



DIPLOMA PROGRAMME

CREATIVITY, ACTIVITY, SERVICE (CAS)

HANDBOOK

Colegiul Național „Andrei Șaguna” from Brașov is a Candidate School* for the Diploma Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Colegiul Național „Andrei Șaguna” believes is important for our students.

**Only schools authorised by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit www.ibo.org.*



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INTRODUCTION

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. The IB Diploma Programme (DP) curriculum is made up of six subject groups and the DP core. The core consists of Theory of Knowledge (TOK), Extended Essay (EE) and Creativity, Activity and Service (CAS). The DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills. CAS fulfils an important role in this.



CAS: CREATIVITY, ACTIVITY, AND SERVICE

CAS is designed to strengthen and extend students' personal and interpersonal learning. CAS engagement complements a challenging academic programme in a holistic way, providing students with opportunities for self-determination, collaboration, accomplishment, and enjoyment. CAS is organised 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 (i.e. making something, arts).
- ❖ Activity: physical exertion contributing to a healthy lifestyle (i.e. sports).
- ❖ Service: collaborative and reciprocal engagement with the community in response to an authentic need (i.e. helping others).

Engaging in CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognise their role in relation to others. Students develop skills, attitudes, and competencies through a variety of individual and group experiences. These experiences provide students with opportunities to explore their interests and express their passions, personalities and perspectives.

CAS PROGRAMME

The CAS programme begins at the start of the Diploma Programme and continues regularly, with a reasonable balance between Creativity, Activity, and Service. Students engage continuously with CAS throughout their DP1 and DP2 years, for at least 18 months. They choose their own content of the programme, within the criteria described in this Handbook.

CAS EXPERIENCES

Students engage in a variety of CAS experiences involving one or more of the three CAS strands (Creativity, Activity, and Service). A CAS experience can be a single event or an extended series of events. Students work actively on CAS throughout their Diploma Programme. As a guideline, students should submit a CAS experience once per month.

Some examples of CAS experiences:

- ❖ Creativity: making a painting; learning and playing a song on the piano; designing a poster; writing an essay.
- ❖ Activity: running; taking a tennis class; playing basketball; going for a hike in the forest.
- ❖ Service: volunteering at a pet shelter; helping a teacher out at school.

It is also possible to combine two or three of the CAS strands in a single experience. For example: performing a song on request at a school assembly (Creativity & Service); volunteering to go for a walk with a shelter dog (Service & Activity).

CAS PROJECT(S)

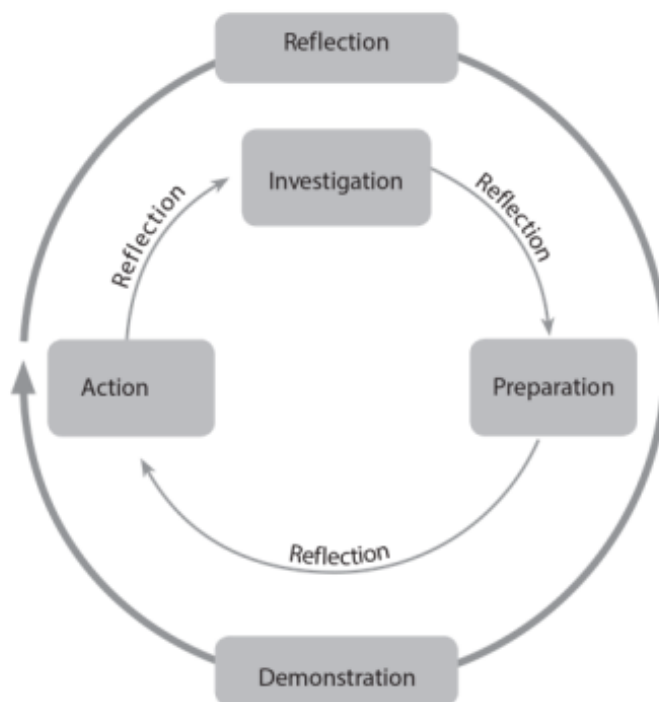
In addition to carrying out CAS experiences, students undertake at least one CAS project. A CAS project should meet the following criteria:

- ❖ the duration is of at least one month, from planning until the completion of the project;
- ❖ the student works collaboratively (together with other students);
- ❖ the student works towards a goal;
- ❖ the project involves one or more of the three CAS strands.

CAS projects challenge students to show initiative, demonstrate perseverance, and develop collaboration, problem-solving, and decision-making skills. Some examples of CAS projects: training and preparing for a competition with a sports team (Activity); organising and decorating a school event, based on a need (Creativity & Service); training for and delivering a dance performance (Activity & Creativity).

CAS STAGES

Students use the CAS stages (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and projects. The model provides a structure for planning and evaluating engagements in a meaningful way. It invites students to be mindful about every step of their planning and execution process. It helps them to evaluate past experiences and determine future steps. The model can also be used as a guide to successful reflection.





LEARNING OUTCOMES

While engaging in CAS through undertaking experiences and projects, students work on seven Learning Outcomes (LOs). All seven outcomes must be met at least once by the end of the Diploma Programme. The Learning Outcomes are as follows:

LO 1	Identify own strengths and develop areas for growth
Descriptor	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
LO 2	Demonstrate that challenges have been undertaken, developing new skills in the process
Descriptor	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	Demonstrate how to initiate and plan a CAS experience
Descriptor	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	Show commitment to and perseverance in CAS experiences
Descriptor	Students demonstrate regular involvement and active engagement in CAS.
LO 5	Demonstrate the skills and recognize the benefits of working collaboratively
Descriptor	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
LO 6	Demonstrate engagement with issues of global significance
Descriptor	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	Recognize and consider the ethics of choices and actions
Descriptor	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.



REFLECTION

Reflection is an important part of CAS. It invites students to think about their experiences, including what they learn from them and how they develop as a person. Reflections can be written, recorded as an audio message, or presented in a video. Reflections need to include:

- ❖ evaluation of the experience (Why did you choose this experience/project? How did it make you feel? What did you learn from it? What would you do differently next time?);
- ❖ connection of the experience with your chosen Learning Outcomes (How did the CAS experience/project help you to work toward the Learning Outcomes?).

CAS COORDINATOR & INTERVIEWS

The CAS coordinator manages the CAS programme. The coordinator provides the students with all the information they need in order to have meaningful, joyful and successful CAS engagements.

At the beginning of the DP, year 1, the coordinator will give an introductory presentation about CAS. Throughout the Diploma Programme, the CAS coordinator will meet all students for a minimum of three CAS interviews. The interviews are used for providing information, evaluating the students' progress, and planning next engagements. The last interview will also focus on the final assessment of the students' CAS engagement. The interviews typically take place at the beginning of the school year in DP, year 1 (September), at the end of the DP, year 1 (June), and at the end of February of DP, year 2. In this way, the CAS programme is scheduled to finish before the student takes their final exams (or if CAS is not completed yet, the student has some time for the final adjustments).

In addition to the introductory presentation and CAS interviews, the CAS coordinator is present to continually guide the students' engagement in CAS. The CAS coordinator advises on relevant experiences and projects and provides examples and inspiration. The coordinator assesses all submitted experiences and provides feedback.

CAS ENGAGEMENTS AT CNAS

Our school provides a range of opportunities for students to engage in CAS. Some examples are: writing for the school newspaper; helping with school social media accounts; performing at school assemblies; playing sports with a sports club; joining drama club; learning new skills on school outings; and participating in a Christmas charity project. In addition to opportunities within the school, the CAS coordinator and the teachers actively provide students with ideas they can use for CAS. All subject teachers think about how their subject relates to CAS and how they can inspire students to engage in CAS.

RESPONSIBILITIES OF STUDENTS, CAS COORDINATOR, AND SCHOOL

Throughout the DP programme, students are expected to actively engage in CAS. They should be working on CAS experiences and project(s) every month, throughout a period of 18 months, and update their portfolio accordingly. Students attend three CAS interviews and work on the seven Learning Outcomes. They organise their own CAS programme in a way that is meaningful, fun, and challenging for them. Students seek advice and support from their CAS coordinator. The CAS coordinator is responsible for:

- ❖ providing the students with all the information they need to have a successful CAS programme



- ❖ guiding the students during their 18-month CAS programme and providing feedback
- ❖ collaborating with subject teachers to provide a school-wide environment that invites students to engage in CAS
- ❖ holding three CAS interviews with each student
- ❖ carrying out the final assessment.

The school as a whole provides an environment that encourages students to engage in CAS, offering a variety of projects and other opportunities for students to participate in, as described above. Additionally, subject teachers make connections between their lessons and the CAS programme. In this way, the school provides the conditions needed for students to have a meaningful, challenging and joyful CAS programme.

ASSESSMENT CRITERIA FOR CAS ENGAGEMENTS

Each CAS experience and project should involve at least one of the CAS strands (Creativity, Activity, or Service), or a combination of multiple strands. Engagement in CAS takes place outside of the curriculum of other subjects - class assignments cannot be used for CAS. CAS engagements are meant to be meaningful, challenging, and enjoyable: the students choose experiences that they would enjoy and can learn from. CAS experiences as well as CAS projects should not be:

- ❖ paid work
- ❖ part of the school curriculum
- ❖ dangerous
- ❖ unethical.

CAS PORTFOLIO

All CAS students are expected to maintain and complete a CAS portfolio to showcase their engagement with CAS. At CNAS we use Google Drive and Google Classroom to record all CAS engagements. Students submit the following information for each experience or project:

- ❖ Description (What did you do? How? With whom?)
- ❖ Evidence (Show what you did – this can be pictures of your artwork or hike, a screenshot of your exercise tracking app, an audio file of the song you created, etc.)
- ❖ Learning Outcomes (Which of the CAS Learning Outcomes did you work on with this experience?)
- ❖ Reflection (Evaluate your experience).



The CAS coordinator evaluates all submissions in the portfolio and gives feedback, throughout the CAS programme in the DP1 and DP2 years. The portfolio is not graded, but it is required: it provides the school with evidence of CAS engagements and the completion of the Learning Outcomes.

COMPLETION REQUIREMENTS

Successful completion of the CAS programme is a requirement for the award of the IB Diploma. The completion of the CAS programme is based on:

- ❖ continuous engagement with CAS for 18 months
- ❖ having three CAS interviews
- ❖ achievement of the seven CAS learning outcomes
- ❖ submission of a CAS portfolio.

APPENDIX

	 Colegiul Național „Andrei Șaguna” Brașov	MINISTERUL EDUCAȚIEI
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CREATIVITY, ACTIVITY, SERVICE CONTRACT

2023-2025

CAS Portfolio

Students must establish a CAS Portfolio in which they keep all their records from their CAS activities. It is recommended that the Portfolio be kept both as a hard copy and soft copy. Each student is also responsible for using the Google Classroom platform of our school to enter reflections and to upload documentation. Students must provide the following documentation for each strand:

- ❖ The type of the activity they are involved in for each strand
- ❖ Proposal Forms
- ❖ CAS Project Proposal
- ❖ Any other required documentation (TBA).

Learning Outcomes

Student completion of CAS is based on the achievement of the seven CAS learning outcomes:

- identify strengths and develop areas for personal growth

- demonstrate that challenges have been undertaken, developing new skills in the process
- demonstrate how to initiate and plan a CAS experience
- show commitment to and perseverance in CAS experiences
- demonstrate the skills and recognize the benefits of working collaboratively
- demonstrate engagement with issues of global significance
- recognize and consider the ethics of choices and actions.

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.

Documentation

Once the Proposal Forms are approved by the CAS Coordinator, the student can begin working on their CAS project and CAS strands. Once this process starts, students need to document their participation. Five forms of documentation are required. Documentation can take the following forms:

- ❖ Log of Timeline
- ❖ Verification Letters from Institutions
- ❖ Photos
- ❖ Digital Media
- ❖ Artifacts



Documentation must be provided for each approved project and activity in the student's portfolio.

Monitoring

There will be one official consultation between the students and the CAS Coordinator during each DP term. There will also be at least three unofficial reflection meetings per term. The students' progress will be discussed and appropriate encouragement and advice will be given. These consultations will be briefly documented on a CAS progress form. If any concerns arise, especially about whether a student will successfully complete the CAS requirement, they will be noted and appropriate action will be taken at the earliest opportunity.

Deadlines

The final portfolio will include:

- o 1/3 reflection - due on 29th January 2024 (year 1)
- o 2/3 reflection - due on 3rd June 2024 (year 1)
- o 3/3 reflection (complete portfolio) - due 23rd February 2025 (year 2).

The exact due date for CAS project is 1st March 2025 (in the second year).

The completed portfolio will be submitted to the CAS Coordinator. At the time of the submission, the Coordinator will record the date and status of the portfolio and the student will sign for acknowledgement. Incomplete portfolios will be returned to the students with instructions on what the students need to do to complete the portfolio.

After the portfolios have been submitted to the CAS Coordinator on the established due date, the CAS Coordinator will deliver the portfolios to the DP Coordinator. The DP Coordinator will record the names of the students who have completed the CAS portfolios.

Students with incomplete or missing portfolios at this time will not have their CAS obligation satisfied. Failure to submit a completed CAS portfolio and reflections violates the requirements established by the IBO for completion of the International Baccalaureate Diploma Programme and will result in the student not being awarded an IB Diploma.

BY SIGNING BELOW, I ACKNOWLEDGE HAVING READ AND UNDERSTOOD THE INFORMATION PRESENTED IN THE CAS OVERVIEW. I FURTHER ACKNOWLEDGE THAT I HAVE READ AND I UNDERSTAND THE INFORMATION FROM THE IBO *CREATIVITY, ACTIVITY, SERVICE GUIDE*, PRESENTED BY THE CAS COORDINATOR.

Student Name: _____

Signature _____ Date _____

Legal Tutor Name: _____

Signature _____ Date _____