## Seven CAS Learning Outcomes

1. Identify own strengths and develop areas for growth.
2. Demonstrate that challenges have been undertaken, developing new skills in the process.
3. Demonstrate how to initiate and plan a CAS experience.
4. Show commitment to and perseverance in CAS experiences.
5. Demonstrate the skills and recognize the benefits of working collaboratively.
6. Demonstrate engagement with issues of global significance.
7. Recognize and consider the ethics of choices and actions.

## The Five CAS Stages

1. Investigation
2. Preparation
3. Action
4. Reflection
5. Demonstration



## CAS Calendar

| Timeline | Tasks |
| --- | --- |
| DP Year 1 Junior Year Fall | Introduction to CAS Presentation<br><br>CAS Planning & CAS Interview 1 with CAS Coordinator<br><br>CAS Project Proposal |
| DP Year 1 Junior Year Winter | CAS Project underway<br><br>Some CAS experiences are being completed or continued. |
| DP Year 1 Junior Year Spring | CAS Project completed by end of Junior year.<br><br>Further CAS experiences are being completed or continued.<br><br>CAS Interview 2 with CAS Coordinator. |
| Summer between DP Years 1 & 2 | Further CAS experiences are being completed or continued. |
| DP Year 2 Senior Year Fall | Most CAS experiences are being completed. |
| DP Year 2 Senior Year Winter | Final CAS experiences completed.<br><br>CAS Interview 3 with CAS Coordinator. |
| DP Year 2 Senior Year Spring | Official CAS sign-off by CAS Coordinator and IB Coordinator. |

# Baltimore City College
*An IB World School*

# Creativity, Activity, Service (CAS) Programme



## "Think Globally, Act Locally"

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# Creativity, Activity, and Service (CAS)

## Aims of CAS

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.

## The CAS Strands

**Creativity**– Exploring and extending ideas leading to an original or interpretive products or performance.

Examples of "Creativity" pursuits include but are not limited to: visual and performing arts, design, writing, speech/debate, film, event management.

**Activity**– Physical exertion contributing to a healthy lifestyle.

Examples of "Activity" pursuits include but are not limited to: individual/team sports, dance, fitness training, hiking, gardening.

**Service**– Collaborative and reciprocal engagement with the community in response to an authentic need. There are 4 types of service: direct, indirect, advocacy, and research.

Examples of "Service" pursuits include but are not limited to: volunteerism, school-based and community services, fundraising.

## Requirements for Successful CAS Completion

1. The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for **at least 18 months** with a **reasonable balance between creativity, activity, and service** (minimum 150 hours total).
2. All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS via Managebac.
3. Students must **achieve the seven CAS learning outcomes**, demonstrated through their CAS portfolio.
4. Students engage in **CAS experiences involving one or more of the three CAS strands**.



5. Students undertake a **CAS project of at least one month's duration** that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.
6. Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.
7. There are **three formal documented interviews** students must have with their CAS coordinator/adviser.
8. CAS emphasizes **reflection** which is central to building a deep and rich experience in CAS, and these reflections are documented in Managebac.

## 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. The primary purpose of the CAS project is to ensure participation in sustained collaboration.

### A CAS Project must:

- Have a duration of at least one month
- Can address any single strand of CAS or any combination of the three strands
- Include a collaboration between a group of students at City College or with members of the wider community
- Be done as a team, with all members being contributors
- Must benefit others, and have a global significance
- Use the CAS stages as a framework for implementation to ensure that all requirements are met
- Must be completed by the end of Junior year
- **Be approved by the IB CAS Coordinator before initiation**

### Some CAS Project examples include:

**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 retirement home.