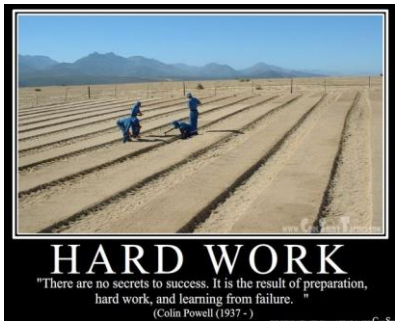
WHY

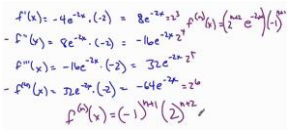
C

A

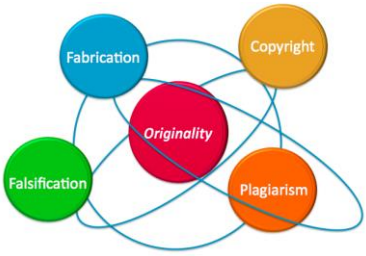
S

Collaboration





Challenge and New Skills



Ethics

Global Engagement

Initiate and Plan

Service as Action and CAS

Service as Action and CAS are the service requirement of the Saint George's Diploma and the IB Diploma. Students must stay up to date each quarter in order to remain eligible for school events.

Service as Action is the format for Freshman and Sophomores graders. And the requirement is a service experience each quarter.

CAS stands for Creativity, Activity, and Service and is the format for Juniors and Seniors.

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.***

Meeting the Requirements:

To meet the requirements, we need reflections with evidence of your work. Evidence can be pictures of you participating in an experience, examples of work such as a recording of you playing music, singing, being part of a play, writing examples and examples of something you created for an organization, copies of your contract, volunteer agreement, or if what you are doing was in the news, etc.... Good reflection is about quality rather than quantity. Reflections should mirror the involvement of the student in the Service as Action or CAS experience and the nature and complexity of the pursuit. Reflections with evidence are submitted on Toddle in various formats such as written, audio, video files, etc. It is not expected or intended that students reflect deeply on every experience. The student determines how much they are going to reflect on for any given experience and whether the experience has enough value to require reflecting upon identified learning outcomes. The CAS Coordinator will help identify the appropriate amount and type of reflection. Your reflections should show how what you are doing fits into Service as Action or the C, A, S or a combination of C, A, and S and how you are achieving the 7 CAS Learning Outcomes and the IB Learner Attributes:

Service as Action and CAS Learning Outcomes:

- **Identify own strengths and develop areas for growth**
- **Challenges have been undertaken, develop new skills**
- **Demonstrate how to initiate and plan a CAS experience**
- **Show commitment to and perseverance**
- **Demonstrate the skills and recognize the benefits of working collaboratively**
- **Engagement with issues of global significance**
- **Recognize and consider the ethics of choices and actions**

IB Learner Attributes:

- **Inquirers**
- **Knowledgeable**
- **Thinkers**
- **Communicators**
- **Principled**

- **Open-minded**
- **Caring**
- **Risk-takers**
- **Balanced**
- **Reflective**

Not everything that you do will meet all 7 Learning Outcomes, the 10 IB learner attributes at once, or all aspects of Service as Action or CAS. The important part is that you are exploring different opportunities and reflecting on these expectations through the multitude of experiences you expose yourself to.

Eligibility requirements for SGS Diploma:

Each year Freshman and Sophomores are required to engage in a service experience and reflect on it each quarter of the school year for a total of four reflections.

Each year Juniors and Seniors are required to engage in and reflect upon at least one experience from each of the three strands of CAS with a bonus reflection on one of these components for fourth quarter. The minimum requirement for an SGS diploma is reflection and evidence on one distinct experience in each of the first three academic quarters, then an additional reflection on one of the strands fourth quarter.

Eligibility requirements for IB Diploma:

11th Grade – Students will begin the 18-month Diploma Program by reflecting on experiences in each strand of CAS with evidence, ideally on a weekly basis but at the very least monthly, with reasonable balance between Creativity, Activity, and Service. Students are required to meet the learning outcomes and the attributes of an IB learner through these experiences. By June 1st, students must have a minimum of 9 experiences on which they have reflected. (In addition, all experiences must include evidence.) Moreover, ideally these experiences will be balanced between the 3 strands of CAS: creativity, activity and service. Most successful students will have 18+ reflections on experiences from each of the categories by the end of the 18-month timeframe. Students are required to meet with the CAS Coordinator three times throughout the 18-month timeframe.

12th Grade – Students will continue to build their CAS portfolio through April 15th of their senior year and must complete their CAS project in that 18-month timeframe.

Ineligibility Status:

Students failing Service as Action or CAS at Quarter and/or Semester may not attend school sponsored events including, but not limited to – Athletic Contests, Concerts, Knowledge Bowl, Robotics, Debate, Ski Bus, Community Service Activities, Field Trips, History Bowl, Math is Cool, Dances, Casino night, Movie Night, and other SGS events. To regain eligibility, students must bring their Service as Action or CAS requirements up to date. The CAS Coordinator will then regrade Service as Action or CAS when she is in her office. Since she is out on trips at different times during the year, there will be times when she cannot re-grade immediately. Upon completion of the Service as Action or CAS requirements, the CAS Coordinator will send confirmation to the Athletic Director and Head of the Upper School, stating students can regain their eligibility through their release.

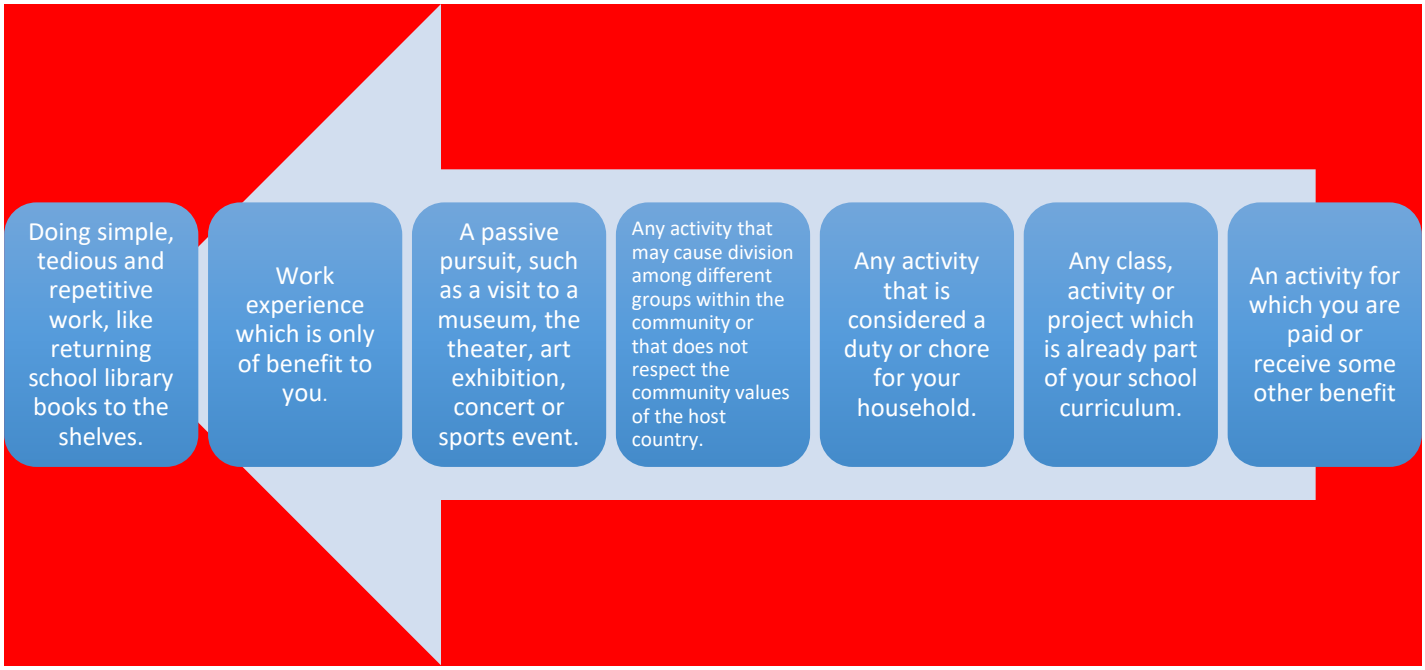
What is not CAS?

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 experience will provide you with no meaningful benefit. In such circumstances achievement of the CAS Learning Outcomes is rare to occur. Examples of experiences that may be inappropriate for CAS include:

- Doing simple, tedious and repetitive work, like returning school library books to the shelves, handing out brochures, or selling tickets to an event.
- 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.
- Fundraising with no clearly defined end in sight.
- Experiences that cause division amongst different groups in the community.
- An experience for which you are personally rewarded either financially or with some other benefit (un- less this benefit is passed on in full to a worthy cause).

What qualifies as a CAS Experiences?

What does not qualify as a CAS Experience?



What is IBCAS?

....a medium for personal and social development.

The emphasis in CAS is on learning by doing **REAL** tasks that have **REAL** consequences and **REFLECTING** on these experiences. The purpose is for students to be involved in experiences that will make a **SIGNIFICANT DIFFERENCE** to their lives and also to the lives of others, as well as **CHALLENGE** themselves to extend existing skills or learn new ones. A well-planned CAS program is meaningful and enjoyable, a journey of discovery of self and others. For many students, their CAS experiences are profound and life changing.

- CAS is the IB Learner Profile in action – a good CAS program develops 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 endeavors.
- CAS is experiential learning. In addition to academic/intellectual skills, CAS engages other intelligences 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.
- While CAS is both 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, but the majority will be through undertaking experiences on their own initiative or participate in projects/activities out of school.

IB CAS Guide

CAS Strands and Components

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.***

To successfully complete all the components of CAS, the student must:

- Meet the 7 Learning Outcomes and show that they are meeting the IB Learner Traits
- Complete CAS weekly for 18 months with a reasonable balance between the 3 Strands of Creativity, Activity, and Service
- Develop the attributes of the Learner Profile
- Connect a CAS experience to something the student is learning in the classroom.
- Complete a Project with at least 2 other students that lasts at least 1 month and includes the IPARD Stages
- Incorporate 5 different Stages for any CAS experience that is a series of events and/or a Project.
- Reflect. Reflection is ever-present throughout CAS, but Reflection on outcomes and personal learning is required.
- ENJOY and CELEBRATE that you have made a difference in the world!

Responsibilities of the Student

Key to a student's CAS program is personal engagement, choice, and enjoyment of CAS experiences. Students should 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 portfolio, students will demonstrate achievement of the 7 CAS learning outcomes to the CAS coordinator's satisfaction.

Learning Outcomes

As a result of their CAS experience, including their reflections, there must be evidence that students:

1. 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.

2. 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.

3. 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 must 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.

4. Show commitment to and perseverance in CAS experiences: Students demonstrate regular involvement and active engagement in CAS.

5. 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.

6. 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.

7. 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.

All 7 outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of experiences, but completion requires only that there is some evidence for every outcome.

Creativity

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.

Activity

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 benefits. Students with disabilities must be given opportunities to take part in this strand. All CAS students must satisfy the basic requirement of physical exertion contributing to a healthy lifestyle as is appropriate for each student.

Service

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.

Projects

A CAS project is a collaborative (2 or more students or with another organization), well-considered series of sequential CAS experiences, engaging students in 1 or more of the CAS strands of creativity, activity, and service. CAS students must be involved in at least 1 CAS project during their CAS program. All CAS Projects should use the CAS Stages (IPARD) as a framework for implementation to ensure that all requirements are met. A CAS Project can address any single strand of CAS or combine 2 or all 3 strands. Students must meet 1 or more Learning Outcomes through the CAS Project. The CAS Project must last a minimum of 1 month from planning to completion.

Political and Religious Activity

The IB values the diversity of IB World Schools and supports the rights of individuals and communities to exercise their values and beliefs. Students can, therefore, undertake CAS experiences through participation in faith-based, cultural, or political events if they are not divisive.

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 learners strive to be:

- **Inquirers-**They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

- **Knowledgeable-**They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

- **Thinkers-**They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

- **Communicators-**They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

- **Principled-**They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

- **Open-Minded-**They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

- **Caring-**They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

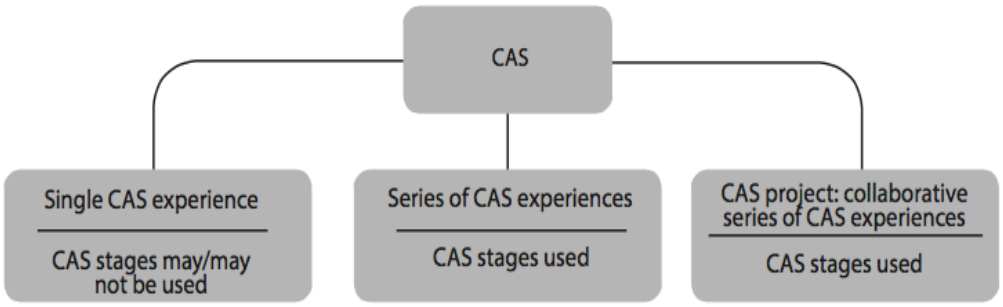
- **Risk-Takers-**They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

- **Balanced-**They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

- **Reflective-**They understand by thinking about and asking themselves questions about the things they learn and do.

EXPERIENTIAL LEARNING

The CAS stages represent a process and sequence that can assist students in many aspects of their life. Students follow a process whereby they investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what they have done along the way, and demonstrate their understandings and the process. By applying these stages to CAS, students have a reliable yet flexible structure they can then apply to future situations with confidence.



Stages: IPARD

The five CAS stages (IPARD) are used for CAS Experiences that happen over and over (a **series**) or the CAS **Project**.

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 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 response from others.

investigation
•Add to your proposal some more specific planning points by investiting and responding to:
•What information will you need inorder to participate?
•Who could support you and find out more about your experience?
•What will your goals be?
•Are there any costs involed?
•Who could you approach to support you if required?
Preparation
•What steps will you first need to take to get involved in your experience?
•What resources will you need?
•What timeline would you suggest?
•What specific skills or knowledge will you need to carry out your experience, and how will you get them?
•How can your advisor/teachers support you during your planning?
Action
•What am I doing?
•What decisions am I having to make?
•What changes do I have to make as I complete my project?
•Who am I working with?
Reflection
•What happened?
•Why did I make this particular choice?
•How did I feel? What did I experience?
•What worked well or needs adjustment?
•What new questions do I have?
•In what ways was I challenged to think differently about myself and others?
Demonstration
•How will I show or demonstrate what I did?
•How will I share what I learned by running this project?

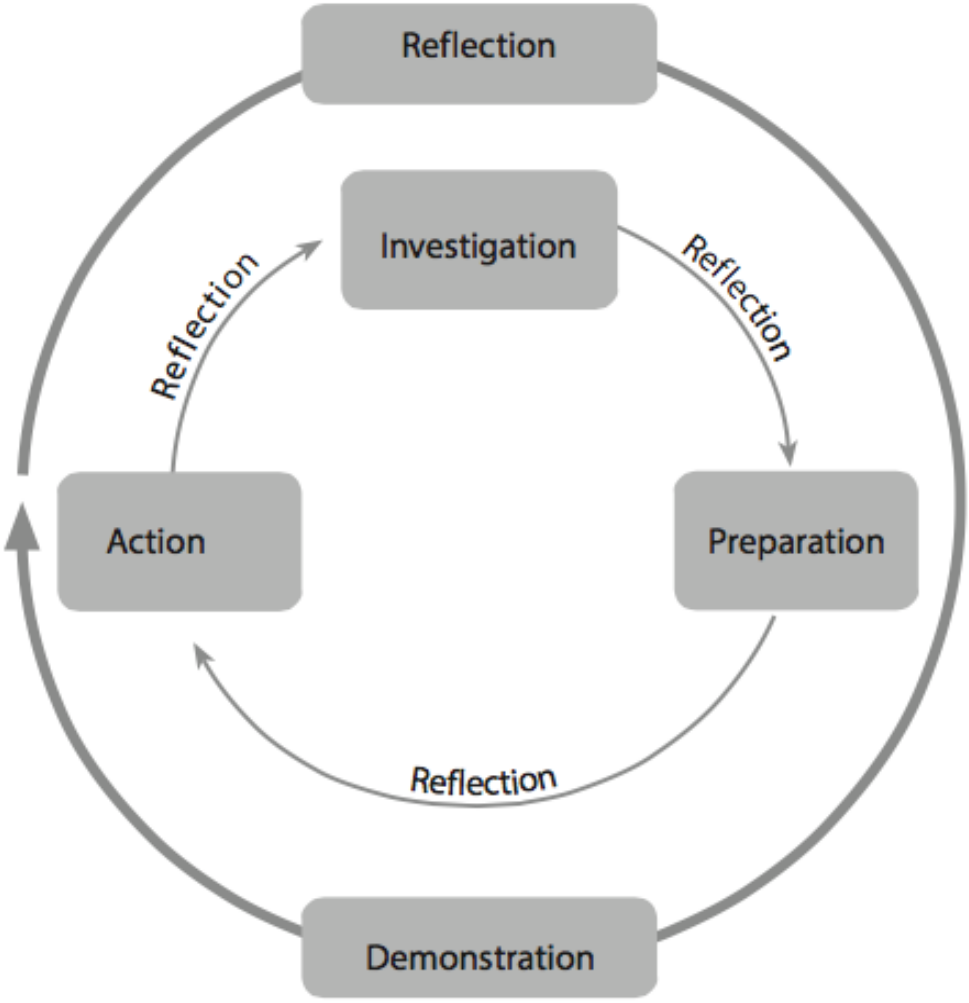
Reflection

Reflection is central to building a deep and rich experience in CAS. Student learning is enhanced by reflection on choices and actions. This enables students to grow in their ability to explore skills, strengths, limitations and areas for further development. Through reflection students examine ideas and consider how they might use prior learning in new contexts. Reflection leads to improved problem-solving, higher cognitive processes and greater depth of understanding in addition to exploring how CAS experiences may influence future possibilities. Reflection is a dynamic means for self-knowing, learning and decision-making.

4 elements assist in the CAS reflective process:

- **Describing what happened:** Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes
- **Expressing feelings:** Students articulate emotional responses to their experiences. The following two elements add greater depth and expand perspectives.
- **Generating ideas:** Rethinking or re-examining choices and actions increases awareness about self and situations.
- **Asking questions:** Questions about people, processes or issues prompt further thinking and ongoing inquiry.

Reflection is ever-present at every stage of CAS, not just at the end.



	Experience	Project
Single event	Maybe	No
Stages	Maybe	Must
Collaborative	Maybe	Must
>1 month	Maybe	Must
Student Initiated	Maybe	Must

A CAS project is more collaborative, structured over time, and self-initiated than an experience.

All experiences and projects need reflections that show a student's personal growth, evidence of the learning outcomes, and connections to the IB learner profile.

CAS and Time Management

The IB Diploma Program is rigorous; to succeed you need to be dedicated and manage your time effectively. Many students find the DP workload to be excessive and very stressful, however research shows that many students indicated that it was procrastination that led to these problems (Taylor, 2006). The demands of CAS add to the need for good time management strategies. As CAS is not timetabled, and has no ongoing deadlines or assessment tasks, students often overlook CAS participation for other DP requirements, pushing CAS backwards on the list of things to do for the sake of completing assessment tasks and other class requirements. This is not good practice! You must allow for regular participation in CAS, as well as dedicating some time to make ongoing CAS reflections.

10 Ethical Principles

1. **Honesty**
   telling the truth
2. **Integrity**
   doing the right thing
3. **Promise-keeping**
   doing what you say you are going to do
4. **Loyalty**
   supporting someone or something
5. **Concern for Others**
   caring for and helping others
6. **Law-abidance/Civic Duty**
   obeying rules and laws/ making the world a better place
7. **Respect for Others**
   being polite and kind to everyone and everything
8. **Fairness**
   treating everyone equally
9. **Pursuit of Excellence**
   doing everything the best you can; looking for ways to improve
10. **Accountability**
    admitting to what you do wrong, and taking pride in what you do right