



Creativity

Activity

Service

CAS Quick Guide for Parents, Staff and the FIS Community



FIS Mission

To foster international-mindedness through a challenging curriculum in a caring and cooperative environment, inspiring students to become well-rounded citizens committed to the service of humanity.

FIS Vision

A community exemplifying progressive pedagogy, innovative technology and service learning.
Our students will exhibit integrity and the desire to make a positive impact in the world.

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Requirements

CAS is a part of the FIS Curriculum for Grades 9-12 and is a compulsory component of the International Baccalaureate Diploma Programme (IBDP) Core for Grades 11 and 12 along with Theory of Knowledge (ToK) and the Extended Essay (EE).

It is a graduation requirement at the FIS.

The 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 (Figure 1) 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.



Figure 1 Service Learning through BookBridge in Mongolia

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Expectations

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
- 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/adviser 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.

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CAS Experiences

A CAS experience is a specific event in which you engage with one or more of the three CAS **strands**.

CAS experiences should be planned and lead to personal development. However, in order to develop a successful program, a series of planned CAS experiences are recommended (such as Figures 2 and 3).

There are **four guidelines** that should be applied for any proposed CAS experience.

A CAS experience must:

- fit within one or more of the CAS strands
- be based on 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 your course requirements.

*“CAS experiences can be associated with each of the subject groups of the Diploma Programme. Teachers can assist students in making links between their subjects and their CAS experiences where appropriate. This will provide students with relevance in both their subject learning and their CAS learning through purposeful discussion and real experiences. It will motivate and challenge the students, strengthen subject understanding and knowledge, and allow students to enjoy different approaches to their subjects. However, CAS experiences must be distinct from, and may not be included or used, **in the student’s Diploma course requirements.**”*



Figure 2: Climbing – Outdoor Program

Figure 3: Caving – Outdoor Program

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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.

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.

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CAS Stages

Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.

The five CAS stages are as follows.

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.
2. **Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as 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 explain 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 should 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.

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CAS Portfolio

All students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS strands and achievement of the seven CAS learning outcomes. The CAS portfolio can also reveal how students have developed the attributes of the IB learner profile.

The CAS portfolio is used by students to plan their CAS programme, reflect on their CAS experiences and gather evidence of involvement in CAS; it is not formally assessed. The CAS coordinator/adviser will ensure the students keep their CAS portfolio up-to-date and relevant, as it is a summation of their CAS programme. It could also be a valuable addition to a student's application process for a prospective employer or educational institution.

The CAS portfolio is used to showcase the student's CAS programme and should be a source of pride for the student. To highlight its significance, students have the choice of how the CAS portfolio is assembled, what they include and how it is shared. Individual student learning styles will dictate the type of portfolio that they use: digital, online, diary, journal, scrapbook or a blended approach. Students are encouraged to explore the different options available to them.

Managebac is one way which multiple styles and forms of multimedia can be used to store and organise their portfolio. Managebac is most common and effective way to record and present the CAS Portfolio and keep record of communications.

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Communications

We use two main platforms on social media to share the work completed in attaining the seven learning objectives and enhancing our learner profile characteristics. Throughout the academic year the weekly newsletter, GOFIS! Magazine and school Plasma screens help to update everyone on current opportunities, events and progress. Whilst the Yearbook is used to summarise our experiences throughout the academic year for each of the different CAS Groups.

Twitter

In order to raise global awareness of the service work and commitment to service learning causes of local, national and international needs. <https://twitter.com/experienceCAS>

Twitter handle **@experienceCAS**

Standard hashtag **#experienceCAS**

Facebook

Used to promote events, fundraisers and significant news specifically to the FIS Community.

Use the QR code to access our Facebook Page.

Or search "creativity activity and service at the-fis" to find our page on Facebook.



Email

For any specific questions, direct involvement or project ideas please contact Scott.Simpson@the-fis.de - CAS Coordinator