

Welcome to the CAS Handbook for 2020-2021

The Resources and Ideas slides are placed first, followed by specific roles are our school and routines we follow, finally, scroll further for the nitty gritty details of "What is CAS"?



CAS Resources!

Resource with Link if applicable	Short Description/purpose	Other pertinent info
Globala Kronoberg	<p>It is a part of the European network "Eurodesk" who aim is to inform youth about the possibilities to study and volunteer in Europe. (free to take part)</p> <p>Globala Kronoberg är en del av det europeiska nätverket Eurodesk, som har som syfte att informera unga om möjligheter att studera och volontärarbeta i Europa. (free)</p>	<p>joana.pinheiro@globalakronoberg.se</p> <p>mathilda.muul@globalakronoberg.se</p>
Studieförbundet Vuxenskola	<p>Gives adults possibilities. They offer a broad assortment of study circles, courses, and cultural activities. (sometimes a fee to participate)</p> <p>SV vill ge människor möjligheter. Därför erbjuder vi en bred verksamhet med studiecirklar, kurser och kulturaktiviteter. Vi samarbetar också med en mängd organisationer och föreningar på både nationell och lokal nivå. (cost)</p>	
Kulturskolan	<p>Sign up for dance, drama or learning a musical instrument. A cost is involved. (cost)</p>	
Kultur och fritids, Älmhult	<p>Lots of free activities, art, dance, theatre. Sometimes Älmhult has a Culture Night (October) where you can have a stand and share something with others. (free)</p>	<p>Culture Night: helen.karlsson@almhult.se</p>
See and Do in Älmhult	<p>See what's on in Älmhult or places you may not have known existed which could be nice to visit (mostly free)</p>	
Sports to take part in	<p>Fishing, Tennis, Boule, Badminton, basketball, find your sport here and see if there's a place in the club to participate! (cost)</p>	
Book a PE hall for an activity	<p>Do you want to have a tournament that you organize? Or your own club to play a sport you like? You can rent a PE hall for that!</p>	

CAS Resources!

Resource with Link if applicable	Short Description/purpose	Other pertinent info
https://www.castrips.org/changemakers-challenge/	The aim of the Changemakers Challenge is to invent or campaign for something that will make a positive impact in your community. Showcase your project in a short video , and win an all-expenses paid trip for your whole team to present your Changemakers Challenge at one of our Global Student Conferences in Boston, Edinburgh or Singapore.	
https://www.castrips.org/wrc/	Stay at home and make a change with this Waste Reduction Challenge.	Weekly submissions to wastereduction@castrips.org



Haganässkolan:
CAS timeline

CAS Timeline

- **First day of school information meeting: IB Timeline and review of this Handbook**
- **Students put in first proposal/experience in Managebac asap and get started once it is approved. CAS is ongoing for 18 months hereafter.**
- **Fall term DP1: 1st Development talk + CAS interview #1**
- **Spring Term DP 1: 2nd Development talk + CAS interview #2**
- **Fall or Spring Term DP 2: 3rd Development talk + CAS interview #3 and final**
- **Drop in/Text via TEAMS/Book an appointment with the CAS Coordinator (Krista Baker) for advice or suggestions on planning or acceptable CAS experiences.**
- **June 1 of DP 2: CAS coordinator deadline to determine successful completion.**
 - **18 months of regular CAS activities**
 - **Well balanced between C, A, and S**
 - **At least one project**
 - **Evidence and reflections in Managebac that document that every learning outcome has been met at least once**
 - **Public demonstration has been completed at least once according to CAS coordinator's guidelines.**

We use Managebac!

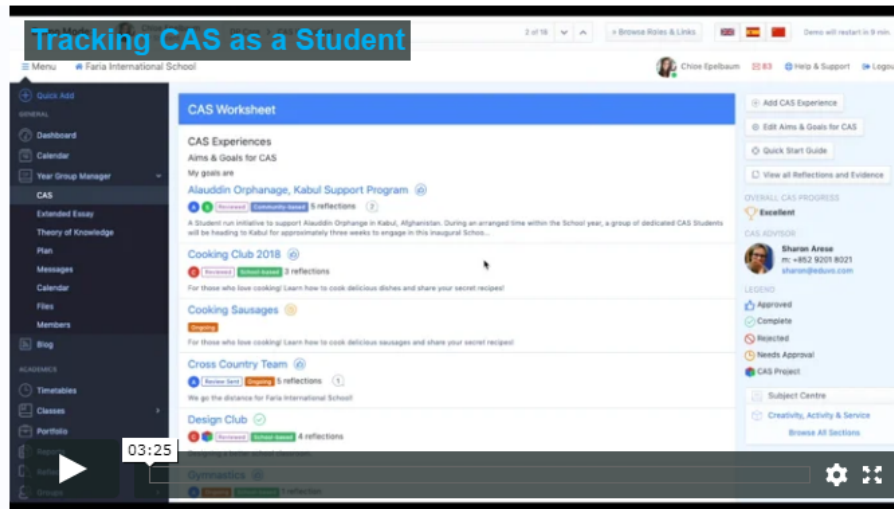
Class of 2021 (DP 1)

Overview **CAS** Extended Essay Messages Calendar Files Members



Creativity, Activity & Service


Learn more about CAS through our short introduction video!




 Download the CAS QuickStart Guide

 Download **ManageBac** iOS Post Reflections on the go!


 Add CAS Experience

 Edit Aims and Goals

 Archived Experiences

 Generate Reports


OVERALL CAS PROGRESS


 To Be Determined

CAS ADVISOR

 Krista Baker


LEGEND

 Approved

 Completed

 Rejected

 Needs Approval

 CAS Project

< Reviewing 2 of 12 Students >

Roles (in Managebac and in general)

Note: In Managebac and at the school, the roles are like this:

- CAS Coordinator: Can approve experiences or not in MB
- Your mentor can also be a CAS "advisor" Your mentor (advisor) will also do the 3 interviews.
- "Supervisor" is literally the person on the spot who can verify you're doing the experience. Put in their email to the proposal so at the end they can review. CAS Coordinator can stand in when needed.
- CAS coordinator oversees this whole process and along the way and at the end assess how's it's going for you, overall.

Krista: CAS coordinator.

- Will give beginning of school year intro to CAS requirements / inspire
- Will approve (or not) all proposals that come in through Managebac.
- Will serve as stand-in supervisor only when someone else is not in place to do so, and therefore, give final supervisor reviews at end of experiences. (student must request through MB)
- Will create a CAS guide of sorts for the school (CAS handbook as required for evaluation)
- Will indicate final approval (or not) of successful completion of CAS.
- Will be a sounding board for proposals, if they are ok or not (in person when students want to come talk)

Etienne: CAS IB teacher representative, Monday classes. You encourage students, listen to ideas, ball ideas, allow and encourage them to discuss their ideas in class, plan out their activities, and follow up the documentation of activities.

- Will remind students during the IB class time at least 2 x per month (and give them time in class to do so):
 - put in proposals in Managebac
 - Write/speak/record reflections in Managebac
 - Add other evidence to activities in Managebac
 - Request (sent) supervisor review through Managebac when an experience is complete (documentation included)
 - If student(s) is up to date with documentation and planning out ideas, it is possible to use CAS class as time to actually **do** the activity.
 - Can show students how to see their "statistics" in MB so they can self-evaluate how they are doing.
-
- **Anna Lindh, Kevin Fickling, Anders Levin: IB18 and IB19 Mentors**
 - Hold CAS interview as part and parcel of the development talks in Autumn and Spring DP 1, and Spring DP 2

CAS sample cycle

This is how one cycle of CAS can look for a student. The example of the experience itself is one month, but this can vary depending on what the experience is.

Aug 19 - Aug 21  **Information/Presentation/Introduction to CAS**

Aug 24 - Sep 4  **Student Proposes CAS experience in MB**

Sep 1 - Sep 4  **Advisor (Mentor) Approves it or not**

Sep 4 - Oct 7  **Student takes action, reflects, gathers evidence & adds this in Managebac.**

Oct 9  **Student requests Supervisor Review. Starts the process again.**

2020

Aug

Sep

Oct

2020

CAS Advisors 2020-2021 (Mentors)

- Anna Lindh, Mentor, IB18
- Kevin Fickling, Co-Mentor IB19
- Anders Levin, Co-Mentor, IB19

Mentors have a role to present or help present info with CAS coordinator. Mentors and all subject teachers should be able to field general Q and A from students as well 😊 Most of all, all IB subject teachers will from time to time give you ideas and inspiration to take your interests in the subject further via CAS when applicable.

Ideas for CAS experiences, Haganässkolan, Älmhult

Haganässkolan is located in a unique context: nestled in a small town in Sweden, surrounded by a highly diverse and international community, and complemented by a beautiful natural landscape filled with trees, lakes and forest.

A good CAS experience will take into account an **investigation** of your own needs and then branch out to those needs around you: your class, your program, your school, your community, your sports team, a local business, etc. It will also involve a **risk-assessment** to ensure you can do the activity safely without harm to yourself or others either physically or emotionally.

What follows are a menu of suggestions for how you can take your CAS to the next level by doing more than just ticking boxes, but really engaging in a meaningful way with your local surroundings and adding value to your life and the lives of others.

CAS Ideas, Haganässkolan, IBDP, CAS

Need: The programs at Haganäs keep to themselves yet everyone wants there to be more interaction and friendship among the programs.

Sports tournament We usually have a football tournament run by the student council. But must we be limited to this during school hours? Maybe there could be an after school sport tournament that gets students involved outside of school too. This is **Activity** and **Service**.

A party
Decide on a theme and throw a party. Ask Freja if they can help and if you can use their space. Be **Creative** by making decorations or creating invitations or posters to drum up interest. It's **Service** because you're trying to bring people together to create a school team spirit. It might even be **active** if you have a dance-off!

European Youth Parliament

Make this a bigger deal at school. Students have to "try out" and then get chosen. But try to get more to try out so that a selection of students from 3 programs can go.

Creativity since you have to write speeches

Service since the speeches/work tend to raise awareness of global issues

CAS ideas, Haganässkolan, IBDP, CAS

Need: School leaders want to align MYP and DP more. Politicians want to keep ISÄ MYP students in Älmhult! We need to make Haganässkolan an attractive choice for MYP students.

Sports Club or tournament
This is **Activity** and **Service**.

School ensemble/band/music group
Practice in a band so that when special events pop up, you can perform! (counts as project, creativity, and service when you perform!)

BBQ at the lake! Get to know the up and comers by organizing a get-together at the lake. Plan activities that include ice-breakers and other ways to get to know one another. This could be a combination of **Activity** and **Service**.

Tutoring

Prior examples include a Swedish film club for MYP for students who want to improve their Swedish.

There could be Math or English tutoring too!

This would be considered a **Service**. If you involve a group of friends and delegate who does what and it lasts for at least a month, it could also be a **project**.

Creativity, Activity, and Service

I. Description and aims

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

(Peterson 2003)

Not interested in reading? Go [here](#) for a short videos that explain everything you need to know about CAS

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

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.

I. Description and aims

CAS 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.

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I. Description and aims

How CAS looks:

- A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a **single event** or an **extended series of events**.
- A **CAS project** is a collaborative series of sequential CAS experiences lasting **at least one month**.
- Typically, a student's **CAS programme** combines planned/unplanned **singular and ongoing experiences**.
- AND a meaningful CAS programme must be more than just a series of unplanned/singular experiences. **Students must be involved in at least one CAS project during the programme.**

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II. Programme overview

The CAS programme formally begins at the start of the DP and **continues regularly for at least 18 months with a reasonable balance between creativity, activity and service.**

A CAS experience must:

- fit within one or more of the CAS strands
- be based on a 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 the student's DP course requirements.

Not interested in reading? Go [here](#) for a short videos that explain everything you need to know about CAS

II. Programme overview

CAS students have guidance at the school level through a variety of resources including the school's CAS handbook (this), information sessions and meetings. In addition, students have **three formal interviews** with the school's CAS adviser.

Typically, students' service experiences involve the following stages.

- **Investigation, preparation and action** that meets an identified need.
- **Reflection** on significant experiences throughout to inform problem-solving and choices.
- **Demonstration** allowing for sharing of what has taken place

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II. Programme overview

All CAS students are expected to **maintain and complete a CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is

- a collection of evidence that showcases CAS experiences and student reflections;
- it is not formally assessed.

A school's CAS programme is evaluated as part of the school's regular programme evaluation and self-study process that assesses the overall implementation of the DP.

Managebac is what you will use to maintain your CAS portfolio.



III. Learning outcomes

Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Some learning outcomes may be achieved many times, while others may be achieved less frequently. In their CAS portfolio, students provide the school with evidence of having achieved each learning outcome at least once through their CAS programme.

Not interested in reading? Go [here](#) for a short videos that explain everything you need to know about CAS

III. Learning outcomes

Learning outcome	Descriptor
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.
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 new experiences or through increased expertise in an established area.
Demonstrate how to initiate and plan a CAS experience.	Students can articulate the stages from conceiving an idea to executing a plan for individual or collaborative CAS experiences. Students may show their knowledge and awareness by building on a previous experience or by launching a new idea or process.

Not interested in reading? Go [here](#) for a short videos that explain everything you need to know about CAS

III. Learning outcomes

Learning outcome	Descriptor
Show commitment to, and perseverance in, CAS experiences.	Students demonstrate regular involvement and active engagement in CAS.
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.
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.

Not interested in reading? Go [here](#) for a short videos that explain everything you need to know about CAS

III. Learning outcomes

Learning outcome

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.

Not interested in reading? Go [here](#) for a short videos that explain everything you need to know about CAS



IV. Sample projects

- 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.
- Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.
- Creativity, activity and service: Students rehearse and perform a dance production for a community retirement home.

What is NOT
CAS?
The experience
will be...

- paid
- used as part of a DP subject
- routine, not allowing for personal development
- involves passive attendance of another's creativity (i.e. visit to art museum, for example)
- not able to be supervised by a non-family member adult
- fund raising with no clearly defined end in sight
- an activity that causes division amongst different groups in the community

Service learning, 5 stages

to be used informally always, and formally for the 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. In the case of service, students identify a need they want to address.
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. Through demonstration and communication, students solidify their understanding and evoke response from others.

-adapted from Cathryn Berger Kaye's "five stages of service learning", 2010