

CAS in IBDP

- Core component of IBDP
- Coolest component of IBDP (no assessment)
- Creative component of IBDP

C

CREATIVITY

EXPLORING AND EXTENDING
IDEAS TO AN ORIGINAL OR
INTERPRETIVE PRODUCT OR
PERFORMANCE

A

ACTIVITY

PHYSICAL EXERTION
CONTRIBUTING TO A HEALTHY
LIFESTYLE

S

SERVICE

UNPAID VOLUNTARY EXCHANGE
HELPING A LOCAL COMMUNITY IN
RESPONSE TO AN AUTHENTIC
NEED

What IB says about CAS

The key features of CAS from IB 's point of view are:

- A focus **not** just on what participants have done, but how they have used their **CAS involvement for their development into a worthy personality.**
- A move away from service than being something we do for others, to **do something with others for mutual benefits.**
- A conscientious/ attentive effort from the participants to learn more about communities with whom they work and **also to contribute to the various communities in which they live. (THINK GLOBALLY ACT LOCALLY)**

Why CAS is important in IBDP

CAS is considered to be one of the central pillars of IB Diploma Program. It is the mission statement in action. CAS is the experiential part of IBDP which educates participant to a whole person- well said as *“experience plus reflections equals learning.”*



What is CAS ?

- **Experiences** for growth
- Development of **self Awareness** and a **sense of identity**
- **Connections with extended essay (EE) and theory of knowledge (TOK)**
- **Purposeful and thought through**
- **A life style**
- A singular experience, a series of experiences or a collaborative project of experiences
- Support for **academic disciplines**
- **International mindedness**
- Thoughtful **reflections** of experiences

CAS –Who, When, & Where ?

Who must complete CAS?

- All the **IB diploma** students

When do I need to complete CAS?

- CAS is a program of continuing activities that occurs for **18 months** (Your time starts from August First week. Count 18 months from there.)

Where can my CAS activities occur?

- Creative opportunities & global issues are often found right in your own backyard! CAS can happen anywhere, **in school and outside community..**

WHAT CAS IS NOT !

NOT about logging hours

NOT a religious activity interpreted as proselytizing

NOT paid activity or service

NOT activities that create social divisions or are divisive

NOT activities that do not “extend” the student

NOT work done for another IB class

CAS carries no points in IBDP certificate

A flexible and individualized approach-

Each student has a unique starting and finishing point in CAS.
encourages personal growth and development of the participant.

Less stress, more growth

ensure that students approach their CAS exercises in a more relaxed and receptive manner.

Focuses more on values provided rather than time spent on the experiences.

The unpredictable nature of service

encourage students to follow their instincts, see service projects through to completion, and spend more time reflecting on their experiences.

How CAS is assessed

- There should be evidence of meeting all seven learning outcomes at least once during their diploma program period.
- Continuous CAS Involvement for 18 months
CAS Experiences are short projects that cover one or more of the CAS strands and achieve at least one or two learning outcomes. CAS experiences should last for about an hour and require one reflection.
One CAS Project, which needs to be at least a month-long, involve collaboration, and have several **reflections**. This project can be an individual concept or something worked on as a group, with other students, including up to a whole classroom. Should have evidence of 5 stages of CAS -

SEVEN LEARNING OUTCOMES FOR CAS

| | |
|------------|---|
| LO1 | Identify own strengths and develop areas for growth Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others. |
| LO2 | Demonstrate that challenges have been undertaken, developing new skills in the process A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area. |
| LO3 | Demonstrate how to initiate and plan a CAS experience Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process. |
| LO4 | Show commitment to and perseverance in CAS experiences Students demonstrate regular involvement and active engagement in CAS. |
| LO5 | Demonstrate the skills and recognize the benefits of working collaboratively Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences. |
| LO6 | Demonstrate engagement with issues of global significance Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally. |
| LO7 | Recognize and consider the ethics of choices and actions Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences. |

Increased personal awareness (strengths and weaknesses)



Undertake new challenges (Risk taker)



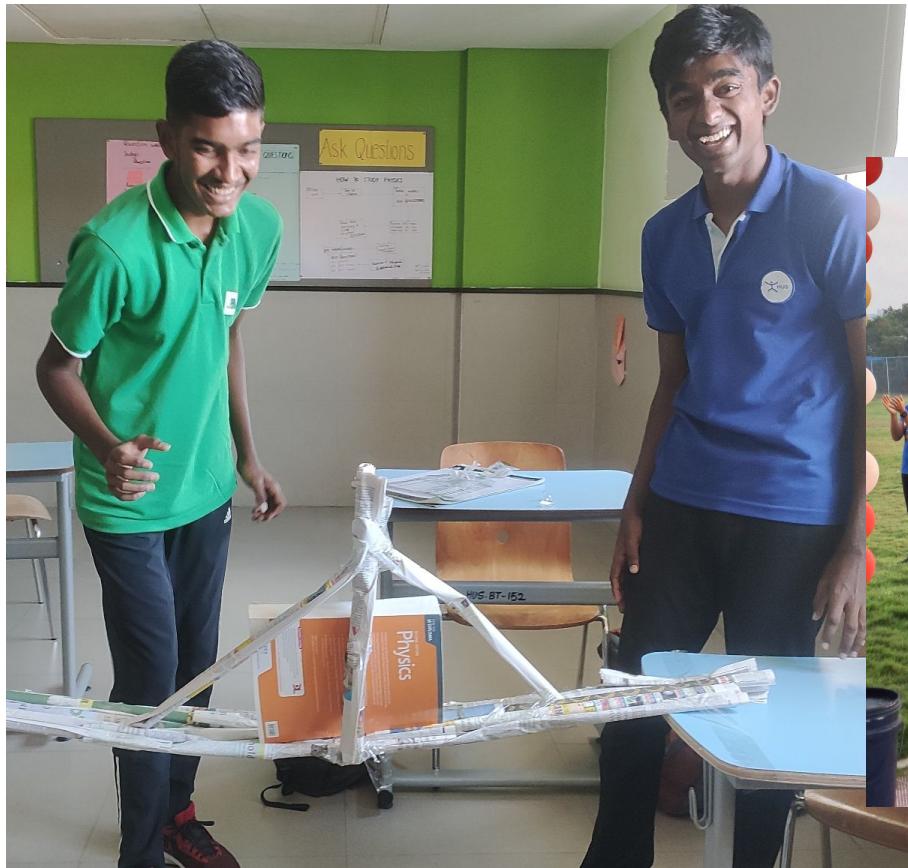
Plan & initiate activities (Sufficient foundation to support a successful experience)

“When you have a dream, you’ve got to grab it and never let go.”

Yes this is what our HUS Students believe in. Students from BM took up a CAS project to support the Padur Panchayat self-help women's group. The Padur Panchayat self-help women's group has tremendous knowledge of herbs and their medicinal values. They took an initiative to build the business model and marketing strategies for their product and share the knowledge with the community. The enthusiasm and the patronage will go a long way in motivating these women to earn their livelihood and in boosting their confidence.



Collaborative working (Together Everyone Achieve More)



Global engagement- Understand global issues and act locally or nationally



Perseverance & commitment (Principled)

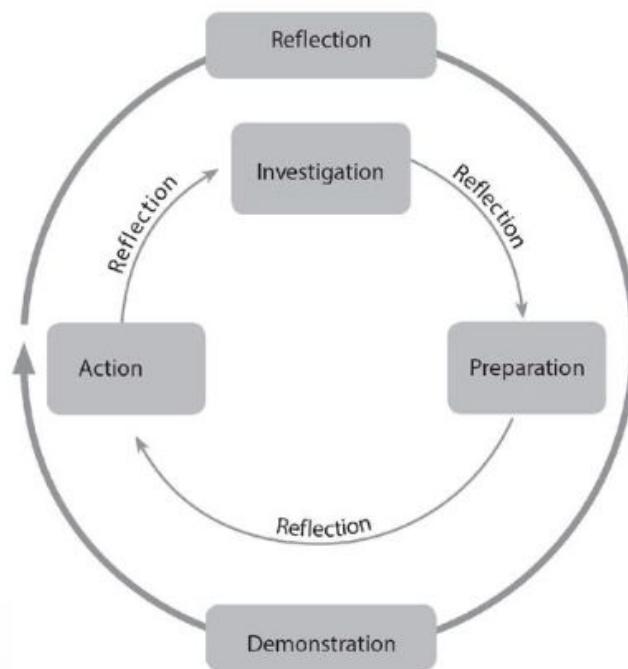


Consider ethical implication of your actions (moral decision making)



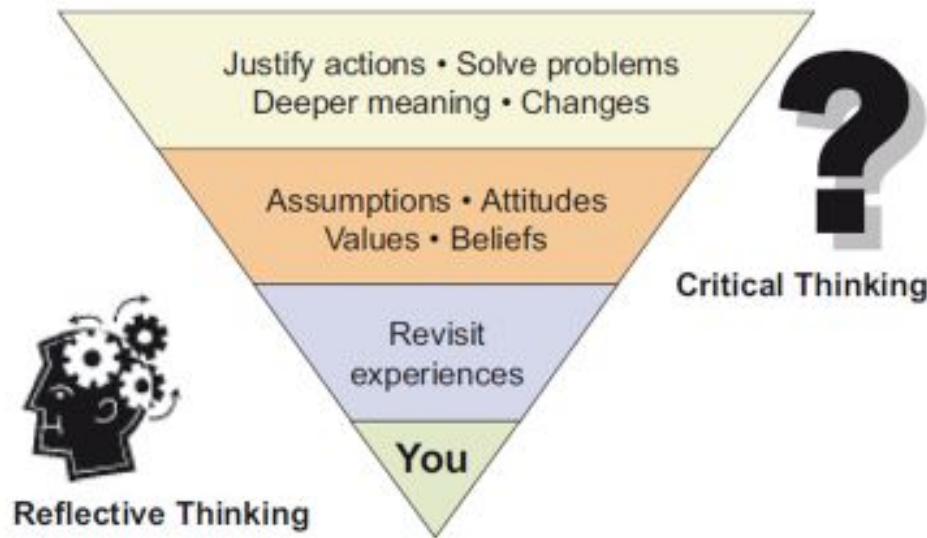
CAS Project

CAS project is expected to last at least one month, CAS project is expected to last at least one month,



- **1. INVESTIGATION –** *identify*
a need / issue
- **2. PREPARATION –** *design*
a plan
- **3. ACTION –** *implement*
a plan
- **4. REFLECTION –** *reflect*
on your feelings & thoughts from
experience
- **5. DEMONSTRATION –** *what*
and how you learned, share
through CAS portfolio

WHY SHOULD I REFLECT



Reflective thinking demands that you recognize that you bring valuable knowledge to every experience.

(adapted from Mezirow 1990, Schon 1987, Brookfield 1987)

Reflection

- ❖ Reflection develops and strengthens **lifelong skills for learning** and is an essential part of the overall CAS programme.
- ❖ Engage in reflection by choice not by force.
- ❖ Reflection is used to demonstrate achievement of the learner profile
 - How do my choices and actions model empathy compassion and respect for others?
 - How does this CAS experience allow me to become a genuine inquirer ?
 - To what extent do my CAS experiences encourage creative and critical thinking ?
 - How do the ethical issues that arise in my CAS experiences change me?
 - How does my CAS experience allow for risk taking

Relate reflections to the IB learner profile and 7 learning outcomes

By the end of 18 months, there should be

.....

- The evidence of achieving the seven learning outcomes as their reflections should be shown in your CAS portfolio.
- Reflections can be in any form- written, illustrated, video, photograph....
- Five stages of CAS(investigation, preparation, action, reflection and demonstration)should model while planning and carrying out a CAS experience

CAS process....

First CAS interview

Tentative CAS plan

CAS proposal

CAS Reflection & Evidence

CAS II & III interview & portfolio

.After filling the CAS self evaluation form, there will a formal scheduled interview with the CAS coordinator and CAS advisor for the class to help the students to plan their CAS .

After completing the CAS interview the students should make a CAS plan for the next three months and this plan should be revised every month making additions and deletions as per your CAS process..

Once the CAS plan is ready you are ready to start your CAS program. Fill in the CAS experience/ project proposal form get the approval from the CAS advisor and CAS coordinator save it in your CAS folder

Time to start acting, complete your project/ experience. Reflect before, while and after the experience/ project in the prescribe forms. Upload the reflections in your folder. Don't forget to upload pictures, videos and other evidences in the folder.

During the month of December for year II second CAS interview to check your CAS progress and project status. February of year II final CAS interview to review the CAS success criteria. CAS portfolio and CAS final essay due before the final interview.

What if the student has not achieved the CAS success criteria?

NO CAS NO DIPLOMA.

The students diploma will be withheld and will be given a chance to complete the CAS in the coming academic years.

Any questions or queries

Write to us :

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