



LOUISENLUND
LERNEN LEISTEN LEBEN

CAS Handbook

Creativity – Activity – Service



IBDP Class of 2019

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**“...if you believe in something, you must not just think or talk or write, but must act.”
(Peterson 2003)**

WHY CAS?

Because you are more than just a grade average. CAS is intended to move you out of the academic arena and help you learn through life experiences. Yes, as an IB student, we know you are involved in many interesting activities. What we are asking you to do now is consider how these activities enhance your personal development.

AIMS

The CAS programme 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

CAS is the heart of the IB and is a requirement for successful completion of the IB Diploma programme



A student who fails to satisfy the CAS requirements will **not** be awarded the IB diploma even if all other diploma conditions have been satisfactorily fulfilled

GOALS

- There is a reasonable balance between the three strands of CAS:
- **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
- The CAS programme begins at the start of the Diploma Programme and continues **regularly on a weekly basis for at least 18 months**.
- Students maintain and complete a **CAS portfolio** as evidence of their engagement with CAS.
- All **seven CAS learning outcomes** have to be achieved.
- Students engage in **CAS experiences** involving one or more of the three CAS strands. At Louisenlund, students have to attend three “**Gilden**” or activities per school year.
- In addition, students undertake a **CAS project** of at least one month’s duration that addresses a single strand of CAS or combine two or three strands.
- Students use the **CAS stages**: investigation, preparation, action, reflection, demonstration
- Students must have at least **three formal documented interviews** with their CAS coordinator
- CAS emphasizes **reflection** because it informs student’ learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development

CAS STRANDS

CREATIVITY – ACTIVITY - SERVICE

CREATIVITY

Exploring and extending ideas leading to an original or interpretive product or performance

- explore student's own sense of original thinking and expression
- comes 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 new and challenging experiences that move them beyond the familiar
- students may showcase their product or performance in a variety of ways, for example, through a recording, a presentation, an exhibition, social media or shared discussion
- Creativity in CAS is not met by the appreciation of the creative efforts of others, such as attending a concert or art exhibition.

Examples:

- look at "Gildenplan"
- a musician may compose and perform a guitar solo
- an artist may create a new sculpture or photographic series
- an actor may present an original dramatic piece
- a student designs a new product for the LundAG

ACTIVITY

Physical exertion contributing to a healthy lifestyle

- aim is to promote lifelong healthy habits related to physical well-being
- students are encouraged to participate at an appropriate level and on a regular basis to provide challenge and benefit.
- students who regularly participate in suitable activity experiences are encouraged to develop and extend their participation
- students could expand personal goals, explore different training models to enhance their existing sport or become involved in a new sport

Examples:

- look at “Gildenplan”
- attending a gym, bicycling, roller-skating, swimming, strength conditioning
- aerobic exercise, dance, outdoor recreation, fitness training

SERVICE

Collaborative and reciprocal engagement with the community in response to an authentic need

- aim is for students to understand their capacity to make a meaningful contribution to their community and society
- 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 within CAS benefits all involved: students learn as they identify and address authentic community needs, and the community benefits through the support
- the community may be the school; however, it is recommended that service experiences extend beyond the school to local, national and/or international communities

Examples:

- look at “Gildenplan”
- tutoring within the school
- fundraising
- participating in international service

AFTER SCHOOL ACTIVITIES – “GILDENPLAN”

| Name (German/English) | | Creativity | Activity | Service |
|------------------------------|------------------------------|------------|----------|---------|
| Basketball | Basketball | | x | |
| Begrüßungsgilde Schloss | Welcoming Guild Schloss | | | x |
| Bibliothek | Library | x | | x |
| Bienengilde | Bee Guild | x | | x |
| Biotechnologie | Biotechnology | x | | |
| Chor | Choir | x | | x |
| Debating Society | Debating Society | x | | |
| DLRG | German Lifeguard Association | | | x |
| Eventgilde | Event Guild | x | | x |
| Feuerwehr | Fire Brigade | | | x |
| First Responder | First Responder | | | x |
| Flüchtlingsnachhilfe | Refugee Tutoring | | | x |
| Fußball | Soccer | | x | |
| Golf | Golf | | x | |
| Hase und Co | Rabbit and Co | | | x |
| Hausaufgabenhilfe Fleckeby | Homework Tutoring Fleckeby | | | x |
| Hip Hop | Hip Hop | x | x | |
| Hockey Schloss Jungen | Hockey Schloss Boys | | x | |
| Hockey Schloss Mädchen | Hockey Schloss Girls | | x | |
| Instrumentalunterricht | Instrumental Lessons | x | | |
| Interact-Club | Interact-Club | x | | x |
| KFZ-Gilde | Motor Vehicle Guild | x | | |
| Klappschau | Nursing Home | | | x |
| Kraftraum | Gym | | x | |
| Kraftraumaufsicht | Gym Supervisor | | | x |
| Kunst | Art | x | | |
| Kunstatelier | Art Studio | x | | |
| Leichtathletik | Athletics | | x | |
| LundAG LundShop und LundStop | Student Enterprise LundAG | x | | x |
| Lundband | Lundband | x | | |
| Lundbusgilde | Lundbus Driver | | | x |
| Mediengilde | Media Guild | x | | x |
| Nähen und Buchbinden | Sewing and Bookbinding | x | | |
| Nähstube | Sewing Parlour | x | | |
| Orchester | Orchestra | x | | x |
| Park-Archäologie | Park-Archaeology | | | x |
| Politikgilde | Politics Guild | x | | |
| Round Square Committee | Round Square Committee | x | | x |
| Ruanda-Gilde | Ruanda Guild | | | x |

| | | | | |
|----------------------|-----------------------------|---|---|---|
| Schülerassistenz Hof | Student Assistance Hof | | | X |
| Schülercafe | Student Cafe | | | X |
| Schülerparlament | Student Parliament | | | X |
| Schülervvertretung | Student Council | | | X |
| Schwimmen | Swimming | | X | |
| Segeln | Sailing | | X | |
| Seniorenbetreuung | Care of the Elderly | | | X |
| Tennis | Tennis | | X | |
| Thaiboxen | Thaiboxing | | X | |
| Theater Schloss | Drama Schloss | X | | X |
| THW | Technical Emergency Service | | | X |
| Töpfern | Pottery | X | | |
| Volleyball | Volleyball | | X | |
| Yoga | Yoga | | X | |

You have to sign up for at least
3 guilds/activities

with weekly attendance:

- 1 Creativity
- 1 Activity
- 1 Service

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
- 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
- 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.**

Examples:

- 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.
- Creativity, activity, and service: Students rehearse and perform a dance production for a community

CAS PROJECT PROPOSAL FORM

| | | | |
|---------------------------------------|--|----------------------------|--------|
| Date | | | |
| Student project leader/s | | | |
| Members | | | |
| Title of project | | | |
| Focus of project | | | |
| How we are following the CAS stages: | For each CAS stage, describe what has been done or what you plan to do | | |
| • investigation | | | |
| • preparation | | | |
| • action | | | |
| • reflection | | | |
| • demonstration | | | |
| Teacher or other external supervisor | | | |
| Anticipated dates of CAS project | | | |
| Risk assessment required | Yes/No | Risk management completed? | Yes/No |
| Student signatures | | | |
| CAS project supervisor signature/date | | | |
| CAS coordinator signature/date | | | |

NOT CAS

- Any class, activity or project, which is already part of the student's IB Diploma Programme
- Any activity for which a student receives payment, trade or other forms of compensation
- Doing simple, tedious and repetitive work
- A passive pursuit (a visit to a museum, the theatre, art exhibition, concert etc.) unless it clearly inspires work in a related activity in which the student is already engaged
- All forms of duty within the family
- Any religious activity
- Fund-raising with no clearly defined end in sight
- Any activity where there is no leader or responsible person on site to evaluate and confirm the student performance

CAS STAGES

1. Investigation

- identify interests, skills and talents as well as areas for personal growth and development to be used for CAS experiences
- determine the purpose for your CAS experience

2. Preparation

- clarify roles and responsibilities
- develop a plan of actions to be taken
- identify resources you need and timelines

3. Action

- implement your idea or plan

4. Reflection

- describe what happened, express feelings, generate ideas, and raise questions
-
- forms of reflection:
 - report/essay
 - taking photographs
 - producing a short video summarizing the CAS experience
 - creating a poster highlighting aspects of the experience

5. Demonstration

- make explicit what and how you learned and what you have accomplished, for example, by sharing your CAS experience through your CAS portfolio

CAS PORTFOLIO

Recording, reporting, reflecting

- You must document your CAS experiences, noting in particular your reflections. This documentation may take various forms. Its extent should match the significance and depth of your involvement of the particular activity (there's no point in writing lengthy accounts about routine experiences).
- For each experience/project, you must show **evidence of one or more of the 7 learning outcomes**.

Evidence may include, but is not limited to, the following:

- **digital media evidence:** photographs, film/video, audio recordings, blogs, web pages, etc.
- **printed evidence:** correspondence (e.g., letters, cards, emails), published articles/interviews, awards, certificates of completion, creative writing (e.g., poetry, short stories), mentor/teacher evaluations/assessments, publicity materials (e.g., announcements, fliers, posters), etc.
- **other documentation/physical proof of your involvement.** When evidence is in the form of a physical object, it should be photographed, labeled and dated appropriately

CAS LEARNING OUTCOMES

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.

The student:

- is aware of own strengths and weaknesses
- is open to improvement and growth opportunities
- is able to propose activities according to own interests and talents
- is willing to participate in different activities
- is able to undertake a thoughtful self-evaluation
- is able to see themselves as individuals with various abilities and skills, some 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.

The student:

- participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences
- is willing to become involved in unfamiliar environments and situations
- acquires new skills and abilities
- increases expertise in an established area
- shows newly acquired or developed skills or 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.

The student:

- is able to articulate the CAS stages including investigation, preparation, action, reflection

- (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS
- experience or series of CAS experiences
- demonstrates knowledge and awareness by building on a previous CAS experience
- shows initiative by launching a new idea or process
- suggests creative ideas, proposals or solutions
- integrates reflective thoughts in planning or taking initiative
- is aware of roles and responsibilities when designing an individual or collective CAS experience
- shows responsible attitude to CAS project planning
- is able to develop a coherent action plan taking into account the aim or purpose, activities and resources

LO 4 Show commitment to and perseverance in CAS experiences

Descriptor Students demonstrate regular involvement and active engagement in CAS.

The student:

- demonstrates regular involvement and active engagement with CAS experiences and CAS project
- is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
- demonstrates adaptability to uncertainties and changes
- gets involved in long-term CAS experiences and CAS project

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.

The student:

- shares skills and knowledge
- listens respectfully to proposals from peers
- is willing to take on different roles within a team
- shows respect for different points of view and ideas
- makes valuable contributions
- is responsible for participating in the group
- readily assists others
- is able to identify, demonstrate and discuss critically 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.

The student:

- recognizes the global implications of local issues
- is able to identify global issues in the local or national community
- shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
- gets involved in CAS projects addressing global issues in a local, national or international context
- develops awareness and responsibility towards a shared humanity

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.

The student:

- recognizes ethical issues
- is able to explain the social influences on one's ethical identity
- takes into account cultural context when making a plan or ethical decision
- identifies what is needed to know in order to make an ethical decision
- articulates ethical principles and approaches to ethical decisions
- shows accountability for choices and actions
- is aware of the consequences of choices and actions regarding self, others involved and the community
- integrates the process of reflection when facing an ethical decision
- shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences

RESPONSIBILITIES OF THE CAS STUDENT

Key to a student's CAS programme is personal engagement, choice and enjoyment of CAS experiences. Throughout the Diploma Programme students 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 CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator's satisfaction.

CAS students are expected to:

- approach CAS with a proactive attitude
- develop a clear understanding of CAS expectations and the purpose of CAS
- explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- determine personal goals
- discuss plans for CAS experiences with the CAS coordinator
- understand and apply the CAS stages where appropriate
- take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
- maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
- understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- demonstrate accomplishments within their CAS programme
- communicate with the CAS coordinator and/or CAS supervisor in formal and informal meetings
- ensure a suitable balance between creativity, activity and service in their CAS programme
- behave appropriately and ethically in their choices and behaviours

STUDENT CHECKLIST FOR CAS

| Creativity | Activity | Service |
|---|---|--|
| Exploring and extending ideas leading to an original or interpretive product or performance | Physical exertion contributing to a healthy lifestyle | Collaborative and reciprocal community engagement in response to an authentic need |

| My CAS programme | Y/N? | Notes | Date |
|--|------|-------|------|
| Evidence of planning of a CAS programme | | | |
| Regular commitment over at least 18 months to CAS | | | |
| Understanding and ability to use the CAS stages when planning CAS experiences | | | |
| Balance between creativity, activity and service | | | |
| At least one planned project undertaken over at least one month | | | |
| Evidence of achieving all seven learning outcomes | | | |
| <ul style="list-style-type: none"> Evidence of identification of strengths and areas for personal growth (LO1) | | | |
| <ul style="list-style-type: none"> Evidence of undertaking new challenges and developing new skills in the process (LO2) | | | |
| <ul style="list-style-type: none"> Evidence of initiating and planning a CAS experience (LO3) | | | |
| <ul style="list-style-type: none"> Evidence of commitment and perseverance in CAS experiences (LO4) | | | |
| <ul style="list-style-type: none"> Evidence of demonstrating the skills and recognizing the benefits of working collaboratively (LO5) | | | |
| <ul style="list-style-type: none"> Evidence of engagement with issues of global significance (LO6) | | | |
| <ul style="list-style-type: none"> Evidence of recognising and considering the ethics of choices and actions (LO7) | | | |
| Reflections completed on significant CAS experiences | | | |
| Supervisor reports supplied where necessary | | | |
| CAS interview 1 completed | | | |
| CAS Interview 2 completed | | | |
| CAS Interview 3 completed | | | |
| CAS portfolio completed | | | |

source: IB CAS support material