

CAS Information

Excerpts in the handout are taken directly from the IB CAS Guide.

Student Responsibility

Students should have opportunities to choose their own CAS activities and to undertake activities in a local and international context as appropriate. This means that, as far as possible, students should "own" their personal CAS programmes. With guidance from their mentors/advisers, students should choose activities for themselves, initiating new ones where appropriate.

Students are **required** to:

- self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS programme
- plan, do and reflect (plan activities, carry them out and reflect on what they have learned)
- undertake at least one interim review and a final review with their CAS adviser
- take part in a range of activities, including at least one project, some of which they have initiated themselves
- keep records of their activities and achievements, including a list of the principal activities undertaken
- show evidence of achievement of the eight CAS learning outcomes.

Learning Outcomes

At the culmination of a CAS Programme a student should be able to confidently say that they have:

- Increased their awareness of their own strengths and areas for growth
- Undertaken new challenges
- Planned and initiated activities
- Worked collaboratively with others
- Shown perseverance and commitment in their activities
- Engaged with issues of global importance
- Considered the ethical implications of their actions
- Developed new skills

Creativity

Creative activities should have a definite goal or outcome. They should be planned and evaluated like all CAS activities. This can present something of a challenge where, for example, a student is a dedicated instrumental musician. It would be artificial to rule that something that is both a pleasure and a passion for the student could not be considered part of their CAS experience. How, though, can it help to fulfill CAS learning outcomes? It may be useful to refer back to the section "The nature of creativity, action, service", particularly to the second principle: **personal challenge**—tasks must extend the student and be achievable in scope.

Perhaps the instrumental musician can learn a particularly difficult piece, or a different style of playing, in order to perform for an audience. The context might be a fund-raising activity, or the student might give a talk to younger children about the instrument, with musical illustrations. Appropriate CAS activities are not

merely “more of the same”—more practice, more concerts with the school band, and so on. This excludes, for example, routine practice performed by IB music or dance students (as noted earlier), but does **not** exclude music, dance or art activities that these students are involved with outside the Diploma Programme subject coursework.

Action

Similar considerations apply here. An outstanding athlete will not stop training and practising in order to engage in some arbitrary, invented CAS physical activity. However, modern approaches to sports coaching emphasize the notion of the reflective practitioner, so it is possible for the athletics coach to incorporate relevant CAS principles and practice into training schedules for the benefit of the student. Setting goals, and planning and reflecting on their achievement, is vital. “Extending” the student may go further, for example, to asking them to pass on some of their skills and knowledge to others. If their chosen sport is entirely individual, perhaps they should try a team game, in order to experience the different pleasures and rewards on offer.

Some excellent “action” activities are not sporting or competitive but involve physical challenge by demanding endurance (such as long-distance trekking) or the conquest of personal fears (for example, rock climbing). It is important that schools carefully assess the risks involved in such activities.

Alternatively, a student’s “action” may be physical exertion as part of a service activity, perhaps in a project as outlined in the section “Projects, themes, concepts”.

Service

It is essential that service activities have learning benefits for the student. Otherwise, they are not experiential learning (hence not CAS) and have no particular claim on students’ time. This rules out mundane, repetitive activities, as well as “service” without real responsibility. A learning benefit that enriches the student personally is in no way inconsistent with the requirement that service be unpaid and voluntary.