



## **KAUNAS JONAS JABLONSKIS GYMNASIUM**

### **CAS INFORMATION GUIDE**



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

(Peterson 2003)

**CAS Coordinator: Jūratė Zybartienė**  
**CAS Advisor Vilda Kiaunytė**



## IB Learner profile

*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.*

As IB learners we strive to be:

- Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.
- Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.
- Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## **CAS in short - the transforming power of experiential learning**

“Creativity, Action, Service (CAS) is at the heart of the IB Diploma Programme. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. It enables students to enhance their personal and interpersonal development through experimental learning.

A good CAS programme should be both challenging and enjoyable, a personal journey of self-discovery.” (IB Diploma Programme CAS, 2017, p.18)

CAS is non-academic, experimental learning promoting holistic development. Students therefore devise their own CAS programme tailored to their inclinations and ambitions. While CAS advisors and the CAS co-ordinator are there to help them, guide them and can support with suggestions, ideally the students come up with their own ideas.

Before they start a project or experience, they consult their CAS advisor to make sure that their project fulfils all the CAS regulations.

From the planning phase onwards, students record descriptions and reflections of experiences and projects on Teams in their CAS portfolio. Although there will be no grades awarded for CAS, progress will be commented as a credit test on “Mano Dienynas”. The CAS programme can make a student stand out in their university applications and it gives them the chance to show what kind of person they are and what they care about.

## **Successful completion of CAS is a requirement for the award of the IB Diploma!**

### **What does CAS stand for?**

**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.



## What are the aims of the CAS programme?

IBDP students should...

- 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 that they are members of local and global communities with responsibilities towards each other and the environment.

## What is a CAS experience?

Guidelines require that students are engaged in at activities, would fulfil the 3-4 hours a week commitment over 18 months, distributed equitably in three areas of creativity, activity and service, and complete a required number of summative reflections posted in TEAMS. Any number of unplanned and spontaneous experiences can also be added.

- It can be any one-off or ongoing experience that fits within one or more of the CAS strands.
- It should be based on personal interest, talent, skill or opportunity for growth and should provide new challenges.
- A student must assume a leadership role in at least one activity.
- A student must engage in at least one collaborative activity.
- It provides opportunities to develop the attributes of the IB learner profile and meet the CAS learning outcomes.
- A student must provide evidence that the seven learning outcomes were addressed. This evidence is demonstrated in two formats: TEAMS and the CAS exhibition.
- One activity must be designated as a CAS Project.
- It should be enjoyable!



## Three CAS strands

### Creativity

Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression. Creativity will come from the student’s talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts, and composition. You can be engaged in group activities, and especially in new roles, wherever possible. Nevertheless, individual commitment to learning an art form is allowed, where it respects the requirements for all CAS activities: you set goals, reflect on your progress, and in some way benefit others through this activity.

#### Suggested creativity activities:

KJJG Debate club	Engage in website design for a non-profit organization	Compose an original piece of music or learn a challenging piece of music and perform for a local audience
Plan, film and post “How to ...”	Outline and script an original play and perform for a local audience	Teach an art/music/dance class
Participate in the school’s theatre, dance, or musical productions	Write for the school website (KJJG Young Journalists’ club)	Learn painting
Engage in an oral/video/photo history	Help younger grades school children with special needs (peer tutoring)	Design and draw educational posters
Learn a new language (has to be different than the language you are studying for IB Diploma)	Inter-generational learning and friendship	Build a birdhouse

### Activity

The aim of the activity strand is to promote lifelong healthy habits related to physical well-being. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit. Try to get involved in group or team activities and in undertaking new roles, but individual commitment is acceptable where the general requirements of CAS are met: you set goals, you reflect on your progress, and you benefit others.

#### Suggested activities:

Volunteer to coach at a youth-group organization	Join an athletic or club team	Join KJJG sport club
Volunteer with a student activity group	Participate in a physically oriented events	Set a goal to ride a bike 20 miles and work on preparing to meet the goal

Set a goal to try a new sport activity	Do Yoga	Begin a systematic individualized exercise program
Go to swimming pool	Meditate	Take a dance class

## Service

Service is the collaborative and reciprocal engagement with the community in response to an authentic need. The aim of service strand is for students to understand their capacity to make a meaningful contribution to their community and society. The community maybe the school, the local community, or it may exist on national and international levels. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. Service is often seen as one of the most transforming elements of CAS by promoting students' self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness. Use of the CAS stages in developing a service experience is recommended for best practice. Service activities should not only involve doing things for others but also doing things with others and developing a real commitment with them. *The relationship should honor the dignity and self-respect of others.*

Different types of services are:

- **Direct service:** Student interaction involves people, the environment or animals.
- **Indirect service:** Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment.
- **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest.
- **Research:** Students collect information through varied sources, analyse data, and report on a topic of importance to influence policy or practice.

### Suggested activities:

Volunteer at a local hospital	Peer tutor	Organize or join a community clean-up
Volunteer at a soup kitchen or homeless shelter	Volunteer time at a local senior center or nursing home	Volunteer at an animal shelter
A structured series of visits to a home for orphans	Helping out at a charity events	Join an effort to keep the school and its campus clean
Volunteer in the public library teaching the use of computers	A structured series of meetings with visually impaired people	Awareness and leadership to raise money for a certain purpose

## To meet the requirements for CAS, IBDP students...

- choose a balanced programme of a variety of experiences in all three strands for 18 months,
- determine personal goals and challenge themselves,
- initiate and plan one collaborative CAS project, length: at least one month,

- maintain a CAS portfolio online on Teams that includes reflections and evidence of achieving the 7 CAS learning outcomes,
- find adult supervisors (ideally not related to them) to complete the supervisors' reviews,
- meet regularly with the CAS coordinator or advisor (CAS period, 3 CAS interviews).

## What are the CAS Learning Outcomes?

Student completion of CAS is based on the achievement of the seven CAS learning outcomes (LOs) realized through the student's commitment to his/her CAS program over a period of 18 months starting in September of his/her first DP year. These learning outcomes articulate what a CAS student is able to do at some point during his or her CAS program.

All seven outcomes must be present for a student to complete the CAS requirement. Each outcome may be demonstrated many times in a variety of activities or may be met in a single activity. Completion of the requirement requires that there is documented evidence of all seven outcomes being addressed.

The seven learning outcomes ensure over the two years of the program that students will:

LEARNING OUTCOME	HOW TO PROVIDE EVIDENCE FOR MEETING LO IN A REFLECTION
LO 1. Identify own strengths and develop areas for growth.	Comments on how one sees oneself as an individual with skills and ability (strengths and weaknesses) Explains how goals have been set and how preparation and growth has been undertaken to meet goal Demonstrates openness to improvement and growth opportunities
LO 2. Demonstrate that challenges have been undertaken, developing new skills in the process.	Identifies an encountered challenge and the reasoning behind why the encounter was perceived as a challenge Shares an experience that was unfamiliar Explains how skills were developed or acquired by meeting the challenge Discusses next steps, new goals, or how the challenge was personally meaningful
LO 3. Demonstrate that challenges have been undertaken, developing new skills in the process.	Articulates stages from conceiving an idea to executing a plan for CAS experience or series of CAS experiences (may be accomplished in participation with others) Shows knowledge and awareness by building on prior experiences or by launching a new idea or process Details personal changes resulting from initiating an experience Demonstrates responsibility in developing a coherent plan for an experience
LO 4. Shown commitment to and perseverance in CAS experiences.	Demonstrates regular involvement and active engagement in CAS Explains why experience is one to which one is committed

LO 5. Demonstrate the skills and recognize the benefits of working collaboratively.	Identifies, demonstrates, and critically discusses benefits and challenges of collaboration in CAS experience Shares how the collaboration impacted actions, personal roles, and outcomes of experience Reflects on experience to identify factors that make collaboration successful
LO 6. Demonstrate engagement with issues of global significance.	Identifies and demonstrates understanding of global issues, describes responsible decisions that were made, and explains appropriate actions taken in response to local, national or international issues Demonstrates awareness, care, and empathy towards humanity
LO 7. Recognize and consider the ethics of choices and actions.	Shows awareness of the consequences of choices and actions in planning and carrying out CAS experiences

### What IS NOT a CAS experience?

- everything that is already part of the IB Diploma Programme
- work experience that only benefits the student, family support or paid work
- simple, tedious and repetitive work
- all forms of duty within a family
- appreciation of the efforts of others (e.g. going to a concert or football match)
- a passive pursuit such as a visit to a museum, art exhibit, vacation tours, concert or sports event, unless it clearly inspires work in a related activity in which a student is already engaged and provides some benefit beyond self
- an activity where there is no leader or responsible adult on site to evaluate and confirm student performance. This adult cannot be a member of your family.
- unsupervised tutoring or helping a friend with his/her homework
- working in elderly care facilities when you:
  - have no idea how the facility works,
  - are just making sandwiches,
  - have no contact at all with the elderly,
  - actually do no service for the elderly
- special classes that focus on self-benefit, like SAT preparation or Driver's Education
- self-taught skills, project or activities without a supervising adult instructor
- religious service
- political or other activities that can create factions or frictions.



## CAS REFLECTIONS

During the academic year students will be responsible for writing a number of reflections. In each reflection, a student must follow the 3-part format reflected in the CAS Reflection student must focus on:

CAS REFLECTION
1. Reflection contains a concise summary of the experience (no more than a paragraph). What was done is clearly explained in a way that makes sense and provides context to the reflection.
2. Reflection justifies how the experiences address the C/A/S strand (no more than a paragraph).
3. For the stated Learning Outcome, the reflection has clear evidence that the outcome was satisfied with holistic thinking. For example, it is not satisfactory to state that collaboration took place, one must explain how collaboration was conducted, who was involved in the collaboration, how decisions were made, how each collaborator contributed. This should be a well-thought-out paragraph.
Some guiding questions that a student can use to guide their reflections: How did you feel about the experience (emotional reactions)? What personal knowledge was gained and how was it acquired? How did experience amend one's perspective? What were the original goals for the experience and were they attained? What were the successes and failures associated with the experience? What connections could be made between your academics and the experience? What questions are raised by the experience?

## CAS stages

How are students to plan and execute these experiences? The CAS stages have been adapted from Cathryn Berger Kaye's "five stages of service learning", 2010. These stages provide a framework as students plan their CAS experiences. They are also helpful in a more generic sense and can help students in many aspects of their life. The CAS stages are applicable to the three strands of creativity, activity, service and the CAS project.

### Students carry out:

**Investigation:** identify their interests, skills and talents to be used in considering opportunities for CAS experiences

**Preparation:** clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills needed to engage in the CAS experience.

**Action:** implementing their idea / plan

**Reflection:** this is when they describe what happened, express feelings, generate ideas, and raise questions;

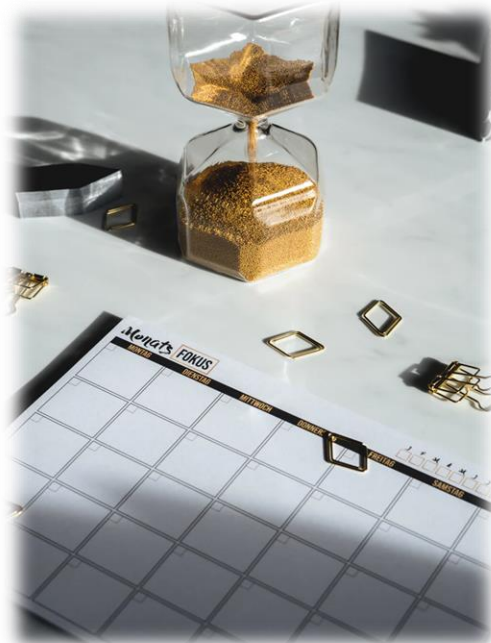
**Demonstration:** when they make explicit what and how you learned and what you accomplished.

Note how these stages should help to reflect, increase in self-awareness, metacognitively learn how to learn and recognise personal development.

## What is a CAS project?

A CAS project can address any single strand of CAS or combine two or all three strands and needs to be at least one month long from start of planning to completion. It requires active planning using the CAS stages (investigation – preparation – action – reflection – demonstration) as a framework.

- The student(s) leading the project must be involved in collaborative teamwork - a project cannot be done alone.
- CAS students must complete at least one CAS project during their CAS programme.
- Projects have to be approved before they are started and need to be reflected on.



**Examples of CAS projects:** organising a charity event, running a youth meeting / seminar, making a film, planning and organising a sponsored event, leading an after-school-club or coaching a sports team, a performance production for a community retirement home...

## CAS PROJECT APPROVAL AND REFLECTION PROCESS

Stage of Project	Associated Actions	Time
1: Project Approval	A Teams form will be assigned as CAS assignment on which student will describe proposed project's concept, goals and planning. This proposal will have a due date and will be graded for completion and timeliness Student will receive email from CAS Coordinator either approving project or asking for additional clarification.	November of year DP1
2: Project Planning 3: Project Implementation (with reflections)	Once approval has been given by CAS Coordinator, project can be initiated. Notes are to be taken throughout the project so that final project reflection is easier to write. Pictures/Videos/other evidence should be collected so that they can be shared in the final formal reflection.	November of year DP1 through Summer before year DP2
4. Project Finalization & Formal Reflection	The Formal Reflection will be an assignment in Teams. Students will account for all CAS project planning, collaboration, and implementation in this reflection. Questions associated with this assignment will be provided to guide student thinking. Students are strongly encouraged to be as thorough as possible so that their hard work can be showcased.	No later than November 10th. of year DP2

## CAS interviews

All Diploma candidates are required to have three individual interviews with the HHS Cas Coordinators. The interviews will address the following topics and goals and adhere to the noted timelines:

Interview	Goals and Topics	Time
Initial	<ul style="list-style-type: none"><li>• Ensure a candidate fully understands CAS requirements, CAS experiences, Learning Outcomes, CAS Project.</li><li>• Discuss plans for how student might set and achieve goals for the completion of the CAS program.</li></ul>	Beginning of year DP1
Midpoint	<ul style="list-style-type: none"><li>• Assess the progress of a student.</li><li>• Ensure the completion of a range of CAS experiences in all three strands.</li><li>• Discuss the value of the CAS project.</li></ul>	By the End of year DP1
Exit	<ul style="list-style-type: none"><li>• Discuss the impact of the CAS program on the student.</li><li>• Address the achievement of the learning outcomes.</li></ul>	End of year DP2

## Ethical Considerations

- Often CAS experiences and projects take place out of school. The responsibility for choosing these lies with the student and they must make sure they are safe, appropriate and fulfil regulations. Kaunas Jonas Jablonskis Gymnasium is not responsible for the students' safety when they are not on school grounds.
- If a project or experience involves fundraising or a collection of donations (e.g. toys, clothes, sports equipment), students are responsible that the complete amount of money or donations reaches the designated cause. For this, exact bookkeeping is required, money needs to be handled and stored safely, and receipts need to be kept, shown and archived as proof.
- When organising a project, students need to make sure it is appropriate and safe for all participants, including themselves. They need to make sure they always ask all necessary permissions before starting with a project.

## CAS Malpractice

### CAS malpractice can lead to the student failing the IB!

In the final submission for CAS, if a record is deemed falsified, the student will have no recourse for correction. Their name will immediately be submitted to the IBO for malpractice and their IB diplomas will consequently be withheld. This is non-negotiable. The student cited for malpractice will bear full responsibility for his/her own actions, as well as for the resulting withholding of the IB Diploma.

Here are some possible examples of malpractice:

- changes, alterations, corrections to names, hours, signatures or dates;

- photocopies of forms, instead of originals, since a) they cannot be authenticated, and b) it is an IBO regulation that all CAS Forms are originals;
- signatures that do not match;
- a supervisor who has no knowledge of the student when contacted;
- a supervisor who says the student has had less participation than documented on the forms.

**All CAS activities must be approved by the CAS Coordinator before they are begun.**

Sources

[https://resources.ibo.org/dp/subject-group/Creativity-activity-service/?](https://resources.ibo.org/dp/subject-group/Creativity-activity-service/)

<https://www.thinkib.net/leadership/search?s=CAS>

CAS online Workshop, 2021

Pictures from unsplash.com