



CAS HANDBOOK

Creativity, Activity, Service

*(For the CAS coordinator and the CAS adviser in
2021 and thereafter)*

**SHINE UE SCHOOL
2021**

IB Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Shine Ue School Mission Statement

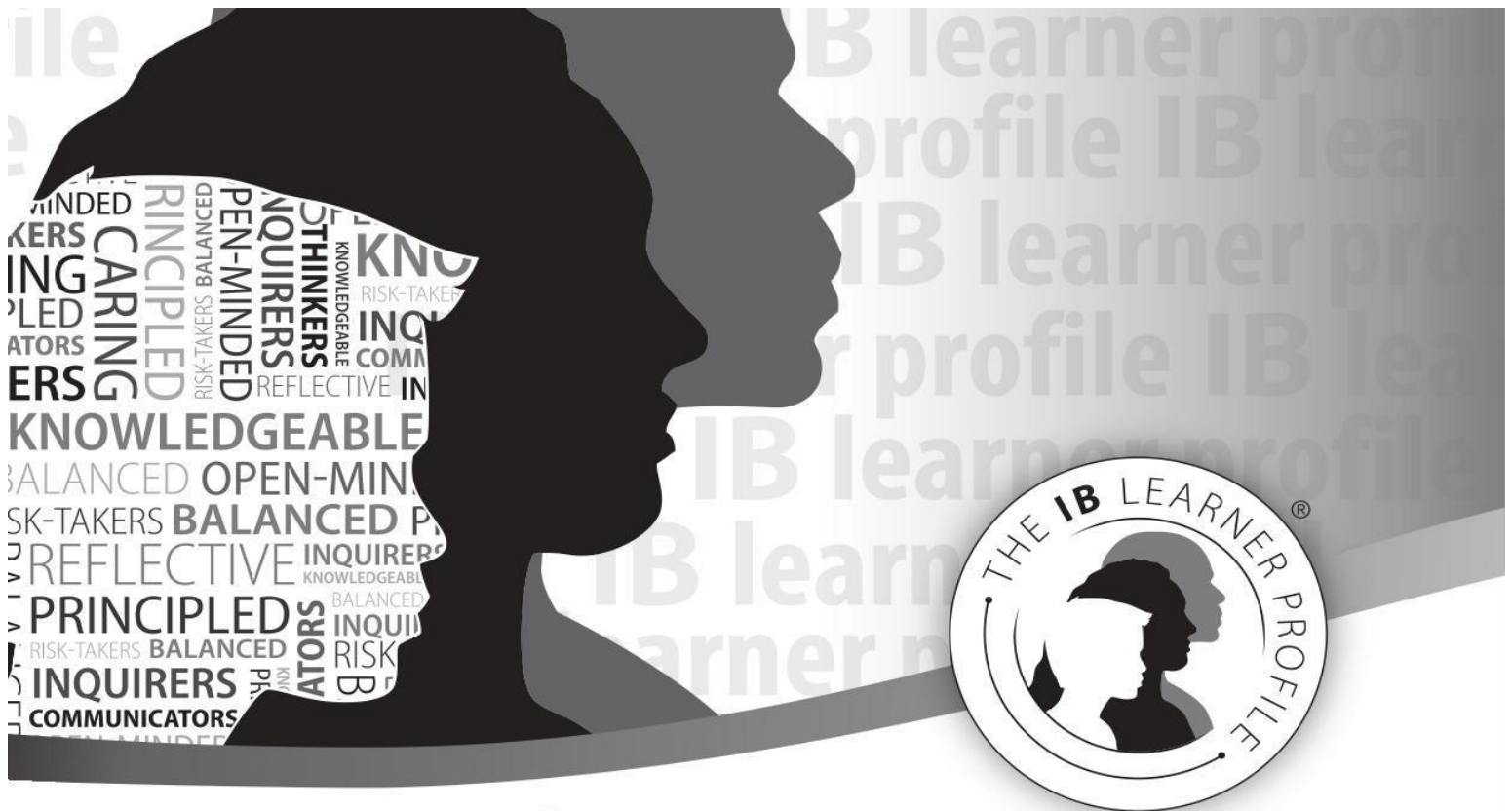
To provide students with a quality education based on the methods and experience of highly qualified teachers, cultivate citizens with the knowledge that meets international standards, can live independently, are humane and ethical, and respect Mongolian traditions.

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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.

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The nature of CAS

“...if you believe in something, you must not just think or talk or write, but must act.”

(Peterson 2003)

“CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students’ personal and interpersonal learning from the PYP (Primary Years Programme) and MYP (Middle Years Programme).

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 enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.” (Creativity, activity, service guide, 2017, p.8)

The three strands of CAS



1. ***According to the IB guidelines, CREATIVITY refers to “arts, and other experiences that involve creative thinking.”***

Your students may start a newspaper, make a film, choreograph a dance, direct or act in a theatre piece, learn an instrument, study a new language, participate in a musical production, or teach younger students.

Remember that all activities of your students should have a very clear goal or outcome. Their CAS activities should push their boundaries and not just be a continuation of something that they have always done.

2. ***ACTIVITY refers to “physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.”***

Your students may participate in sports, dance, personal training, fund awareness raising events like sponsored distance running, go on an expedition, do some extreme sports like snow skiing and much more. Again, they should set themselves a very clear, well-defined objective that they aim to achieve. If the student's sport has always been individual, he/she could try a team game. It is possible to extend the students into a CAS activity by coaching younger students and passing their knowledge on to others.

3. ***SERVICE refers to “an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.”***

This means serving our community by getting involved with an NGO, local or global community organization, or a social entrepreneurship project. The focus here is on doing things with others, and not only for others.

Creativity, activity, and service opportunities

The following are suggestions to help you think about the multitude of opportunities you could be involved in. You are encouraged to discuss additional organizations with your CAS coordinator if you are unsure about CAS experience requirements. Some organizations may cover multiple CAS strands.

Creativity

- ☐ Chess club
- ☐ Chorus
- ☐ Debate club
- ☐ School Magazine
- ☐ School podcast
- ☐ Instrument lessons (learning or teaching)- piano, violin, horse-headed fiddle, ukulele, guitar, traditional musical instruments etc
- ☐ Web page design for a group activity
- ☐ Photoshop program teaching
- ☐ Code writing
- ☐ Book translation
- ☐ Audio books for the blind
- ☐ Blog or movie writing

Activity

- ☐ Wrestling competitions
- ☐ Participation on an organized sports team
- ☐ Walking, running, hiking, biking with an organization
- ☐ Yoga, fitness lessons service
- ☐ Modern/classic dance lessons service
- ☐ Ballet dance lessons service
- ☐ Crochet
- ☐ Making jewelry and small ornaments
- ☐ Nail art
- ☐ Clay sculpture

- ☐ Plastic recycling
- ☐ Paper recycling
- ☐ Swimming (learning and teaching children with disabilities to swim)

Service

- ☐ Environmental clean-up
- ☐ Non-profit summer camp volunteer
- ☐ Hospital volunteer
- ☐ Local library volunteer
- ☐ Public library volunteer
- ☐ Retirement and elder care
- ☐ Tutoring at middle / elementary schools
- ☐ Planting trees
- ☐ Volunteering at dog shelter
- ☐ Harvesting vegetables like potatoes, carrots and cabbages
- ☐ Picking up/collecting the wild berries
- ☐ Volunteering at herders' home doing such as combing goats, milking cows, herding sheep and collecting animal droppings, cleaning the environment
- ☐ Street cleaning
- ☐ Renovation of the child protection room
- ☐ Book donation
- ☐ Warm clothes donation for orphanage children
- ☐ Teaching some subjects for orphanage children
- ☐ Volunteering at elders' home

The seven learning outcomes

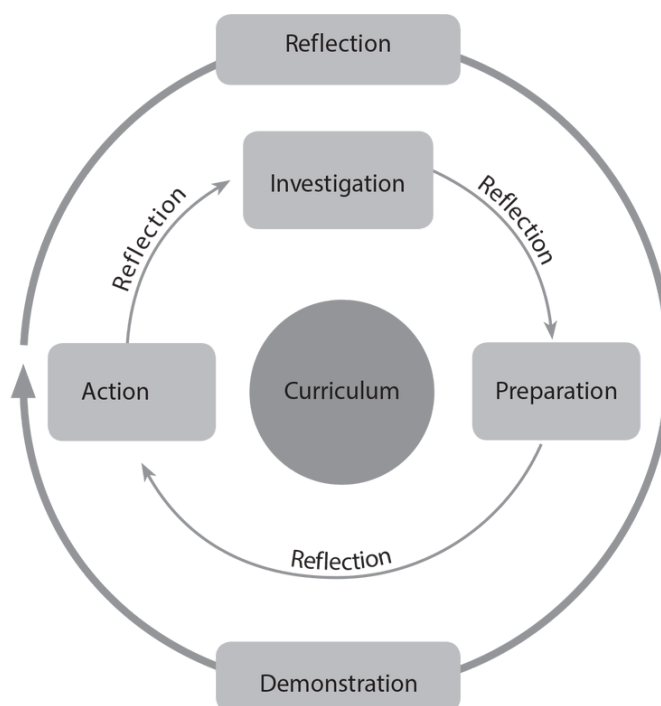
According to the CAS guide all CAS activities must include at least three of the seven outcomes listed below. The students should read the outcomes carefully and decide which ones apply to the project/activity they would like to start. Over the course of the two years of IB Diploma all seven outcomes must be presented to complete the CAS requirement.

1. **STRENGTHS AND GROWTH.** This means that projects and activities should give the students the chance to increase their awareness of personal strengths and areas for growth. The students should think about their strengths.
2. **CHALLENGE AND SKILLS.** This means that CAS activity should always be something

which is a new challenge for your students.

3. **INITIATIVE AND PLANNING.** The 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.
4. **COLLABORATIVE SKILLS.** This means that the students should work collaboratively. They should think about how their actions, attitudes and decisions will affect the whole group of people they are working with and plan and act accordingly. A team effort means better decision making and better understanding of the bigger picture.
5. **COMMITMENT AND PERSEVERANCE.** Your students should always show commitment and persevere.
6. **GLOBAL ENGAGEMENT.** Your students should do something that addresses a problem faced by people all over the world such as homelessness, poverty, discrimination, old age, pollution, disease, etc.
7. **ETHICS OF CHOICES AND ACTIONS.** Your students should do something which gives them the opportunity to think about the ethical implications of their actions.

The CAS stages



According to CAS guide the 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 describe 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 may 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.

Reflection

Elements of Reflection

Reflection is a dynamic means for self-knowing, learning and decision- making. Four elements assist in the CAS reflective process.” (Creativity, activity, service guide, 2017, p.26)

The first two elements form the foundation of reflection.

- ☐ Describing what happened: students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- ☐ Expressing feelings: students articulate emotional responses to their experiences.

The following two elements add greater depth and expand perspectives.

- ☐ Generating ideas: rethinking or re-examining choices and actions increases awareness about self and situations.
- ☐ Asking questions: questions about people, processes or issues prompt further thinking and ongoing inquiry.

Extending reflection

Having established an effective understanding of the four elements of reflection, students develop higher order thinking skills by critically examining thoughts, feelings and actions, thereby synthesizing their learning. The theory of knowledge (TOK) course provides students with critical thinking skills to develop and extend their reflections. For example, during TOK they consider their emotions, ability to reason and how to use language.

Students can be encouraged to move forward through deeper questions. For example:

What did I do? Could become:

- ☐ Why did I make this particular choice?
- ☐ How did this experience reflect my personal ideas and values?
- ☐ In what ways am I being challenged to think differently about myself and others?

How did I feel? Could become:

- ☐ How did I feel about the challenges?
- ☐ What choices might have resulted in different feelings and outcomes?

Following reflection, feedback from the CAS coordinator and/or adviser is beneficial and necessary. Feedback can take many forms such as part of an informal or formal discussion, as a written response to a blog posting, during group discussion or conversation. *You may also advise*

on your preferred method for feedback.

Time for reflection

Students are not expected to reflect on every CAS experience; they should identify moments worthy of reflection.

The preferred emphasis is for the student to determine key moments during CAS experiences that inspire reflection. The following approaches may be helpful.

- ☐ Students choose significant moments as the basis for reflection, for example when:
 - a moment of discovery is happening
 - a skill is mastered
 - a challenge is confronted
 - emotions are provoked
 - achievement deserves celebration.
- ☐ Students reflect during or at the end of a CAS experience or series of CAS experiences, to identify important moments, discuss a possible learning outcome, recognize personal growth and achievements, and plan for their next CAS experience.
- ☐ Students engage in group reflection with their peers to discover shared insights.
- ☐ Students reflect at the beginning, during, and at the end of a series of CAS experiences. This enables students to deliberate on such elements as planning, opportunities, expectations, challenges, progress, and personal growth.

Forms of reflection

Reflection can appear in countless forms. CAS students should be able to identify forms of expression that have personal meaning and best enable them to explore their experiences. For example:

- ☐ A student might take photographs while hiking and use these to reflect in writing.
- ☐ Two students could compose a song describing how you helped children.
- ☐ A student might dramatize a poem to capture a feeling of creative endeavor.
- ☐ A student could produce a short video summarizing a CAS experience.
- ☐ A group of students create a poster highlighting aspects of a shared experience.

Student reflection may be expressed through a paragraph, a dialogue, a poem, a comic strip, a dramatic performance, a letter, a photograph, a dance, or other forms of expression. It is possible students may wish to keep private reflections. As such, it is recommended that students decide which reflections will be placed in their CAS portfolio. Students should include reflections in their

CAS portfolio that give evidence to achieving each of the seven CAS learning outcomes.

Deadline

All CAS requirements must be completed and turned into the CAS Coordinator on May 1st of the senior year. If May 1st falls on a non-school day, then the following school day is the deadline. Failure to meet this deadline may result in delays in the awarding of the diploma.

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.” (Creativity, activity, service guide, 2017, p.24)

A CAS project challenges you 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. A CAS project offers you the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities to enhance and integrate your 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 collage.*
- *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, activity, and service: Students rehearse and perform a dance production for a community retirement home.*

A minimum of one month is recommended for a CAS project, from planning to completion. As expected throughout CAS, students reflect on their CAS project experience.

The CAS portfolio

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS 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.” (Creativity, activity, service guide, 2017, p.30)

A successful CAS Portfolio must contain:

- ☐ Evidence of planning for CAS experiences
- ☐ Meaningful reflections on CAS experiences
- ☐ Evidence that the student has completed all seven Learning Outcomes

The CAS Portfolio should be an ongoing project, and students should update their CAS Portfolio continually with reflections and evidence.

What form should a student's CAS Portfolio take?

There is no requirement for the format the students may use for their CAS Portfolio. Possible forms include weblogs, written journals (typed or handwritten), videos, Google Sites, illustrated displays, etc.

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 could 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.

The role of the CAS coordinator

“The CAS coordinator is the key to the success of a CAS programme. The CAS coordinator is knowledgeable about the role of CAS in the Diploma Programme. The CAS coordinator is the nominated member of staff who facilitates understanding of CAS and oversees the effective implementation of CAS experiences, working directly with students, staff, CAS advisers and CAS supervisors. The CAS coordinator is responsible for reporting the progress of CAS students to the Diploma Programme coordinator.” (Creativity, activity, service guide, 2017, p.33)

According to the CAS guide the CAS coordinator has two areas of responsibility.

1. Coordination and administration of the CAS programme:

- ☐ familiarize students, colleagues, parents and the wider community with CAS and promote its importance
- ☐ identify safety issues (risk assessment and child protection)
- ☐ manage CAS records and reports
- ☐ promote and publicize student achievements in CAS
- ☐ provide professional development and supervise CAS advisers where appropriate
- ☐ administer the CAS budget
- ☐ inform and work with CAS supervisors where appropriate
- ☐ ensure consistency across the programme through ongoing contact with CAS advisers and supervisors
- ☐ inform and work with outside providers in their involvement in CAS experiences
- ☐ report completion/non-completion of CAS to the IB on IBIS.

2. Mentoring and advising CAS students (if there are no CAS advisers):

- ☐ educate students on all aspects of the CAS programme
- ☐ advise and monitor progress towards meeting CAS learning outcomes
- ☐ support students in understanding ethical concerns and international- mindedness
- ☐ assist students in identifying personal and group goals, discuss about achievements towards them
- ☐ provide ongoing guidance and support to students
- ☐ monitor the range and balance of experiences undertaken by students
- ☐ develop purposeful reflection skills through individual interviews, group discussions and teaching strategies
- ☐ provide feedback on student reflections
- ☐ report on student progress to school and parents
- ☐ periodically review students' CAS portfolios
- ☐ meet each student in three formal documented interviews
- ☐ report completion/non-completion of CAS to the IB on IBIS.

The role of the CAS adviser and the CAS supervisor

“The role of the CAS adviser

Working with individual students on their CAS programmes takes time and requires personal knowledge of the student. Under the guidance of the CAS coordinator, it is essential for the CAS adviser to be aware of the importance of CAS in the Diploma Programme and to be familiar with all

elements of CAS. CAS advisers shall be the vital ongoing contact for a student and are advised to have sufficient contact time with students. The adviser's responsibilities are outlined under the second section of responsibilities for a CAS coordinator.

The role of the CAS supervisor

The CAS supervisor assists, offers guidance and oversees the students' CAS experiences when needed. A supervisor may not be necessary if a student is able to undertake a CAS experience without assistance or supervision. Students should take responsibility for their own CAS experiences where possible and be provided with opportunities to report on their own attendance and participation. Depending on the nature of the experience, the school shall decide whether a supervisor is required to guide and assist the student, to ensure safety and to provide feedback on student involvement to the school. CAS supervisors can be teachers, non-teaching members of the school or wider community, or volunteers with the skills and/or knowledge of the CAS experience undertaken by the student.

CAS supervisors should:

- ☐ be familiar with elements of the CAS programme as applicable
- ☐ be responsible for student safety and risk management procedures
- ☐ provide students with guidance, support and feedback on the CAS experience
- ☐ notify the CAS coordinator or relevant CAS advisers of any issues
- ☐ comment on the student's engagement with the CAS experience if required." (Creativity, activity, service guide, 2017, p.35)

Resources

Schools have people and places that can be helpful resources. As stated in the IB Programme standards and practices document (Standard B2:11), "the school utilizes the resources and expertise of the community to enhance learning within the programme(s)". An effective CAS programme draws on the resources of the whole school community.

It is a condition of Diploma Programme authorization that all members of the school community demonstrate a commitment to CAS. The school must therefore provide the budget, time, staffing, professional development and resources necessary to run a successful CAS programme. The extent of the budget and resources will depend on the individual school's situation, including student numbers and local conditions. It must be remembered at all times that CAS is central to the Diploma Programme and its organization, and resourcing is the responsibility of the school. Students may contribute to aspects of the organization and resourcing of CAS; however, students must not, for example, raise

funds to provide a school CAS budget.

Internal resources

School staff: Teachers and ancillary staff could contribute to the CAS programme in a variety of ways in addition to the roles of CAS advisers and supervisors. Subject teachers can use their academic subjects as a catalyst for CAS experiences. They may also have a particular skill, hobby or talent that will contribute to the student's involvement in CAS experiences. To ensure the importance and relevance of CAS in the school community, staff should be informed and involved in the CAS programme.

Students: Many students have already achieved skills such as music, art, drama and sports.

Students with such skills and expertise can lead or make a valuable contribution to CAS experiences with other students in the school or in the local community.

Parents: With their wide range of occupations and interests, parents can be a useful resource for CAS students. If parents are involved in the CAS programme, the CAS coordinator must ensure that the parents understand key elements of CAS and their role.

In-school resources: Schools usually have a variety of places ideal for CAS, such as playing fields, swimming pool, sports hall, gymnastics hall, auditorium, assembly areas, art rooms, music studios, classrooms, laboratories, computer rooms, kitchens, cafeterias, technology workshops and gardens.

External resources

It is possible to identify a variety of external organizations that can provide students with opportunities

for meaningful CAS experiences. To facilitate CAS experiences, students or the school could initiate and

maintain contact with outside agencies such as:

- non-government organizations
- local commerce and industry

Resources

Creativity, activity, service guide 37

- community groups
- youth groups, sports clubs, drama, music and art groups
- social services, health services, government offices
- embassies and consulates.

CAS encourages students to undertake a variety of CAS experiences in a number of different contexts.

Therefore, CAS coordinators/advisers must ensure that a student's CAS programme is more than an interaction with just one organization.

Local and national press could also be utilized as a resource. Coverage of students' CAS experiences can strengthen awareness of CAS in the local community and recognize the involvement and/or contributions being made by CAS students across the three strands of CAS. This may encourage other organizations to propose or support ideas for the school's CAS programme

Step-by-step guide to CAS

- ❑ Read the CAS Handbooks and make sure that both the CAS Student and Parent Agreements are signed
- ❑ Create a CAS reporting timeline for 11th grade students upon their enrollment to the IB Diploma Programme
- ❑ Meet with students for initial interview 1 (Term 1 of 11th Grade) and make sure that they are filling out the CAS Planning Form
- ❑ Meet with students for interim interview 2 (Term 1 of 12th Grade) and control if they are filling out the CAS Portfolio and writing reflections on their CAS experiences/projects and following up all of the CAS student forms.
- ❑ Meet with students for final interview 3 (Term 3 of 12th Grade) and control if they have filled out the A Student Checklist for CAS and the CAS Summative Reflection Form
- ❑ Fill out the **CAS Progress Form (p.20)** and **CAS Individual Student Completion Form (p.21)**

***CAS Student Forms attached to the CAS Handbook for Students:** CAS Planning Form (p.25), IB CAS Log Sheet (p.34), IB CAS Reflection Form (p.32), CAS Project Form (p.27), IB CAS Reflection Form (p.32), A Student Checklist for CAS (p.29), IB CAS Summative Reflection Form (p.35), CAS Portfolio Checklist (p.31)

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CAS Progress Form

Name of Student:

Name of CAS Adviser:

Event	Date	Signature	Comments
Student has declared an acceptable plan for CAS activities			
First interview between CAS adviser and student			
Second interview between CAS adviser and student			
Student has submitted portfolio			
Third interview between CAS adviser and student			
Student has submitted final portfolio			
Exit interview			

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CAS Individual Student Completion Form

There is evidence that [student's name] has:

Earning outcome	Achieved? (✓)	Nature/location of evidence (e.g., website/blog [date], journal [page xx], progress form [date])
Increased their awareness of their own strengths and areas for growth		
Undertaken new challenges and developed skills		
Planned and initiated activities		
Shown perseverance and commitment		
Worked collaboratively with others		
Engaged with issues of global significance		
Considered ethics in choices and actions		

Name of CAS adviser:

CAS advisor's signature:

Date:

CAS interviews: Introduction

This section includes documents that can assist CAS coordinators and advisers with each of the three CAS interviews.

CAS interviews are important in the CAS process and serve as a means of:

- checking and reinforcing student understanding of CAS
- assisting students to consider whether they are enjoying CAS and maximizing the opportunities and possibilities of CAS
- ensuring students know about available resources to support them in CAS
- giving students an opportunity to reflect upon their CAS experiences to date
- inviting students to show evidence of achieving CAS learning outcomes
- allowing students to discuss CAS successes and ways of meeting challenges
- reviewing and monitoring student progress.

A CAS interview allows the student and interviewer to pursue topics in more depth than possible with a recorded or written reflection. The interviews also allow for meaningful feedback to occur, which is critical for the learner.

Aside from the three scheduled interviews (one at the beginning of DP year 1, one in the later stages of DP year 1, and one in the final stages of DP year 2), informal discussions can be held with students throughout the programme. Such informal discussions can provide CAS coordinators and CAS advisers with an opportunity to support students in their CAS efforts and be aware of any common challenges among students or identify skills that may be lacking. This can lead to providing targeted information or resources. In most schools, the CAS coordinator/advisers meet regularly with a CAS group weekly, bi-weekly or monthly. This allows students to have continued and reliable support from the CAS coordinator/advisers and for collaboration with their peers.

For all CAS discussions, including the three interviews, consider the importance of establishing and growing trust between the student and interviewer. If students sense the interview is a form of interrogation, they are likely to be less forthcoming. The aim is for a relaxed atmosphere so the exchange is friendly and encouraging.

As indicated in the *CAS guide*, the CAS coordinator/adviser is required to take notes from the three formal interviews that are shared with the student and stored for later reference. These notes can include evidence of achievement in the learning outcomes, any concerns, recommendations for planning, highlights of the student's programme to date, and advice for future planning and participation. In this way the interviews can serve as a review for the student of both the short- and long-term process and highlights of their CAS journey.

First CAS interview

There is a minimum of three scheduled CAS interviews during a student's DP. Ideally, the first interview is scheduled during the very early stages of the DP. Prior to this interview, be certain that students have attended a CAS orientation and have access to relevant information. Students may also have attended one or more group sessions that review key elements of CAS, so they have an established understanding and look forward to their CAS programme.

Be sure to review some of the "Teaching strategies" chapters in the TSM for suggestions of diverse ways to introduce CAS in engaging and dynamic ways that inspire students. When these are done prior to the first interview, students may come to the first interview prepared, for example, by knowing their interests, being familiar with the learning outcomes or having several ideas that show they are approaching their CAS programme with meaning and purpose.

The purpose of the first interview is to:

- gauge the student's understanding of CAS
- find out the interests of the student
- discuss the student's plans for CAS experiences
- review the learning outcomes of CAS, ensuring his or her understanding and seeing how the student might achieve these outcomes
- ensure the student is aware of ways to gather evidence of CAS.

Questions are offered for each of these discussion topics as examples. Please adjust and adapt them for what is meaningful for your CAS students and their CAS programme.

Understanding

Students need to have a firm understanding of the CAS programme and the many opportunities available. If the word “requirements” is over-emphasized, students may be preoccupied with checking items off a list when they are done. School has many requirements; however, what is most important in CAS is the level of involvement and personal commitment. How students regard the programme will deeply influence how they participate.

Questions to ask

- ☐ Do you have any questions or concerns about CAS?
- ☐ Which aspect of the programme excites you the most? Which aspect seems most challenging?
- ☐ What do you most hope to achieve from CAS?
- ☐ How do you think your CAS programme will enable you to grow? How do these areas of growth apply to the attributes of the IB learner profile?
- ☐ What have you learned about the CAS stages, and how can the stages help you in CAS?
- ☐ How will you plan for an equal distribution of CAS strands across your CAS experiences?
- ☐ What organizational and time-management strategies do you have in place to ensure that CAS remains an ongoing focus of your IB journey?

CAS Handbook for students can be the primary reference for the student; any basic questions should be answered through the CAS handbook. However, let students know they can always approach the CAS coordinator or advisers to assist with their understanding.

Student interests

Ensuring that students have identified areas of interest is important for determining their CAS experiences. The questions below may assist the student in identifying their interests, which leads to knowing what they would like to do for CAS.

Note: A document available on this TSM, “Teaching strategy: Creating a personal profile”, is designed to assist with this key understanding.

Questions to ask

- ☐ What are your main interests? How can you incorporate these interests into your CAS programme?
- ☐ What do you enjoy doing after school? Could this be part of any CAS experience?
- ☐ What are your personal goals? How could they be achieved through CAS?
- ☐ What do you expect to gain from CAS? What do you hope to accomplish?
- ☐ How can you advance your skills and talents through CAS?
- ☐ What school, community or other groups or teams are you already involved in?

- ☐ Have you had any previous experiences that you would view as CAS?
- ☐ How could something you do currently (for example, swimming) be made into a CAS experience with new opportunities to add skills and meet challenges?
- ☐ What do you think your role could be in effecting change for the better?
- ☐ What issues of local significance concern you most? How could you address these in your CAS programme?
- ☐ How do these local issues also have global significance?

Student plans for CAS

Students may arrive at their first interview with different levels of preparation regarding their plans. If you want students to have a prepared outline of their CAS programme, advise them with ample time before the interview. Alternatively, use this first interview to help them create a basic outline, mind map or plan.

Questions to ask

- ☐ What would you enjoy doing for creativity? Activity? Service?
- ☐ Have you made any plans for creativity? Activity? Service? For each, what are you hoping to learn or do you have skills you want to develop?
- ☐ Have you researched any groups that you could become involved in for any of the CAS strands? What are you doing to expand your options?
- ☐ What ideas do you have for a CAS project? Are these ideas worth developing for a month or more? What additional ideas do you have or backup plans if this is not viable?
- ☐ Who will you work with for your CAS project?

CAS learning outcomes

Review the learning outcomes and ensure that students understand each one. For a group session on the learning outcomes, refer to this TSM under “Teaching strategy: Understanding learning outcomes”.

Questions to ask

- ☐ How would you summarize these learning outcomes?
- ☐ Can you summarize each of these learning outcomes in your own words?
- ☐ From the plans you already have, do you see any opportunities that may be helpful in meeting these learning outcomes?
- ☐ What learning outcome appears as something you will easily do?
- ☐ What learning outcome might present a significant challenge?
- ☐ What learning outcome might you address in the first six months of your CAS programme?

Evidence of CAS

Part of the students’ responsibility is to provide evidence that they have met the CAS learning outcomes through their accumulated experiences, have balanced their time in creativity, activity and service and have completed at least one project. How will they provide this evidence? This is important to discuss during the first interview.

Questions to ask

- ☐ Have you thought of how you will keep evidence (and the types of evidence) that you are engaging with CAS and are meeting the CAS outcomes?
- ☐ How often do you plan to use your CAS portfolio?

- ☐ How will you reflect on your CAS experiences? Are there any preferred ways you like to reflect? (Note: The student may require suggestions or examples to develop a more diverse approach to reflection.)
- ☐ How can you keep track of your plans and meet the learning outcomes through your portfolio?

Second CAS interview

The second CAS interview offers an opportunity to find out whether students perceive CAS as enjoyable and as an opportunity to grow, expand and participate in a variety of worthwhile experiences. Further, it may be used to verify that the students understand CAS requirements, such as having a balanced commitment to the three strands of creativity, activity and service, and have carefully considered how they will achieve the CAS learning outcomes. The students can confirm progress with the CAS project, whether it is under way or will soon be started, and describe their personal involvement, roles and responsibilities in this project.

This interview is also a good time to review evidence of the students' CAS programme as recorded in their portfolios. The CAS coordinator/adviser also provides general feedback on selected reflections and how the students' experiences relate to the learning outcomes, which can lead to revisiting diverse ways to approach meaningful reflection that, in turn, leads to depth of understanding.

The purpose of the second interview is to:

- discuss advancements in the student's engagement with CAS
- provide oversight regarding the student's progress towards fulfilling CAS requirements
- discuss collection of CAS evidence
- provide the opportunity for the student to reflect verbally on his or her CAS involvement.

The following notes and suggestions for questions may assist CAS coordinators/advisers.

General advancements

This interview is the opportunity to remind students that CAS is meant to be enjoyable and beneficial to themselves and others with whom they are engaging. Refer to the CAS handbook as needed to clarify misunderstandings and provide examples of CAS experiences; this also models how to use the resource. Be sure to reference the CAS stages to reinforce understanding and application during the students' continuing CAS experiences and CAS project. As always, the interview allows for general feedback on CAS efforts and participation.

Questions to ask

- ☐ What has been most enjoyable and beneficial for you thus far in CAS?
- ☐ What has been a highlight of creativity? Activity? Service?
- ☐ What do you hope to achieve most from CAS? How can you do this?
- ☐ When have you investigated, prepared and taken action so far in creativity, activity and/or service, or with your CAS project?
- ☐ What have you developed for your CAS project—your goals, who are you collaborating with, whether the project involves creativity, activity and/or service, your roles and responsibilities, and your progress to date?

CAS programme

Students by now fully understand their responsibility towards completing CAS, so specific aspects can be reviewed. If an area appears most challenging, support can be discussed to move the student forward.

Questions to ask

- ☐ What have been the biggest challenges for your CAS involvement, and how have you overcome them?
- ☐ What difficulty has been hardest to overcome? Where might you need support at this time?
- ☐ Have you ensured an equal balance across the three CAS strands? If not, how will you rectify this?

Evidence of CAS

Students need to be engaged in CAS for a period of at least 18 months from the start of the DP. Apart from verbal discussions, students are responsible for showing evidence of their participation in CAS through their CAS portfolio. Evidence can take many forms including, but not limited to, reflections and other forms of documentation such as photos, files, and planning documents, emails, meeting minutes, certificates, videos, art, music and journals.

Questions to ask

- ☐ What have you learned from your involvement in CAS?
- ☐ How have you used reflection to gain insights or understandings?
- ☐ In what ways have you especially enjoyed and learned from reflecting?
- ☐ Do some of your reflections include the four elements—what happened, how you feel, ideas and questions?
- ☐ Can you describe a situation where reflection happened very naturally and easily? Did you have a guided reflection opportunity that was helpful?
- ☐ Does your collected CAS evidence show ongoing CAS involvement? Are there ways in which this could improve?
- ☐ In what ways have your CAS experiences, including your project, assisted you in achieving one or more learning outcomes?

Verbal reflection

Ensure time for a verbal interchange that allows the student to reflect on what has occurred and what has been accomplished. Do take notes for the student, and review them as the interview concludes.

Discussion prompts

Outline a skill that you have strengthened or developed from engaging in a CAS experience.

Explain something that has happened in CAS that provoked some strong emotions (“I was really excited when ...”; “I was sad when ...”; “I was really happy when ...”).

Choose a learning outcome and discuss your evidence of achieving it, and what stands out as most significant and memorable.

Five years from now, describe what is likely to stand out as a highlight from CAS.

Third CAS interview

The summative interview for CAS is best scheduled near the end of the DP. The emphasis for this interview is for students to outline how they have achieved the CAS learning outcomes in addition to discussing their overall CAS programme. Moreover, the students can be guided to reflect on personal growth from multiple perspectives including enjoyment, personal awareness and development, achievements and challenges, larger understandings about the world around them, and how this experience might impact future choices and actions. This can lead to self-evaluation regarding what has been beneficial that may truly lead to lifelong integration of creativity, activity and service.

Several sets of questions are presented to consider. Always modify or use questions best suited for your student.

CAS programme

Questions to ask

- ☐ What did you most enjoy about CAS?
- ☐ Did you manage to reach your goals?
- ☐ What was your greatest challenge in CAS? How did you overcome this?
- ☐ What have you achieved through CAS?
- ☐ What have you learned about balancing your time with your choices and commitments?
- ☐ How did knowing the CAS stages assist you? Where else can you apply these CAS stages in future learning or in life in general?
- ☐ How do you already apply what you have learned from CAS in your daily life? How can this continue as you make future choices?
- ☐ Looking ahead, have any new goals emanated from your CAS programme?
- ☐ How did you integrate the three CAS strands in your overall programme?
- ☐ Describe your CAS project: how you planned, who collaborated, your roles and responsibilities and the results of your collaboration. How were your expectations met or exceeded?

Evidence from CAS

Questions to ask

- ☐ What has the role of reflection been in your whole CAS programme? Describe any way your experience with reflection has been helpful and memorable.
- ☐ How could you use something similar to a CAS portfolio in future endeavours?
- ☐ In what ways has the process of reflection and collecting evidence of your CAS experiences helped you develop the attributes of the IB learner profile? What would you do differently?

CAS learning outcomes

Questions to ask

- ☐ How did you improve and develop your planning skills?
- ☐ What did you learn about yourself and others?
- ☐ What have you learned through working in collaboration with others?
- ☐ What abilities and skills did you develop most significantly in CAS?
- ☐ Did CAS help you to consider issues of global importance? How?
- ☐ Which learning outcome did you find most easy to achieve? Most difficult to achieve?
- ☐ What qualities did you discover and develop? What areas for growth were evident?
- ☐ What challenges did you face, and how did you overcome them?

Closing

Questions to ask

- ☐ What could be improved about the way CAS is organized in school?
- ☐ What advice do you have for upcoming CAS students regarding making CAS enjoyable, sustained over time and meaningful?
- ☐ Five years from now, what will you remember most about your CAS programme?

References

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