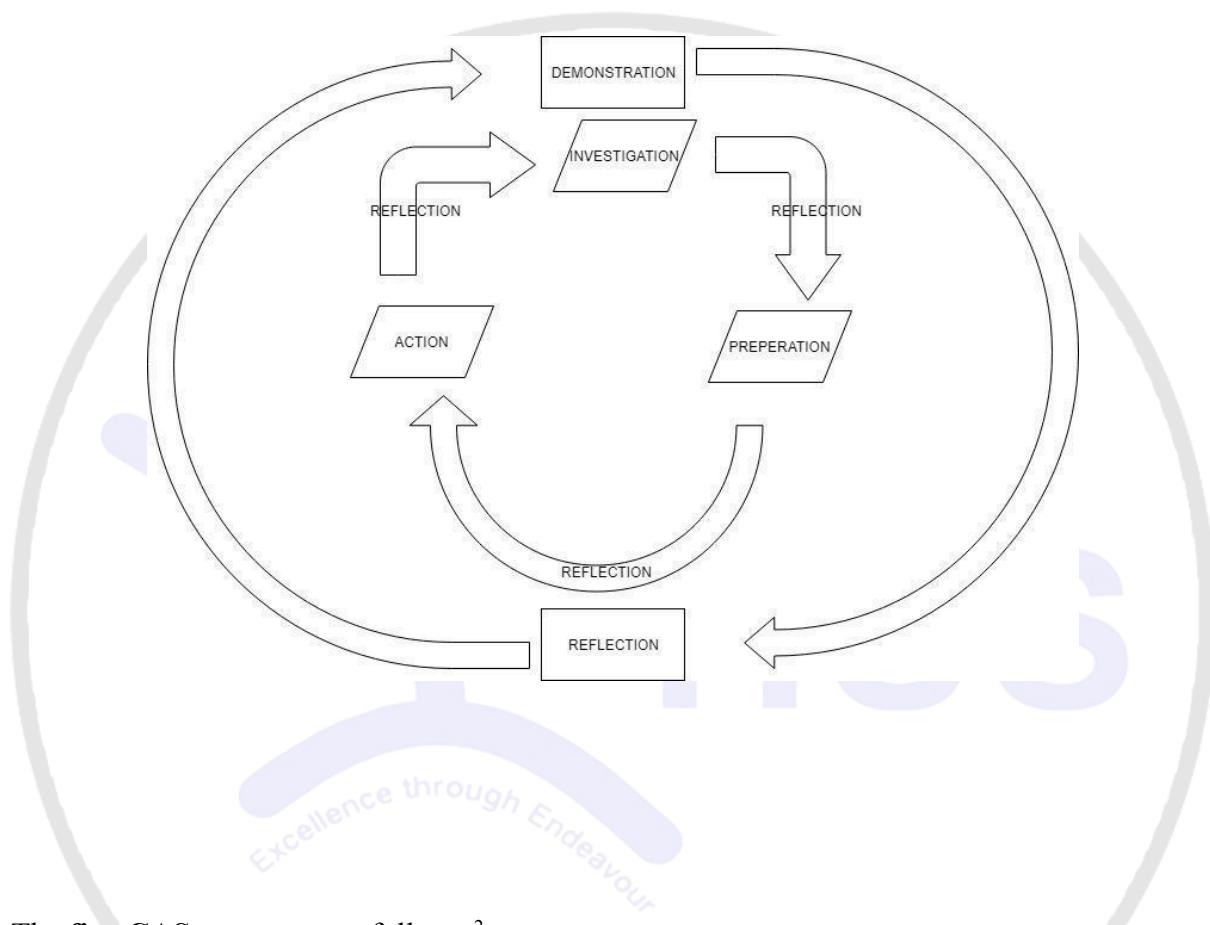
Some learning outcomes may be achieved many times, while others may be achieved less frequently. Students provide the school with evidence in their CAS portfolio of having achieved each learning outcome at least once through their CAS programme. The CAS coordinator must reach an agreement with the student as to what evidence is necessary to demonstrate achievement of each CAS learning outcome. Commonly, the evidence of achieving the seven CAS learning outcomes is found in students' reflections

LO 1	<b>IDENTIFY OWN STRENGTH AND DEVELOPMENT OF AREAS FOR GROWTH</b>
Descriptors	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others
LO 2	<b>DEMONSTRATE THAT CHALLENGES HAVE BEEN UNDERTAKEN, DEVELOPING NEW SKILLS IN THE PROCESS</b>
Descriptors	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
LO 3	<b>DEMONSTRATE HOW TO INITIATE AND PLAN A CAS EXPERIENCE</b>
Descriptors	Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience or by launching a new idea or process.
LO 4	<b>SHOW COMMITMENT AND PERSEVERENCE IN CAS EXPERIENCE</b>
Descriptors	Students demonstrate regular involvement and active engagement in CAS.
LO 5	<b>DEMONSTRATE THE SKILLS AND RECOGNIZE THE BENEFITS OF WORKING COLLABORATIVELY</b>
Descriptors	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
LO 6	<b>DEMONSTRATE ENGAGEMENT WITH ISSUES OF GLOBAL SIGNIFICANCE</b>
Descriptors	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions and take appropriate action in response to the issue either locally, nationally or internationally.
LO 7	<b>RECOGNIZE AND CONSIDER THE ETHICS OF CHOICES AND ACTION</b>
Descriptors	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

## 4. CAS STAGES AND EXPERIENCED LEARNING

*Learning is the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping experience and transforming it. - Kolb (1984, 41)*

CAS gives a concrete knowledge through experiential learning.<sup>2</sup>



The five CAS stages are as follows.<sup>2</sup>

1. **Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
2. **Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
3. **Action:** Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.

4. **Reflection:** Students describe what happened, express feelings, generate ideas and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.

5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke responses from others.

The CAS stages provide a framework that enables students <sup>2</sup>

- increase self-awareness
- learn about learning
- explore new and unfamiliar challenges
- employ different learning styles
- develop their ability to communicate and collaborate with others
- experience and recognize personal development develop attributes of the IB learner profile.

For singular CAS experiences, students may begin with investigation, preparation or action. For ongoing CAS experiences, beginning with investigation is advised. In these ongoing experiences, the action stage may lead students back to investigation or preparation as they further develop, expand and implement new or related ideas.

## 5. ELEMENTS OF A GOOD CAS PLAN- THE STUDENT RESPONSIBILITIES

### 1. Self-Evaluation and Pre-planning (*Must be done BEFORE the student begin activities*)

At the commencement of the Diploma Program, it is required by the student to conduct a self-assessment and establish personal objectives regarding their desired accomplishments through CAS engagements. This entails recognizing personal passions, areas of proficiency, areas for improvement, and available resources.

### 2. Create individual CAS Plan

Students are expected to participate in a variety of activities, encompassing at least one substantial, lasting project that they initiate themselves. A balanced allocation of time, approximately three to four hours per week on average, should be devoted to these activities, ensuring a harmonious blend of creativity, physical engagement, and service-oriented

endeavours. Should students realize a lapse of three to four weeks without involvement in activities aligned with their CAS Plan, it becomes necessary to re-engage.

Furthermore, students are required to arrange a meeting with the CAS coordinator to confer about their individual CAS Plan. This plan should encompass a delineation of their intended actions, a loose timeframe for their completion, and an assessment of the anticipated learning outcomes for each undertaking. It is imperative to ensure that the CAS Plan adheres to the four stipulated requisites outlined in the "What is CAS?" section of the CAS handbook.

**All activities must be pre-approved by CAS coordinator before the start of an activity**

**3. Carry out the CAS Plan**

The students carry out the activity and reflect on what they have learned.

**4. Recording and Reporting**

The students should maintain a record of their activities and achievements which may include log of principal activities, supervisor verification forms, photos, audio or video recordings etc as a part of their portfolio. The portfolio must include evidence of their achievement of the seven CAS learning outcomes as presented in this guide. This evidence can be in a variety of forms: scrapbooks, diaries, forum/blog entries, photo essays, videos/DVDs, poetry, originally composed song lyrics or essays.

**5. Meet with the CAS coordinator periodically**

Meet the CAS coordinator at least once every month to discuss the progress of individual CAS plan.

**6. Reflections**

Experiential learning is at the heart of CAS. Experiential learning involves much more than just planning and carrying out the activity itself. **It also involves personal observation and reflection of the feelings and interactions** Throughout the course of a project, students are required to document their emotions, thoughts, and observations, allowing them to apply this acquired knowledge to other activities or situations. This is the spiral of self-evaluative feedback, change and growth that drives experiential learning and CAS.

**What can the students accomplish through the process of reflection?**

**• Taking Ownership of Their Actions by Accepting Responsibility:**

Reflection allows students to learn from their experiences, empowering them to influence the meaning and impact of their actions and the situations they encounter.

**• Enhancing Problem-Solving Skills:**

Reflection helps students develop critical thinking skills by analyzing problems, generating alternatives, and anticipating consequences more effectively.

**• Assessing Personal Impact:**

Ongoing reflection helps students recognize and assess personal growth, such as

changes in self-image, the development of new skills, and career aspirations. This self-awareness can boost their confidence to take on larger projects and make better use of their skills. Since reflection may not always come naturally, it's vital to nurture this ability.

**Reflection as a Dynamic Process for Self-Knowing, Learning, and Decision-Making:** The CAS reflective process can be broken down into four key elements that help guide students through deeper reflection:

- **Describing What Happened:**

Students recount their memorable moments, identifying what was significant, what went well or proved challenging, and recognizing obstacles and successes.

- **Expressing Feelings:**

Students articulate their emotional responses to experiences, helping them connect their feelings with their actions and outcomes.

- **Generating Ideas:**

By rethinking or re-examining their choices and actions, students gain greater self-awareness and a broader understanding of the situations they face.

- **Asking Questions:**

Thoughtful questioning about people, processes, or issues leads to deeper inquiry and encourages ongoing reflection and learning.

To get started, consider the following key questions based on **5 stages of CAS:**

### **1. Investigation (Exploring and Planning)**

- What did I plan to do?
- Why did I plan to do it?
- What were my goals for this activity/project?
- What did I learn about the issue or area of focus during my initial research?

### **2. Preparation (Organizing and Setting Up)**

- What did I do to prepare for this activity/project?
- How did I organize my time and resources?
- Did I collaborate with others in the preparation phase? If so, how?
- What challenges did I anticipate, and how did I plan to address them?

### **3. Action (Implementing the Plan)**

- What did I do?
- What were the outcomes, for me, the team I was working with, and others?
- How successful was I in achieving my goals?
- What difficulties did I encounter?
- How did I overcome them?

- Did anyone help me during the action phase? If so, who helped and how did they assist?

#### **4. Reflection (Evaluating the Experience)**

- What did I learn about myself and others through this activity/project?
- What abilities, attitudes, and values have I developed?
- How would I summarize my effort and commitment?
- How did this activity/project benefit others?
- What might I do differently next time to improve?
- How do I feel about what I learned?

#### **5. Demonstration (Sharing the Learning)**

- How can I apply what I have learned in other life situations?
- What have I learned about ethical and global issues that are evident in our local, national, and world community?
- What are my views on these issues, and how have they changed?
- What have I done to address these issues, and how will I continue to do so?

This does not mean an essay each time; reflection can take different forms like paragraph, a dialogue, a poem, a comic strip, a dramatic performance, a letter, a photograph, a dance, or other forms of expression. Students find greater value and purpose when they apply their own interests, skills and talents when reflecting.

The reflections can include feelings (Impact of the experience), findings (what you learned from the experience) and future (what can we do better to the experience next time) The students showcase their CAS progress as CAS presentations before the supervisors and fellow students periodically.

During CAS, students benefit from both structured and informal reflection when gathering evidence of the learning outcomes. For personal knowledge and growth as IB lifelong learners, best practice balances:

- structured and guided opportunities for students to reflect on their CAS experiences
- diverse informal ways for students to reflect on their CAS experiences

#### **7. Final Presentation & Essay**

Based on the CAS requirements and learning outcomes, the students do a presentation as evidence for their satisfactory completion of the CAS. Multimedia elements, such as photos and scrapbooks are also accepted as the evidence. The students must provide 10

sample pages from their ongoing documentation. They must provide evidence of the principal activities they have undertaken. There should be evidence for the planning and significant reflection. The evidence should,

- Prove that all learning outcomes have been met at least once.
- Prove that the students have completed at least one self-directed, self-initiated project that involved collaboration and integrated one or more strands of creativity, activity and service.
- Demonstrate sustained commitment throughout the IB Diploma Program
- For at least one activity, it must be possible for the reader to experience the entire cycle—from selection, motivation for selection, what happened, how it happened, and what its value was towards the community and for the personal growth.

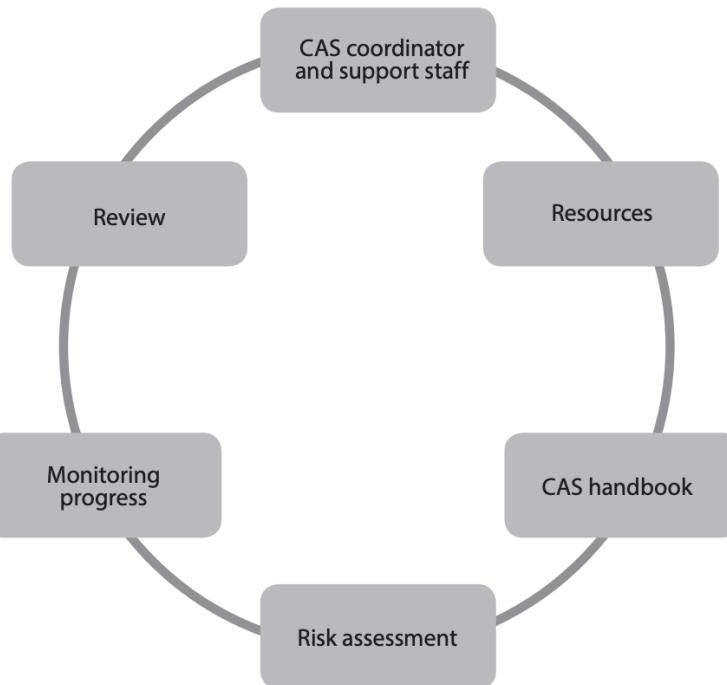
## **8. Portfolio**

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS and achievement of the seven CAS learning outcomes. The CAS portfolio can also reveal how students have developed the attributes of the IB learner profile.

The school maintains a personal folder for individual reflections and evidences. Also, the students maintain an individual blog or website which will be updated periodically.

## **6. SIX ELEMENTS OF CAS PROGRAM:**

The following six elements are important for implementing and developing a CAS programme.



[https://resources.ibo.org/data/d\\_0\\_casxx\\_gui\\_1503\\_2\\_e.pdf](https://resources.ibo.org/data/d_0_casxx_gui_1503_2_e.pdf)

## 7. SCHOOL RESPONSIBILITIES:



### Assisting Students in Identifying Their Goals:

The mentoring team, consisting of the CAS coordinator and CAS supervisors, will guide students in identifying their personal and social goals through self-evaluation tools such as questionnaires and reflective discussions.

### Supporting Students in Planning Their Activities:

The CAS team will assist students in planning a balanced range of activities across the three CAS strands—Creativity, Activity, and Service—ensuring alignment with their identified goals.

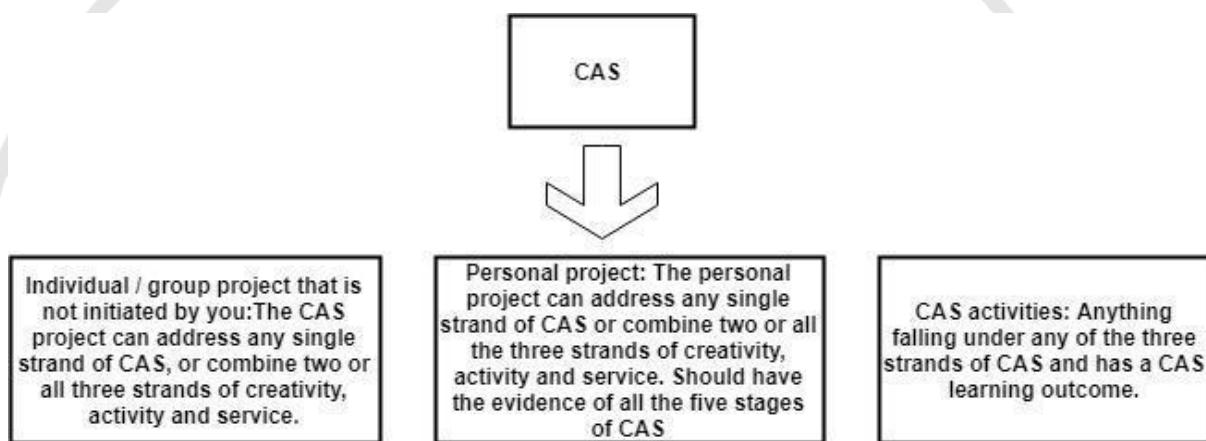
### Enhancing Students' Reflective Abilities:

Through ongoing feedback, discussions, and guiding questions, CAS supervisors and the CAS coordinator will help students improve their reflective skills. Structured reflection is integral to CAS.

### Guiding Students in Making Ethical and Global Choices:

Students will be guided in making decisions that reflect ethical considerations and a global perspective. This guidance includes:

- **Individual/Group CAS Projects:** The CAS project can address any one strand of CAS or combine two or all three strands (Creativity, Activity, Service). Projects should engage students in collaborative experiences that have significant impact and personal growth.
- **Personal Projects:** These projects may focus on one, two, or all three CAS strands and must include evidence of all five stages of CAS: Investigation, Preparation, Action, Reflection, and Demonstration. Personal projects should reflect the student's values and interests while contributing to the community.
- **CAS Activities:** Any activity that falls under Creativity, Activity, or Service and meets at least one of the CAS learning outcomes is valid. Students should demonstrate evidence of learning outcomes such as increased self-awareness, global engagement, and collaboration. Ethical considerations and the broader impact of their activities should be part of the reflection and planning process.



## 8. POTENTIAL ACTIVITIES

Here are some examples of the potential activities the students can pick up for each. The student's individual CAS plan may include activities other than these.

CREATIVITY	ACTIVITY	SERVICE
<ul style="list-style-type: none"> <li>✓ Creative writing, poetry, dramas, play</li> <li>✓ Photography</li> <li>✓ Media production</li> <li>✓ Performances, but not coursework or required</li> </ul>	<ul style="list-style-type: none"> <li>✓ Join a gym, begin a walking program</li> <li>✓ Take a new role or a leadership role in a sports team</li> <li>✓ Yoga, Aerobics</li> </ul>	<ul style="list-style-type: none"> <li>✓ Tutoring</li> <li>✓ Camp counselor</li> <li>✓ Voluntary services</li> <li>✓ Global issues fundraising/awareness</li> </ul>

<p>participation, in Drama, Art, Band etc.</p> <p>✓ Learning a new art skill like fabric painting, glass painting, play an instrument</p> <p>✓ Quilting, beading, embroidery, jewellery making etc.</p> <p>✓ Anything that involves creative thought, as well</p> <p>✓ Design &amp; teach a dance</p> <p>✓ Start a school newspaper</p>	<p>✓ Train other children in a specific game.</p> <p>✓ Assist the PE Trainer in conducting various competitions as part of school sports day.</p> <p>✓ MUN</p> <p>✓ Trekking</p> <p>✓ Volunteering at an organization</p>	<p>✓ Various environmental awareness events are conducted at the school</p> <p>✓ Inventory/ Library maintenance at school</p> <p>✓ Starting and implementing a recycling project.</p> <p>✓ Running a science fair for younger students</p>
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## 9. CAS INTERVIEWS

There must be a minimum of three interviews between a student and the CAS coordinator/adviser where student progress is discussed and appropriate encouragement and advice is given.

### The initial interview

The initial interview is scheduled during the very early stage of the DP. The purpose of the first Interview is to:

- Gauge the student's understanding of CAS
- Find out the student interest
- Discuss the students' plans for CAS experience.
- Review the learning outcomes
- Ensure student is aware of ways to gather CAS evidence.

### The second interview

This interview is normally held towards the end of the first year of the Diploma Program. The purpose of the second interview is to:

- discuss advancements in the student's engagement with CAS
- provide oversight regarding the student's progress towards fulfilling CAS requirements
- discuss collection of CAS evidence
- provide the opportunity for the student to reflect verbally on his or her CAS involvement.

### The third interview

This is the summative interview for CAS. It may well be just before the Diploma Programme finishes. In this interview, the student outlines how they have achieved the learning outcomes

for CAS. In addition, they discuss and evaluate their overall CAS programme and reflect on personal growth. The student's CAS portfolio is used as reference in this interview. This third interview may provide the opportunity for discussion on the development of the CAS programme for future CAS students based on this student's personal experience

## 10. BIBLIOGRAPHY

CAS stages were adapted from:

1. International Baccalaureate Organization. January 2014. *Programme standards and practices*. Cardiff, UK. IB Publishing.
2. "Diploma Programme Creativity, Activity, Service Guide." Diploma Programme Creativity, Activity, Service Guide. International Baccalaureate Organization 15 Route Des Morillons 1218 Le Grand-Saconnex Geneva, Switzerland, Mar. 2015. Web. June 2015.
3. "CAS Simplified." *CAS Corner*. N.p., n.d. Web. June 2015.
4. "Creativity, Action, Service | International Baccalaureate®." International Baccalaureate®. Ibo.org, n.d. Web. July 2015.

Kaye, CB, M.A. 2010. *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action (Second Edition)*. Minneapolis, Minnesota, USA. Used with permission of Free Spirit Publishing Inc. All rights reserved. International Baccalaureate Organization. January 2014. Programme standards and practices. Cardiff, UK. IB Publishing.

## 11. ADDITIONAL READING

The HUS CAS Hand book was informed by multiple perspectives and reading, which includes the following web resources and book.

- *Creativity, Activity, Service Guide For Students Graduating in 2017 and after*. International Baccalaureate Organization, Mar. 2015. Web. 4 July 2016.
- *Creativity, Activity, Service Teacher Support Material*. International Baccalaureate Organization, n.d. Web. 4 July 2016.
- *Creativity, Action, Service: Additional Guidance*. International Baccalaureate Organization, n.d. Web. 4 July 2016.
- Cannings, Jhon, Maria Ines Piaggio, Peter Muir, and Tom Brodie. *Creativity, Activity, Service (CAS) for the IB Diploma*. Cambridge: Cambridge UP, 2015. Print.
- CAS Handbook, AAIS, Chennai.
- CAS handbooks by different International Schools worldwide.

## 12. APPENDIX

[CAS forms](#)

[CAS timeline](#)

