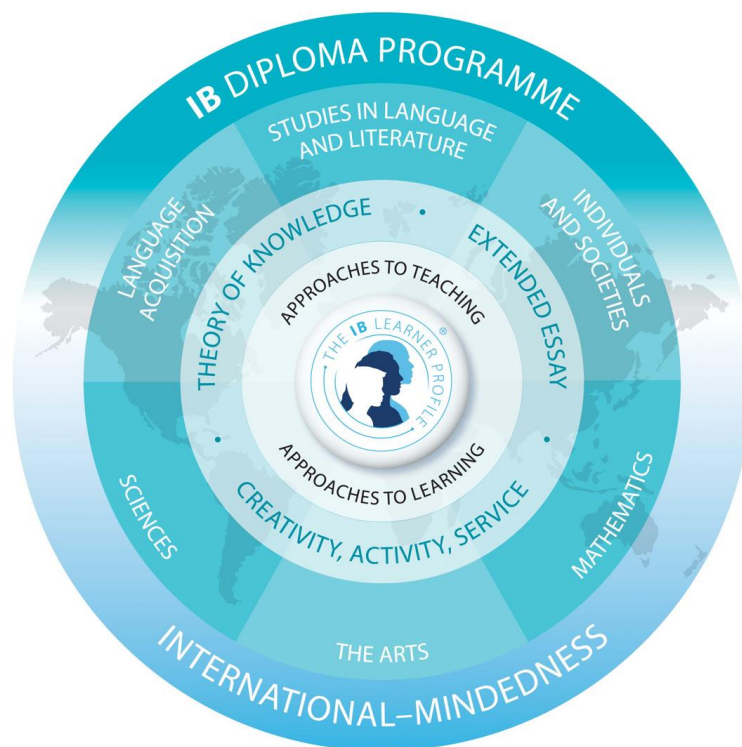


**International Baccalaureate Program
Hasseris Gymnasium & IB World School**

CAS Handbook

Creativity, Activity, Service



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1. What is CAS?

As part of your youth education you must complete a voluntary extracurricular program called CAS (short for Creativity, Activity, Service). The main point of CAS is to learn that learning and personal growth should not only take place at school, but it should also happen in the community around you. Your CAS must be achieved through voluntary experiences and projects that you initiate in cooperation with your CAS coordinators and local institutions, organizations, businesses.

It is important to understand that nearly every activity can be made into a CAS experience or a project, but you just need to see the activity in the proper perspective. Playing volleyball is not automatically a CAS activity but you can make it CAS by reflecting how volleyball makes you a better person, and how you can benefit from the experiences you have obtained during volleyball practice. Confused? Read on and hopefully you will get a sense of it in a short while.

The CAS strands & examples of CAS activities



C – Creativity

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

Voluntary Art
Dance choreography
Filmmaking
The school musical



A – Activity

Physical exertion contributing to a healthy lifestyle

Volleyball
Football
Yoga
Fitness



S – Service

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

Visiting the elderly
Teaching assistants
Charity shop volunteer
Helping a sport organization

CAS Collaborative Partners

You can choose to define your own CAS activity. This implicates a thorough investigation of your local community to point out your possible focus areas. Otherwise you can contact our CAS Cooperative Partners and ask if they can use your help in their organizations. Check out the list of CAS Cooperative Partners [here](#).



The definitions of CAS experiences and CAS projects

A CAS Experience covers at least one Learning Outcome shorter than a month can be one single event/activity	A CAS Project covers at least two Learning Outcomes lasts over one month consists of different events/activity
Common for both a CAS Experience and a CAS Project fit in with one or more of the CAS strands are based on a personal interest, skill, talent or opportunity to growth provide opportunities to develop the attributes of the IB Learner Profile are not used or included in the student's Diploma course requirements	

The definitions of CAS coordinators, CAS advisers and CAS supervisors

CAS coordinator: Responsible for CAS on Hasseris IB World school = Charlotte and Joen
CAS adviser: Responsible for the two interviews with the students = Charlotte and Joen
CAS supervisor: Responsible for CAS activity description = collaborators outside the school

The roles of the two CAS coordinators

	Hi! My name is Joen and I'm coordinator for all IB1 students. Already at the end of pre-IB I will organize a meeting where you will get information about what to expect of CAS in the IB Diploma Programme. It is also here that I will initiate your first CAS experience in Aalborg KFUM Football (read more about that later). During IB1 you will participate in an interview to ensure that you meet the CAS requirements, and that your portfolio is continuously updated.
	Hi! My name is Charlotte and I'm coordinator for all IB2 students. In the fall of your last year I will call in your portfolio for a status and in the late fall I will call you in for a second and final interview before you submit your final portfolio in the spring of IB2. In the end of IB1, however, I will also facilitate the students who wish to engage themselves in Aalborg Karneval making costumes and help with other preparations for the big event.

2. Why do CAS?

Most students start by asking: “what should I do to fulfil CAS?”, “how many hours do I have to do?”, “how many reflections should I make?” and “how can I do CAS?” These are good questions but the most important question you must ask yourself before raising these questions is: “why should I do CAS?” When answering this specific question, it will be much easier for you to understand the meaning of CAS. From a holistic point of view, CAS is bringing the whole Diploma Programme together in one place.

The IB Learner Profile

In order to answer the big question: “why do CAS?” start by asking yourself: “Which ones of the Learner Profiles do I identify myself with?”, “What are my strengths and what are my weaknesses?” If you are not very open-minded and communicative perhaps you should look for CAS activities that challenge exactly these aspects of your personality. Through CAS activities, experiences or projects, you will be able to explore the opportunities for your own personal growth.

At the same time ask yourself: “what can I do for my local community?” Think globally, and act locally in order to “help to create a better and more peaceful world”. By researching what needs are required in your local community you will get more insight about the world around you AND become more knowledgeable about yourself.

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 Intelligence in the wild

Watch David Perkins' short but very precise presentation of the [Intelligence in the wild](#). Through the image, the wild, he points out that we all have a place outside our comfort zone, and that CAS is all about challenging "our wild" in order to achieve the best possible version of our self.

The aims of CAS

Is 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 environments

3. How to do CAS?

Hopefully, you now have answers to the questions: “Which ones of the Learner Profile attributes do I identify myself with?”, “What are my strengths and what are my weaknesses?” and essentially knowing the answers to: “what is my wild?” and “why do CAS?” Now you can proceed and actually work on *how* to do CAS.

Aalborg KFUM Football – an example

From the beginning of your first semester in the Diploma Programme all IB1 students must be a part of a mandatory CAS experience in Aalborg KFUM Football.

The *WHY* do CAS in Aalborg KFUM Football:

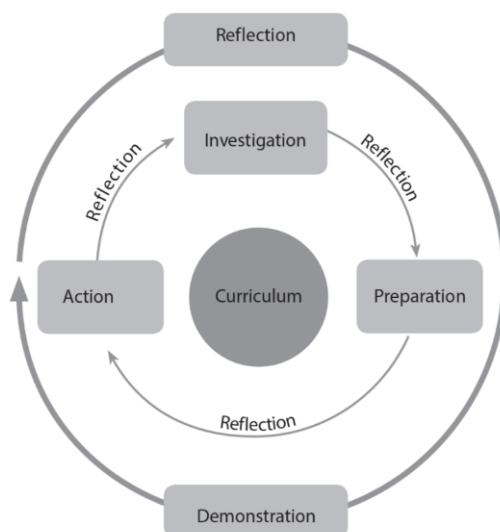
- Sports Unions in Denmark rely on voluntary work which comes from a long tradition (research it)
- Aalborg KFUM Football and Hasseris IB World School have made a partnership
- We help them fulfil a need of voluntary work
- Here your CAS Service is of utmost importance for the club
- At the same time the club helps us provide you with CAS experiences
- Here you must investigate and develop yourself in relation to the IB Learner profiles
- If you for example are a shy and introvert person and are not comfortable with communicating with people you don't know, then this will be a good opportunity to challenge yourself and explore your “wild”.

The *HOW* to do CAS in Aalborg KFUM Football:

- The CAS experience consists of taking shifts in the café selling French fries, soft drinks, beers and candy to the club members and guests
- You must do a minimum of four shifts pr. student
- A shift goes from 17.00-21.00 on weekdays
- A shift must be carried by 1-3 students
- You can provide yourself with French fries and a soft drink during the shift
- You will find Aalborg KFUM Football at the address: Under Lien 60, 9000 Aalborg
- Your supervisor is Tom Nygaard, 0045 21441444, tom@aalborgkfum.dk
- Make groups and write your name at least four times in the [schedule](#)

The five-stage model

This model is a helpful tool and should be used to help you select your CAS activities. When you decide to do your CAS project you must show that you have used the five-stage model in your portfolio.



(the model will be explained on the next page)

1. Investigation

Students identify their interests, skills and talents, as well as areas for growth and personal development. Students investigate what they want to do and determine the purpose for taking part in the CAS experience. Accordingly, in the example of Aalborg KFUM Football you must essentially have worked through all the topics connected to “The *WHY* do CAS in Aalborg KFUM Football”.

2. Preparation

Students clarify roles and responsibilities, develop a plan of action to be taken, and acquire any skills needed to take part in the activity. Again, in the example of Aalborg KFUM Football you must ask and find the answers to all the topics connected to “The *HOW* do CAS in Aalborg KFUM Football”.

3. Action

Students implement their idea or plan. In Aalborg KFUM Football you must do a minimum of four shifts on your own or in groups of two or three students.

4. Reflection

Students describe what happened, express feelings, generate ideas, and raise questions. Reflections can occur at any time during CAS to further understanding, to learn from experience, and to make connections between their accomplishments and the learning outcomes. Reflections may lead to new action. If you learn more about yourself and Aalborg KFUM as a football club, you can engage yourself further in the club’s organization and routines, for example in relation to The Hasseris Run in the start of November or Aalborg KFUM Spring CUP. Or you can help as assistant coach on one of the youth teams, help organizing Football Fitness for Women and Football for Fun (motionsfodbold) on twelve Tuesdays in the spring and in the autumn. You will now have turned your CAS experience into a CAS project including several experiences and lasting more than a month 😊

5. Demonstration

Students make clear what they have learned and what they have accomplished, by sharing their CAS experience through their portfolio or with others in an informal or formal manner. This enables students to solidify their understanding and evoke response from others. A CAS Project in Aalborg KFUM Football will naturally bring one or more of the seven Learning Outcomes into play (see next page on the seven Learning Outcomes)

The Portfolio

All your CAS work must ongoingly be monitored in a portfolio. It can be in google docs, on lectio, on Facebook, a web page, a YouTube channel or a blog – you decide! But before each of the two interviews with the coordinator (read more under “Important deadlines” later) you must upload your portfolio to lectio.

A suggested method of organizing your portfolio is given under “Check list and planning worksheet”. The check list provides an overview of all your CAS activities. For each of your CAS activities you should fill in a planning worksheet with all the details including comments in relation to the IB Learner Profile, the specific strands, the Learning Outcome and possibly the five-stage model.

The seven Learning Outcomes

In your portfolio you need to show evidence that you have achieved the following Learning Outcomes. In a CAS experience you may only achieve one or two Learning Outcomes, whereas in a CAS Project you must achieve two Learning Outcomes or more.

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

Reflection prompts for the Learning Outcomes

You may find the prompts below helpful when you write your reflections. These are all questions you may want to ask yourself. You do not have to answer all of them, and some of them may not be applicable but you can use them for inspiration.

What was good and bad about the experience/project?

What new skill/s have I developed? What is the proof of that?

How can I apply this skill to other experiences or projects?

How does my CAS connect to the local community?

How do you plan to further develop your newly acquired skill/s?

What affect has CAS had on me and the people I work with?

To what extent does my CAS experience reflect a growing awareness of ethical concerns?

What have I learned about how I work with others?

Did the experience or project turn out the way I planned? Why? Why not?

How has my world view or beliefs been challenged?

How does my CAS show my personality and me as a member of society?

What experiences did I initiate and what did I learn about my role in it?

Am I significant? Did I make a difference in someone's life?

How does my CAS demonstrate commitment?

How can I improve upon this experience/project?

How will this experience/project affect me after IB Diploma?

What were the difficult decision and how did I come to the decision?

How did you handle failure? What did you learn about yourself when you failed?

Important CAS deadlines

The following deadline overview involve you as a student from Pre-IB to IB2 student.

Month	Pre-IB deadlines
May	Introduction to CAS through the folder <i>CAS for beginners</i> presented by the coming IB2 students and their experiences and projects Initiating your first CAS experience in Aalborg KFUM Football Start CAS portfolio Presentation of Charlotte and Joen
Month	IB1 deadlines
August	Assembly with Joen to ensure that everyone has signed up for CAS in Aalborg KFUM Football
January	Portfolio check 1 on lectio (survey) The purpose is to check that CAS activities are either completed or ongoing and that the portfolio contains comments in relation to the IB Learner Profile, the specific strands, the Learning Outcome and possibly the five-stage model
May	Portfolio check 2 on lectio The purpose is to check that CAS activities are completed and ongoing and that the portfolio contains comments and completed reflections in relation to the IB Learner Profile, the specific strands, the Learning Outcome and the five-stage model
May	Introduce pre-IB students to CAS through the folder <i>CAS for beginners</i> and present your experiences and projects so far Tell about the CAS in Aalborg KFUM Football Pass your best tips and advices in relation to the planning process, the actual selection of CAS activities and the CAS portfolio Charlotte and Joen will make a presentation of themselves to the Pre-IB students
Month	IB2 deadlines
August	Portfolio check 3 on lectio Assembly with Charlotte to ensure that all IB2 students can show evidence planned for all Learning Outcomes to be met before December
November	Assembly with Charlotte to ensure that everyone has completed the requirements of CAS in the second CAS interview with Charlotte leading towards the final submission for CAS
May	Portfolio check 4 on lectio The purpose is to check that CAS activities, experiences and at least one project, are completed and that the portfolio contains completed comments and reflections in relation to the IB Learner Profile, the specific strands, the Learning Outcome and the five-stage model

If you fail to meet the important CAS deadlines, you will be placed on the CAS concern list. In order to help you completing the requirements of CAS you will be closely monitored. Please be aware if you fail to meet the requirements of CAS, you will not pass your Diploma!

Check list and planning worksheet

It is a good idea to include a check list and planning worksheets in your portfolio.

The **check list** provides an overview of all your CAS activities. Samples of good CAS activities:

Name of CAS activity	Creativity	Action	Service	Learning Outcomes	Experience	Project
Aalborg KFUM Football		X	x	1, 4, 5	X	x
Fitness studio		X		2, 3	X	
Playing in a band and doing a concert	x	X	x	1, 5		X
OD-day			x	6	X	
Attending the school musical	X	X	x	3, 6		x
Playing volleyball after school		X	x	1, 4, 5		X
Red cross	X	X	x	5, 6	X	
Learning a language	X			4	X	
Tutoring or teaching	X		x	4, 6, 7	X	
Playing with sick children			x	7	X	
Working at a local festival	X	X	x	2, 5	X	

For each of your CAS activities you should fill in a **planning worksheet** with all the details including:

Name of CAS activity Experience or project	
Period of CAS activity Start and end date	
Investigation Why do CAS?	
Preparation How do CAS?	
Action What did I actually do?	
Reflection Reflection prompts	
Demonstration Documentation and evidence	

Remember, always smile and have fun while doing CAS 😊

Best wishes!
Charlotte & Joen