

St. Francis Xavier C.S.S.

IB CAS Handbook

(Creativity, Activity, Service)



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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.

As IB learners we 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 life.

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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

International Baccalaureate Diploma Programme Subject Brief

Creativity, activity, service

For students graduating in 2017 and after



The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints. Approaches to teaching and learning (ATL) are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. In the DP, students develop skills from five ATL categories: thinking, research, social, self-management and communication.

To ensure both breadth and depth of knowledge and understanding, students must choose six courses from six distinct groups: 1) studies in language and literature; 2) language acquisition; 3) individuals and societies; 4) sciences; 5) mathematics; 6) the arts. Students may choose to replace the arts course with a second course from one of the other five groups. At least three, and not more than four, subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

These DP subject briefs illustrate four key course components.

- I. Description and aims
- II. Programme overview



- III. Learning outcomes
- IV. Sample projects

I. Description and aims

Creativity, activity, service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the Primary Years Programme (PYP) and Middle Years Programme (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 aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events. A CAS project is a collaborative series of sequential CAS experiences lasting at least one month. Typically, a student's CAS

programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than just a series of unplanned/singular experiences. Students must be involved in at least one CAS project during the programme.

II. Programme overview

The CAS programme formally begins at the start of the DP and continues regularly for at least 18 months with a reasonable balance between creativity, activity and service.

A CAS experience 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 DP course requirements.

CAS students have guidance at the school level through a variety of resources including the school's CAS handbook, information sessions and meetings. In addition, students have three formal interviews with the school's CAS coordinator/adviser.

Typically, students' service experiences involve the following stages.

- Investigation, preparation and action that meets an identified need.
- Reflection on significant experiences throughout to inform problem-solving and choices.
- Demonstration allowing for sharing of what has taken place.

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 student reflections; it is not formally assessed.

A school's CAS programme is evaluated as part of the school's regular programme evaluation and self-study process that assesses the overall implementation of the DP.

III. Learning outcomes

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. Some learning outcomes may be achieved many times, while others may be achieved less frequently. In their CAS portfolio, students provide the school with evidence of having achieved each learning outcome at least once through their CAS programme.

Learning outcome	Descriptor
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.
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 new experiences or through increased expertise in an established area.
Demonstrate how to initiate and plan a CAS experience.	Students can articulate the stages from conceiving an idea to executing a plan for individual or collaborative CAS experiences. Students may show their knowledge and awareness by building on a previous experience or by launching a new idea or process.
Show commitment to, and perseverance in, CAS experiences.	Students demonstrate regular involvement and active engagement in CAS.

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.
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.
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.

IV. Sample projects

- 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.
- Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.
- Creativity, activity and service: Students rehearse and perform a dance production for a community retirement home.

About the IB: For nearly 50 years, the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and are able to contribute to creating a better, more peaceful world.

For further information on the IB Diploma Programme, visit: www.ibo.org/en/programmes/diploma-programme/.

Complete subject guides can be accessed through the IB online curriculum centre (OCC) or purchased through the IB store: <http://store.ibo.org>.

For more on how the DP prepares students for success at university, visit: www.ibo.org/en/university-admission or email: recognition@ibo.org.

CAS Snapshot

In order to successfully complete CAS, you will need to:

- Complete and document CAS experiences over a span of 18 months
- Show a balance in the CAS strands (Creativity, Activity, and Service)
- Meet with your CAS coordinator periodically. At least 3 documented interviews are required over the 18 months. Your CAS coordinator is a resource for you to ask questions, collaborate on ideas, approve your project, and make sure that you are on track for CAS completion.
- Purposefully create your own CAS experiences in a way that you have met all 7 CAS learning outcomes.
- Demonstrate and provide evidence of implementing the 5 CAS stages (IPARD). Investigation, Preparation. Action. Reflection. Demonstration.
- Complete a CAS project.
- Complete a CAS portfolio that provides evidence of CAS experiences and growth.
- Complete CAS reflections on your CAS experiences to demonstrate connection to the learning outcomes, growth, and personal awareness



CAS Learning Outcomes

1. Strength & growth

Students are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.

2. Challenge & skills

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. Initiative & planning

Students 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.

4. Working collaboratively with others

Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.

5. Showing perseverance and commitment

Students demonstrate regular involvement and active engagement in CAS activities, and accept a share of the responsibility for dealing with problems that arise in the course of activities.

6. Global engagement

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. (for example, environmental concerns, caring for the elderly).

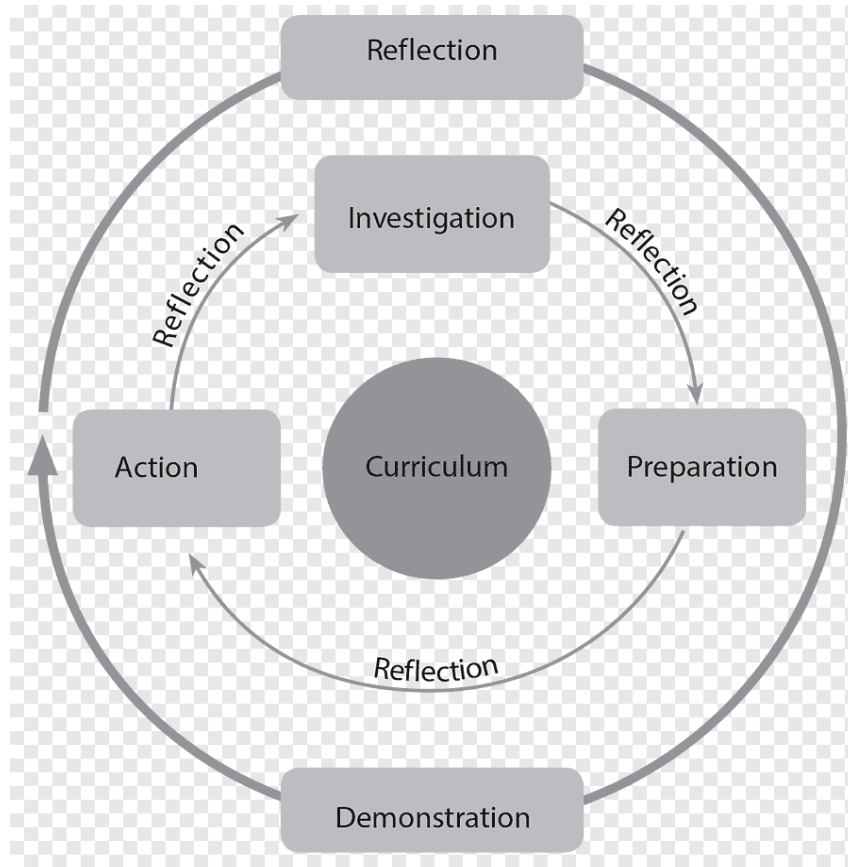


7. Recognize and consider the ethics of choices and actions

Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences. Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities).

Note: All seven outcomes must be present for a student to complete the CAS requirement. Some outcomes may be demonstrated many times, in a variety of activities, but completion requires only that there is some evidence for every and each outcome. (Data taken from IBO CAS Guide.)

CAS Stages (IPARD)



Investigation:

Students participate in social analysis of a selected issue, with identification and confirmation of a community need, often with the designated community partner. Having an inventory of interests, skills, talents and areas for personal growth, students are able to make choices based on their priorities and abilities and the designated need.

Preparation:

Students design a service plan appropriate to the identified need, with clarification of roles and responsibilities, resource requirements, and timelines to successfully implement the plan. Any community partners are likely to be consulted. Students also acquire and develop the knowledge and skills needed for the experience.

Action:

Students implement the plan through direct service, indirect service, advocacy, or research. Their service may be a combination of one or more of these types of service. Students may work individually, with partners, or in groups.

Reflection:

Students examine their thoughts, feelings and actions applied to the context of self, community and the world. With service-learning, reflection often occurs with greater frequency as students identify significant moments generated by new situations and insights.

Demonstration:

Students make explicit what and how they learned and what they have accomplished, for example, by sharing their service 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.



CAS Strands & Ideas

CREATIVITY

(Arts, and other experiences that involve creative thinking)

- Design and create a mural at school
- Plan and execute an art project for a care home
- Learn a new musical instrument
- Learn an especially challenging piece of music/dance routine.
- Choreograph and participate in dance routine for an assembly
- Teach art/music/dance to another person/group of people.
- Design a website for a school/non-profit/charity organization.
- Design an awareness campaign for an environmental issue. This could include creating posters, creative announcements and creative presentations
- Help with the school yearbook creation and design
- Create a nature walking tour of the area with a map and nature information
- Get involved with photography
- Get involved with or start a school choir
- Start a Debating or public speaking competitions



ACTIVITY

(Physical exertion contributing to a healthy lifestyle)

- Plan an overnight hiking expedition
- Climb a mountain
- Set a month long (or longer) fitness workout training plan and stick to it!
- Train for the sporting competition and set a goal for yourself.
- Find a community garden and help out in it.
- Teach sports to kids who don't get the opportunity to learn.
- Learn a new sport (swimming, mountain biking, dancing, martial arts classes, yoga classes, Pilates)
- Teach sports to children who don't get an opportunity to learn



SERVICE

(An unpaid and voluntary exchange that has a learning benefit for the student)

- Teach singing/piano/guitar at a care center
- Teach people at non-profit, charity or local place of worship
- Become certified on CPR/First Aid
- Start a club
- Help a teacher after school
- Help teach a skill
- Organize a bake sale
- Tutor at a local elementary school
- Volunteer to help play with children at local care home
- Visit the hospital and chat to the residents
- Organize a nature/forest clean-up with your friends.
- Campaign the local community on an issue you feel strongly about
- Serve as a translator for school activities as and when needed.



THE 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 programme.

The **primary purpose of the CAS project** is to ensure participation in sustained collaboration. Through this level of engagement students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making.

A **CAS project involves** collaboration between a group of students or with members of the wider community. Students work as part of a team, with all members being contributors. A CAS project offers students 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.

All CAS projects **should use the CAS stages** as a framework for implementation to ensure that all requirements are met.

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.

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 programme.

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.

SERVICE PROJECTS

When a CAS project addresses the CAS strand of service (known as service project), students must consider the opinions and expectations of others involved and focus on meaningful and authentic needs to ensure actions are respectful and reciprocal. Awareness of the possible impact and consequences of the students' actions should be part of the planning process. Where possible, service projects should involve working alongside community members with ongoing communication. When the service project involves the use of an external facilitator such as a non-government organization or a commercial provider, care should be taken to ensure that the facilitator acts in accordance with the IB mission statement and CAS requirements.

A service project that includes interaction with and appreciation of diverse social or cultural backgrounds can increase international-mindedness and engagement with issues of global significance. International service projects are acceptable if clear goals and outcomes are established, understood, and based on the expectation of compelling benefits expected for all stakeholders.

If a service project is conducted outside the local context, it is recommended that there is some form of continuation. For example, students could research the community served and educate themselves further about the issues involved, develop an advocacy programme for the served community, or develop greater awareness of a related need in their local community leading to some form of local action. This may inspire the next group of CAS students.

For any service project it is important to ensure that there is:

- a genuine need for the service project, which has been stated and agreed upon by the potential partners
- if required, a liaison officer who has a good relationship with the community where the service project is based
- an understanding of the level of student participation that is feasible in the service project
- a clear assessment of potential risks to participating students
- approval from the CAS coordinator for the service project
- a demonstration of how the CAS stages were followed
- a thorough evaluation of the benefits of the service project for all involved.

Purposeful relationships between students and community members leading to sustainable service projects are potentially the most rewarding for all concerned. As the community needs change, students' responses should also evolve to meet these new circumstances. When a service project initiated by one group is adopted by other students, the new students must ensure the need is authentic or make the necessary adjustments and ensure their contribution is relevant.



Never2Old2Connect

REFLECTION PROVIDES OPPORTUNITY FOR STUDENTS TO:

- deepen learning
- consider relevance of experience
- explore personal and group values
- recognize the application of knowledge, skills, and attributes
- identify strengths and areas for development
- gain a greater understanding of self and others
- place experience in a larger context
- generate relevant ideas and questions
- consider improvements in individual and collective choices and actions
- transfer prior learning to new situations
- generate and receive constructive feedback
- develop the ongoing habit of thoughtful, reflective practice.



CAS Checklist

You must be able to check off everything on the list below by the end of Year 2 of the IB DP.

If you are unfamiliar with any of the terminology or requirements visit the IBO website (www.ibo.org), or discuss it with Mr. Cvetan



I have...

- Recorded all my CAS experiences in ManageBac
- My experiences have descriptions and goals
- My timelines are accurate
- A balance of CAS (creativity, activity and service) experiences for the past 18 months
- Provided evidence for each of my CAS experiences
- Reflected on each of my experiences at least once
- Reflection must explain how you achieved each of the learning outcomes you have identified
- I have completed my CAS project (Ensure that your CAS project meets the requirements)
- I used the CAS stages for my planning CAS project

What is evidence?

Evidence can come in many forms. The expectation is that you should have ***at least 2 pieces of evidence*** for each experience.

Forms of evidence:

- Pictures
- Video
- Website
- Newspaper/media articles
- Facebook group/Instagram account
- Diary/Journals/Blog
- Reference letters
- Receipt/invoice
- Interview
- Etc.

How much should I reflect?

- For experiences that are a one-off, 1 or 2 reflections are acceptable.
- For experiences that are more significant series of events, 2 reflections are expected
- For experiences that are regular, 3 or more reflections are necessary.
- For experiences that are significant for your CAS portfolio more than 3 are necessary. Eg - A leader for a club or a CAS project.
- You should reflect on each learning outcome at least twice.
- How long should a reflection be?
 - o A reflection should be 2 to 3 sentences for every learning outcome.
 - o If your reflection is 2 sentences but you have indicated 6 learning outcomes then that is a clear sign you haven't reflected appropriately.

But this is not the rule. I have read reflections that have been extensive that encompass months or how each learning outcome has been achieved (or not). For this case, one reflection is enough.

What is authentic reflection?

Authentic reflection is really addressing how you have grown or what you have learned from your experience. For example, giving me a recording/timetable of events is evidence. Authentic reflection could address some of the following questions, what you learnt from that experience, how well did the event go and what would you do next time, to what extent have you addressed the global issue, and what will you do next from this experience?

You must reflect on all the 7 Learning Outcomes more than once in 18 months.

What is a CAS project?

- Must involve at least one strand of CAS
- Must last longer than a month
- Must show your planning (use of the stages)
- Must have some leadership
- Must have co-operation
- Can be a service project

You need to show how you planned the event.

You can attach any Google Docs you used for planning.

In addition, your CAS project should have the most reflections as you need to use the CAS stages. For the CAS stages, this reflection is one of the most important aspects

2021-2022

FX Clubs: Virtual Links and Social Media Sites

([Click here to jump to 2020-2021 club information.](#))



Club Name	Google Classroom Code	Instagram Twitter	Supervisor
Active Minds	aa57u7d	@activemindsxavier	M. Collis-Grenier
Chaplaincy Crew		@fxchaplaincy	B. Pickett
Coding Club (XCC)	n242i2g	@fxcodingclub	G. Reid
Common Cents Xavier	bnzlqc6	@commoncentsxavier	R. Bellusci
Duke of Ed Xavier		@dukeofedxavier	D. Heffernan
Equity Ambassadors			N. Menon
Future Business Leaders of America		@fblaxavier	J. Puchta
FX Auto	pfdd7ui		M. Natale
Girl Up		@girlupfx	T. Ray
HOSA		@HosaXavier	N.D'Souza
Key Club	zvu74ym	@keyclubxavier	M. Collis-Grenier
Mock Trial Team	q2ewppg	@fx_mocktrial	G. Eid
Model Parliament		@fxmodelparliament @fxmodparliament	T. Ray
Model UN			G. Eid
St. FX Music Ministry		@fxmusicministry	B. Pickett
NEO Club			
Never2Old2Connect		@never2old2connect	B. Pickett
Paper Bridges STFX	6uwab34	@paperbridges.stfx	N. Francis
Philosophy Club	zxtvg7h		T. Ray
SFXGC (St. Francis Xavier Gaming Club)	hnyny54		D. Mancini S. Kulas
STFX Pre-Med		stfx_premedclub	B. Pickett
Show Choir/Glee		@xaviersshowchoir	F. Angeli C. Weir
SAGA (Sexuality and Gender Awareness)	xewrayg		H. Wormwell S. Reece
Chess Club	xudq3ix	@stfxchess	F. Hanna

2020-2021 FX Virtual Clubs and Social Media Sites

Club Name	Google Classroom Code	Instagram Twitter	Supervisor
Active Minds	5wx5qwu	@activemindsxavier	M. Collis
Aspiring Young Doctors (AYD)		@aydxavier	K. Marques
Athletics Instagram and Twitter Accounts		@XavierTigerAthletics @AthleticsXavier	K. Dvorsky
Bioethics Initiative Club		@bioethicsfx	B. Lazaric M. Gountzounis
Chaplaincy Crew		@fxchaplaincy @fxchaplaincy	E. Pickett
Chess Club	xudq3ix	@stfxchess	Abruscatto
Coding Club (XCC)	n242i2g	@fxcodingclub	G. Reid
Common Cents Xavier	bnzlqc6	@commoncentsxavier	R. Bellusci
Dance Club		@stfxdance	N.D'Souza
DECA		@deca.xavier	H. Leung
Duke of Edinburgh		@dukeofedxavier	D. Heffernan
Equity: Black Voices and Allies	4y6udr7		L. Pugliese
Equity Instagram Account		@STFX_Equity	N. Menon
Future Business Leaders of America		@fblaxavier	E. LiTrenta
Girl Up	oy3nrit	@girlupfx	T. Ray
Green Team	gotid5d		M. Gountzounis
HOSA		@hosaxavier	N. D'Souza
Key Club	hfwb3q1		J. Buzzeo
Mental Health Partnership	iqjq6lx	@stfxssmentalhealthpartnership	T. Ray
Mock Trial Team		@fx_mocktrial	
Model Parliament		@fxmodelparliament	T. Ray
Model UN		@fxmodelun	D. Simmons
Music Ministry		@fxmusicministry	B. Pickett
NEO Club		@neoclubXavier	F. Hanna
Never2Old2Connect		@never2old2connect	E. Pickett

Philosophy Club	zxtvg7h	@xavierphilosophy	T. Ray
Club Name	Google Classroom Code	Instagram Twitter	Supervisor
QED Math Club		@QED_STFX	K. Barrientos
Reading Corner	m6xni6x	@fxreadingcorner	A. Chutkos
SAGA	xewrayg	@fxsaga	H. Wormwell
Show Choir/Glee		@xavershowchoir	C. Weir
School Instagram and Twitter Accounts		@stfx_insta @stfx_tweets	J. Meier-Kingshott
Social Justice		@fxsocialjustice	M. Gountzounis
STEM Research Club	w47ve3l	@stemxavier	K. Dvorsky
Student Council Instagram Account		@fxtigers	K. Petruk
Magic Club		@TigersDenMagic	A. Colosimo
Writer's Club	umiuqlh	@writersclubstfxss	B. Lazaric

