

CREATIVITY ACTIVITY SERVICE

CAS Handbook 2022-2024

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

(Peterson, 2003.)

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1. What is CAS?

Creativity, Activity, Service (CAS) is a mandatory component of the school curriculum for *all* students in 11th and 12th grades at Hiroshima International School. It involves students in activities outside their academic studies throughout their final two years of school.

CAS enables you, the student, to enhance your personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of your academic program.

A good CAS experience should be challenging, enjoyable, and a personal journey of self-discovery. Individual student has a different starting point, and therefore different goals and needs are set, but your CAS activities should include experiences that are profound and meaningful.

The three strands of CAS, which are often interwoven within activities, are characterized as follows:

- **Creativity:** exploring and extending ideas leading to an original and interpretive product of performance
- **Activity:** physical exertion contributing to a healthy lifestyle
- **Service:** collaborative and reciprocal engagement with the community in response to an authentic need.

Group task #1

CAS Idea Bank: please come up with at least 5 activities for each box and share with your group.

	Creativity	Activity	Service
Creativity			
Activity			
Service			

2. How does CAS fit in the Diploma Programme?

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.

CAS sits at the heart of the IB Diploma Programme and students must meet its requirements to be awarded a Diploma.

Your CAS experiences should:

- help develop a deeper understanding of the subject matter studied in the Diploma Programme,
- help foster and nurture international-mindedness,
- and provide opportunities to think about your own values and actions, your place in the world and to shape your identity.

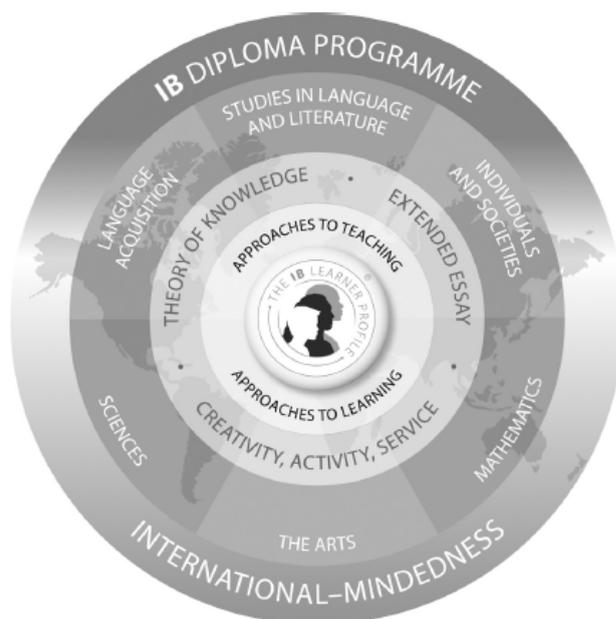


Figure 1
Diploma Programme model

In addition, the three elements of the Diploma Programme core (CAS, TOK and the extended essay) all complement each other and work together to achieve common aims. All three elements of the core have three coherent aims:

- support, and be supported by, the academic disciplines
- foster international-mindedness
- develop self-awareness and a sense of identity



Group task #2

CAS and learner's profile: please think about the links between those activities you came up in Group task #1. Put them in the most related learner's profile box.

IB Learners + CAS Activities

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and shows 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.	
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.	

3. The nature and the aims of CAS

CAS is designed to strengthen and extend your personal and interpersonal learning experiences and is at the heart of the Diploma Programme. CAS is organized around three strands of **creativity, activity and service**.

You will develop skills, attitudes and character through a variety of individual and group experiences through a variety of opportunities to explore your interests, express your passions and gain new perspectives.

Successful completion of CAS is a requirement for the awards of the IB Diploma. While CAS is not formally assessed, you will provide reflections of your CAS experience and provide evidence in your CAS portfolios of achieving the seven learning outcomes.

To fully understand the CAS programme, below is a basic outline of what you will expect during the duration of next two years.

1. The CAS programme formally begins at the start of the Diploma Programme and continues regularly, on a weekly basis, for at least **18 months**.
2. All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of your engagement with CAS.
3. Completion of CAS is based on your achievements of the **seven CAS learning outcomes**. Your CAS portfolios will provide the CAS coordinator with evidence of achieving the seven learning outcomes.
4. You will be engaged in **CAS experience** involving one or more of the three CAS strands. A CAS experience can be a single event or a series of extended events.
5. You will undertake a **CAS project** of a least one month's duration that challenges you to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving and decision-making.
6. You will use the **five CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for your CAS experiences and the CAS project.
7. You will complete three formal documented **interviews** with your CAS advisor/coordinator. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview will be at the end of the CAS programme.
8. **Reflection** is the primary evidence used by the CAS coordinator to determine whether you have successfully achieved the seven CAS learning outcomes.

Hiroshima International School's mission and vision statement is in line with the specific **aims of the CAS programme**. The CAS programme aims to develop the students of HIS who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect on their CAS experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new opportunities, embrace new challenges and adapt 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.



4. Connecting experiential learning to CAS experiences and CAS projects

Experiential learning means to make something meaningful from a direct experience. In CAS, experiential learning involves the 'CAS experience' and the 'CAS project'.

The **CAS experience** is a specific event (activity) in which you are involved in one or more CAS strands.

- CAS experiences are a combination of unplanned and planned singular events as well as ongoing experiences. However, to make the CAS experience more meaningful, it is recommended that a series of *planned* events are incorporated into your learning.



Figure 2
CAS experiences

The **CAS project** is a collaborative series of experiences lasting *at least one month*, from planning to completion, and involves working with other students and/or with local community members.

- The CAS project is a collaborative experience that involves one or more CAS strands.
- All CAS students undertake at least one CAS project.
- The purpose of the CAS project is to develop skills particularly related to collaboration, problem-solving and decision making.

5. What are the CAS strands?

Each CAS experience must fit within one or more CAS strands: *creativity, activity and service*. Let's look at each strand more closely.

CREATIVITY

Your talents, interests, passions, and imagination in visual and performing arts, digital design, writing, film, culinary arts, crafts and composition can be used to explore your own sense of original thinking and expression.

Possible Approaches:

- **Ongoing creativity** – You can continue an activity that you are already involved in as long as you extend your role in that activity and communicate your goals to your CAS Coordinator/Advisor.
- **School-based creativity** – You can participate in school-based activities such as clubs or a school service CAS project, as long as the activities are not part of the regular curriculum.
- **Community-based creativity** – You can participate in community events or projects such as a community-based theatre group, contributing towards a community art gallery, creating a sculpture for a community park or simply taking cooking classes.
- **Individual creativity** – You can engage yourself with a solitary creativity experience such as composing music, developing a website, writing a compilation of short fiction stories, designing furniture, creating arts and crafts, or painting a series of portraits.

ACTIVITY

The idea behind the 'activity' strand is to promote lifelong healthy habits related to physical well-being. These pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, or any other form of physical exertion that purposefully contributes to a healthy lifestyle. If you are already part of an activity, whether in-school or out-of-school, you can extend your participation by expanding your personal goals, exploring different training models to enhance your performance, or implementing a rigorous training program.

Possible Approaches:

- **Ongoing activity** – You may already be engaged in an activity as part of a school team or club. You can continue this activity as part of the 'activity' strand in CAS as long you extend and develop your participation.
- **School-based activity** – If you are not already part of an activity in school, you are encouraged to participate in meaningful activities that benefit your physical well-being. These activities can be part of the school's curriculum, a sport's club, or scheduled sport sessions such as basketball or volleyball.
- **Community-based activity** – By participating in an activity within your local community you will increase your awareness and understanding of interpersonal relationships, particularly if the activity experience involves members of the local community. However,

one-time events can lack depth and meaning. When possible, your experiences should occur with regularity.

- **Individual activity** – You may want to engage in a solitary activity, such as, for example, attending a gym, bicycling, roller-skating, swimming, or strength training. These types of activities are most beneficial when they take place over an extended period of time.

SERVICE

The service component of CAS allows you to make a meaningful contribution to your local community and society. Networking with the locals, other cities and towns, countries and continents are just a few ways to develop relationships and meet new challenges through collaboration.

There are four different types of service action in which you can be engaged within CAS.

- **Direct service** – Creating a personal interaction with other people, animals or the environment. Examples of direct service include tutoring or working in an animal shelter.
- **Indirect service** – Unlike direct service, indirect service is one where you do not see the recipients. Re-designing a non-profit organization's website, creating a picture book to teach a language or nurturing tree seedlings are just a few examples.
- **Advocacy** – You can promote action or awareness on an issue of public interest through public speaking or creating a video on how to replace bullying with respect.
- **Research** – You can collect information through varied sources, analyze data, and report on a topic of importance to influence policy or practice. For example, you could conduct an environmental survey to influence the school to implement better practices, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

Possible Approaches:

- **Ongoing service** – to help develop regular involvement and active engagement in CAS it is advised to develop a plan that can be implemented over time.
- **School-based service** – you are encouraged to participate in a meaningful service that benefits the community outside school. There may well be appropriate service opportunities within the school setting. Service needs met at school may prepare you for further action within the larger community; for example, tutoring at school could possibly lead to tutoring at a community center.
- **Community-based service** – Participating in service within the local community advances your awareness and understanding of social issues and solutions. Singular activities tend to lack depth and meaning. When possible, interactions best occur with a regularity that builds and sustains relationships for you, the school and for the local community.
- **Immediate need service** – You can take immediate action in response to a disaster. Since a plan will need to be quickly devised, you will need to investigate the issue further to better understand the underlying cause of the disaster. This may lead to additional opportunities to provide ongoing assistance even if the service action has already taken place.
- **Fundraising** – You may choose to support an organization through a fundraising activity. You can draw from your interests, skills and talents to plan the method and manner of

fundraising. Ideally, you should directly communicate and establish a working relationship with the organization. In addition, you can advocate the cause you have chosen by educating others about the organization.

- **International service** – You are encouraged to participate locally in service before considering service opportunities outside the country. In order to participate in international service, you must understand the background and circumstances of chosen activity and/or organization in order to support the cause.
- **Volunteerism** – You can volunteer in service experiences organized by other students, the school or with an outside group. It is recommended that you utilize the CAS stages prior to volunteering so you are well informed and prepared.
- **Service arising from the curriculum** – Some teachers may have opportunities for you to complete a service learning activity from the teaching curriculum. For example, while conducting quadrat sampling in a local river in Biology, you may decide to monitor and improve the local water system.

Group task #3

Let's think about the keywords that reflect C / A / S strands and share them with your group.

C	A	S

6. The learning outcomes of CAS

All CAS experiences are designed with a defined purpose and goals. You will identify one or more learning outcomes to further guide your role and responsibilities during your CAS experiences. Reflection is the primary evidence for the CAS coordinator to use to determine whether you have successfully completed the seven learning outcomes. You need to choose one or more learning outcomes for each CAS activity when you are in the stage of “investigation”.

<i>Learning Outcome</i>	<i>The Student:</i>
1. Identify own strengths and develop areas for growth.	<ul style="list-style-type: none"> ● is aware of own strengths and weaknesses ● is open to improvement and growth opportunities ● is able to propose activities according to own interests and talents ● is willing to participate in different activities ● is able to undertake a thoughtful self-evaluation ● is able to see themselves as individuals with various abilities and skills, some more developed than others.
2. Demonstrate that challenges have been taken, developing new skills in the process.	<ul style="list-style-type: none"> ● participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences ● is willing to become involved in unfamiliar environments and situations ● acquires new skills and abilities ● increases expertise in an established area ● shows newly acquired or developed skills or increased expertise in an established area.
3. Demonstrate how to plan and initiate a CAS experience.	<ul style="list-style-type: none"> ● is able to articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences ● demonstrates knowledge and awareness by building on a previous CAS experience ● shows initiative by launching a new idea or process ● suggests creative ideas, proposals or solutions ● integrates reflective thoughts in planning or taking initiative ● is aware of roles and responsibilities when designing an individual or collective CAS experience ● shows responsible attitude to CAS project planning ● is able to develop a coherent action plan taking into account the aim or purpose, activities and resources.
4. Show commitment to and perseverance in CAS activities.	<ul style="list-style-type: none"> ● demonstrates regular involvement and active engagement with CAS experiences and CAS project ● is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies

	<ul style="list-style-type: none"> ● demonstrates adaptability to uncertainties and changes ● gets involved in long-term CAS experiences and CAS project.
5. Demonstrate the skills and recognize the benefits of working collaboratively.	<ul style="list-style-type: none"> ● shares skills and knowledge ● listens respectfully to proposals from peers ● is willing to take on different roles within a team ● shows respect for different points of view and ideas ● makes valuable contributions ● is responsible for participating in the group ● readily assists others ● is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences.
6. Demonstrate engagement with issues of global significance.	<ul style="list-style-type: none"> ● recognizes the global implications of local issues ● is able to identify global issues in the local or national community ● shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally ● gets involved in CAS projects addressing global issues in a local, national or international context ● develops awareness and responsibility towards a shared humanity.
7. Recognize and consider the ethics of choices and action.	<ul style="list-style-type: none"> ● recognizes ethical issues ● is able to explain the social influences on one's ethical identity ● takes into account cultural context when making a plan or ethical decision ● identifies what is needed to know in order to make an ethical decision ● articulates ethical principles and approaches to ethical decisions ● shows accountability for choices and actions ● is aware of the consequences of choices and actions regarding self, others involved and the community ● integrates the process of reflection when facing an ethical decision ● shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.

Group task #4

Look at the CAS list from Group task #1. Find CAS activities that will be the best match for each learning outcome.

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

7. The five CAS stages

For each CAS activity, you will go through the five CAS stages. The five CAS stages are meant to provide guidance for deciding what to do, how to plan for your experience and carrying out your ideas. You will use these stages throughout the CAS programme to create and implement your CAS experiences.

The Five CAS Stages in CREATIVITY and ACTIVITY

1. **Investigation:** Identify your interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Investigate what you want to do and determine the purpose for your CAS experience. In the case of service, you will identify a need you want to address.
2. **Preparation:** Clarify roles and responsibilities, develop an action plan, and identify specified resources and timelines.
3. **Action:** Implement your own idea or plan by working by yourself, with a partner or with a group. This will require decision-making and problem-solving.

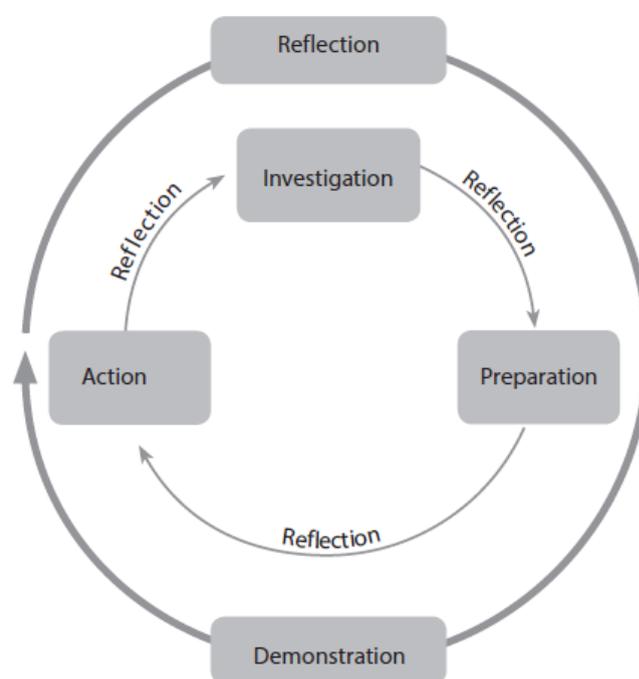


Figure 4

The five CAS stages

4. **Reflection:** Describe what happened, express your feelings, generate ideas and raise questions. You can reflect at any time during your CAS experience to help with revising your original plans, discuss what you have learned, make connections between your growth, accomplishments and learning outcomes.
5. **Demonstration:** Make explicit connections to how you have learned and what you have accomplished by sharing your CAS experience through a CAS portfolio or with in an informal or formal manner.

The Five CAS Stages in SERVICE

1. **Investigation:** You will identify a need within a designated community partner or organization. Based on the specific need, you will inventory your interests, skills, talents and possible areas for personal growth. **Always identify needs FIRST!**
2. **Preparation:** Design an appropriate service plan to identify the need, with clarification on your roles and responsibilities, resource requirements, and timelines to successfully implement your plan. Community partners are to be consulted in this stage.
3. **Action:** Implement your plan through direct service, indirect service, advocacy, or research. This service can be a combination of one or more types of service. You may work individually, with partners, or in groups.
4. **Reflection:** Examine your thoughts, feelings and actions applied to yourself, the community and the world. You will be reflecting in greater frequency as you will identify significant moments generated by new insights and situations.
5. **Demonstration:** Make explicit connections to what, how and what you have learned. Share your experience in your CAS portfolio or with others in a formal or informal manner.

Group task #5

Choose one CAS activity from Group task #1. Think about what you actually do for each CAS stage.

CAS Activity:	
Investigation	
Preparation	
Action	
Reflection	
Demonstration	

8. CAS Projects

The CAS project is a collaborative CAS experience engaging students in one or more of the CAS stands. As a CAS student, you must be involved in *at least one CAS project* during your CAS programme. The primary purpose of the CAS project is to ensure that you can successfully demonstrate collaboration with others to discover the benefits of teamwork and achievements.

The key points to remember about the CAS project are:

- Must be **at least a month** in duration.
- Must focus on **collaboration**.
- Can address any single strand of CAS, or combine two or all three strands.

The following are examples of CAS projects using one or two or more strands:

- *Creativity*: A student group plans, designs and creates a mural.
- *Activity*: Students organize and participate in a sports team including training sessions and matches against other teams.
- *Service*: Students set up and conduct tutoring for people in need.
- *Creativity and activity*: Students choreograph a routine for their marching band.
- *Service and activity*: Students plan and participate in the planting and maintenance of a garden with members of the local community.
- *Service and creativity*: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.
- *Creativity, activity, and service*: Students rehearse and perform a dance production for a community retirement home.

Group task #6

Out of all those CAS activities you have listed so far, which activities could be “CAS Projects”? List at least 3 possible CAS projects.

Possible CAS Projects	Why could you consider this as a project?
#1	
#2	
#3	

9. CAS Activities: local and global

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. (IB Learner's Profile)

To create a better and more peaceful world – it is a big aim of the world. In order to achieve this, what we can do is to start from something and somewhere that we can do. Among those seven learning outcomes for CAS, *Demonstrate engagement with issues of global significance*, is closely connected to this idea.

Learning Outcomes for CAS

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

Group task #7

Let's look at some possible CAS activities that can be related to the "global significance or issues". Please add 4 more.

Global significance/issues	Possible CAS activities that you can start from the local level
Poverty	
Environmental issues	
Child abuse	
Society with older population	

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Useful resources

- UN Sustainable Development Goals (<https://sdgs.un.org/goals>)
- Global issues network (<http://globalissuesnetwork.org/>)
- Habitat for humanity Japan (<http://habitatjp.org/>)
- Model united nations Japan (<http://jmun.org/ajmun27/en/mun>)



SUSTAINABLE DEVELOPMENT GOALS



10. CAS Portfolio

CAS portfolio is meant to be a summation of your CAS experience and is a *requirement* of the CAS programme. Your portfolio will be used to plan, reflect and gather evidence of involvement in CAS.

CAS portfolio will provide an opportunity for you to record the diverse CAS experiences you have had, summarize and celebrate your achievements. CAS portfolio is a collection of evidence and reflections (for example: photographs, visual and audio recordings, documents, posters, programs of events or performances) that demonstrate participation in CAS and achievement in the seven learning outcomes.

CAS portfolio must be *up-to-date and show relevant information*. Your portfolio, if done correctly, can be a valuable addition to your resume for a prospective employer or educational institution. You will be given guidance on what information should be kept in your portfolio, but you will be given the choice of how your CAS portfolio is assembled. Your portfolio should be source of pride and highlight your achievements from your CAS experiences.

As a general format for your portfolio, include the following sections:

- **Profile** – include in this section your interests, skills and talents, plans and goals for your CAS programme
- **Experiences** – this section chronicles your journey in CAS, incorporating a variety of reflections, learning moments, personal achievements, and how you utilized the CAS stages
- **Evidence** – collect evidence of your involvement and achievements. Evidence could include, but is not limited to, planning documents, letters, emails, certificates, photographs, links to videos, and so on.

Your individual learning styles will dictate the type of portfolio you will use. Example of portfolios include:

- Digital
- Journal
- Scrapbook
- Online
- A combination of these ideas or any other creative style of your choosing

Your CAS coordinator/advisor can ask at any time to see your portfolio. Your portfolio will be used during three CAS interviews to discuss, provide advice, and make recommendations. If there are any concerns, especially on whether you are successfully completing your CAS requirements, it will be noted in your portfolio and administration will be notified.

11. How do I start a CAS activity?

There are a number of traditional CAS activities that have been done at HIS. These include the One-Thousand Cranes Club, Model United Nations (MUN), childcare at school events, Festive eve, marathon running such as the Terry Fox Run and 24 hour race, sports team coaching or team management, organizing after school activities and tutoring for younger students.

HIS encourages, and prefers, students to use some form of needs assessment to identify *new* community service opportunities. Students who *only repeat activities* undertaken by other students *will not be considered to have met the requirements of the CAS programme*.

Toddle is a reporting program that HIS uses for the IB Curriculum. You will use toddle as your primary source of information on CAS. Any and all documents you create, including your reflections and evidence, will be uploaded into toddle for the CAS Programme.

There are several steps in the CAS programme that you will need to follow to help guide you through successfully completing all of the requirements.

Mains stages of CAS:

1. **Self-evaluation**
2. **Create your CAS plan**
3. ***First interview with advisor***
4. **Completing CAS activities during your 11th grade year**
5. ***Second interview with advisor***
6. **Finishing CAS activities during your 12th grade year**
7. ***Final interview with advisor***
8. **Completion of CAS**

Main forms for CAS:

1. ***CAS Self-evaluation Questions*** - this is completed before your first meeting with your advisor.
2. ***IB CAS Plan Form***- this is completed before your first meeting with your advisor.
3. ***Supervisor Form*** – you will have three meetings with your CAS supervisor during the duration of your CAS activity. You will provide information to your supervisor on your progress, issues and/or concerns. You must have your supervisor sign off on *all three meetings*.
 - a. **CAS Activity: Confirmation Letter (Community)** – for supervisors outside of HIS (available in English and Japanese). This form requires parental approval. See the appendix for the format of this letter.

HOW DO I START A CAS ACTIVITY?

1. CAS Self-evaluation Form

You will complete a self-evaluation at the beginning of your 11th grade year and set personal goals for what you hope to achieve through your CAS activities. This will involve identifying your interests, strengths, weaknesses, and resources. The 'CAS Self-evaluation Questions' below will help you complete this process. Once completed, you and your CAS advisor will review the answers in your first interview.

CAS self-evaluation Questions

- What was your most memorable "achievement" of your life?
- Which skills do you feel most confident with?
- Do you have any skills that you always wanted to master?
- Do you have anything that you always wanted to try?
- Any big "surprises" have you experienced so far?
- What would you do if you would experience that big "surprise" once again?

2. Create your CAS plan

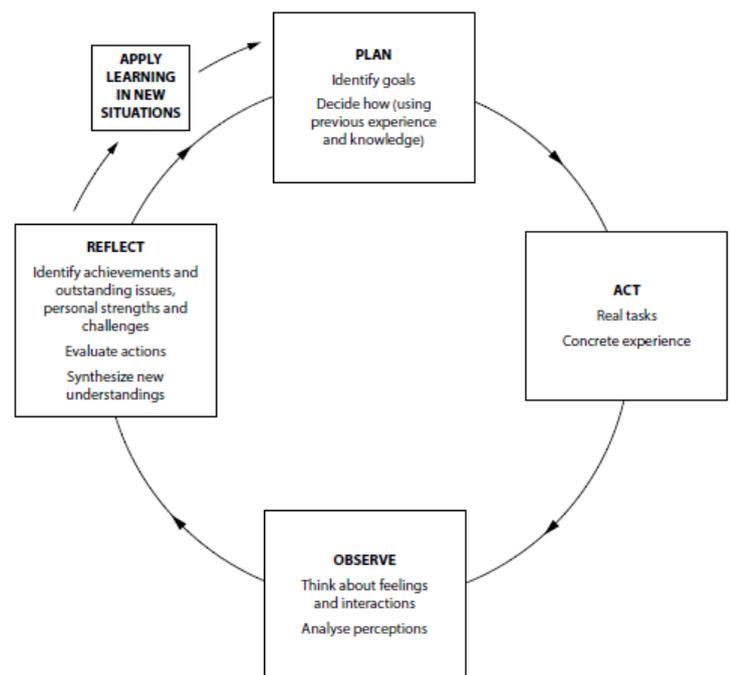
You must take part in a range of activities including at least one significant, enduring project. You should plan on spending, on average, approximately *three to four hours per week*, with a reasonable balance between creativity, activity and service.

An outline of what you are planning to do, a specific goal you are wanting to accomplish, a timeline for completion, and the learning outcome you think each activity will address should be included in your CAS plan. All CAS activities should show purpose, with significant outcomes.

The final version will be uploaded into toddle.

Questions to ask yourself before completing you CAS plan:

- Does the CAS experience fit within one or more of the CAS strands?
- How will the CAS experience help you develop the attributes of the IB learner profile?
- Will the experience be enjoyable?
- Does the experience allow for the development of personal interests, skills and/or talents?
- What new possibilities or challenges could the experience provide?



Source: Creativity, action, service guide, Figure 1: The cycle of experiential learning

- What might be the consequences of your CAS experience for you, others and the environment?
- Which CAS learning outcomes may be addressed?
- What activities would you like to do?
- What new skills would you like to develop?
- What is the projected end?
- How will you make this CAS experience different to what you have done before?

3. First Interview with your CAS advisor

Once you have completed your self-evaluation questions and your CAS plan, you will meet with your CAS advisor to discuss your information before starting any CAS activities. Your CAS advisor will make sure that you understand the requirements for CAS, the learning outcomes, review the CAS stages and determine what form your CAS portfolio will take. Note that this plan is fluid and will change as you begin to carry out your plan, grow, reflect and meet with your CAS advisor. In addition, *all activities must be pre-approved* by your CAS advisor before you start any activity.

4. Adding a CAS experience

After meeting with your CAS advisor and finalizing your CAS plan, you can start your first activity.

- **CAS Coordinator/Advisor pre- approval** - Talk or email your CAS advisor about what activity you would like to start.
- **Find a supervisor** - Once you have pre-approval from your CAS advisor, you will need to find a supervisor. Your supervisor can be HIS staff or someone from the local community. However, it cannot be a family member. If needed, your CAS advisor and/or CAS Coordinator can help you find a supervisor.
 - If your **supervisor is an HIS staff member**, have the staff member and your CAS advisor sign the 'Supervisor Form'.
 - If your **supervisor is not an HIS staff member**, you will need to obtain parental approval. In addition, you will need to provide a **CAS Activity: Confirmation Letter (Community)** to this person (available in English and Japanese). Once s/he has agreed to becoming your supervisor, have them sign the **CAS Activity: Confirmation Letter (Community)** and show to your CAS advisor the signed form. Your CAS advisor will sign off on your form if the signature and information is complete.
 - *keep this form in your HIS IB DP Resource binder until the activity is completed.
 - *If you lose the form, the CAS Coordinator will not mark the activity complete.

12. Connecting reflections to your learning outcomes

Reflection is **central** to building a deep and rich CAS experience. By learning to produce thoughtful reflections, you in-turn, are allowing yourself to grow in your ability to explore skills, strengths, limitations and areas for further development.

Being reflective is one attribute of the IB learner profile: “We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses to support our learning and personal development.”

To create a reflection in CAS that is meaningful, you must have a firm understanding of the four elements in the CAS reflective process.

- Describing what happened: this is the basic ‘retelling’ of your memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes
- Expressing feelings: here you are providing an articulate emotional response about your experience
- Generating ideas: rethinking or re-examining choices and actions will increase awareness about yourself and situations
- Asking questions: questions about people, processes or issues will promote further thinking and ongoing inquiry

To allow yourself to move forward into deeper questions, consider the following:

“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 happened that prompted particular feelings?*
- ✓ *What choice might have resulted in different feelings and outcomes?*

Quality rather than quantity!!!

To create purposeful reflections, you must choose the appropriate occasion and the amount and method of your reflection. You are not expected to reflect on every CAS experience; therefore, you must identify moments worthy of reflection. When choosing significant moments as the basis or reflection, consider the following approaches to when to write a reflection:

- a moment of discovery is happening
- a skill is mastered
- a challenge is confronted
- emotions are provoked
- personal achievements that are worthy of celebration

REFLECTION: HOW?

Possible forms of reflection

To develop your independent reflective abilities, it is important to note that reflection is can appear in countless forms. You should choose a form of reflection that provides the most personal meaning and best enables you to explore your experiences.

For example:

- taking photographs while hiking and use your pictures to reflect in writing
- writing a poem to capture a moment of creative endeavor
- produce a short video summarizing your CAS experience
- creating a group poster to highlight aspects of a shared experience
- creating a dialogue, a performance, a comic strip, a dance, etc. are all different forms of reflection.

You may wish to keep some reflections private, so it is recommended that you decide which reflections you would like to place in your CAS portfolio. You must include the finalized reflection in your CAS portfolio that provide evidence of achieving the seven learning outcomes.

Reflection and the learning outcomes

Remember that your reflections from your CAS portfolio will be used as the primary evidence by your CAS coordinator to determine whether you have successfully completed the seven CAS learning outcomes. It is important to note that not all reflections *should or must discuss* the learning outcomes. However, much of the evidence of achieving the seven learning outcomes will come out in your reflections.

Group task #8

Think about the possible ways to reflect CAS projects you have chosen in Group task #6.

Possible CAS Projects	How do you reflect? Contents? Format? Amount?
#1	
#2	
#3	

13. Student responsibilities and expectations

To successfully complete the CAS programme in a timely manner it is important that these expectations and requirements are followed over the course of the next 18 months.

You will formally meet with the CAS Coordinator/advisor three times over the life of your CAS programme. The first two meetings are to check on your progress. The last meeting is when you need to prove to the CAS Coordinator you have done the following:

1. Participated in activities involving all **three strands** of CAS.
2. Met the requirements of the seven **Learning Goals** of CAS.
3. Participated in at least one **CAS Project**.
4. **Successfully completed your activities**. Your supervisor for each activity needs to sign off on your CAS Activity Completion form.
5. Show **continuous engagement** in CAS over a period of 18 months.

CAS students are **expected** to:

- approach CAS with a proactive attitude,
- read the current *HIS Creativity, activity, service guide (CAS) Handbook*,
- develop a clear understanding of CAS requirements and the purpose of CAS,
- explore personal values, attitudes and attributes with reference to the IB learner profile and the HIS vision statement,
- self-review at the start of their CAS experience and set personal goals that they hope to achieve through the programme,
- understand and apply the CAS stages where appropriate,
- become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme, behave appropriately and ethically in their choices and behaviors,
- understand the reflection process and identify suitable opportunities to reflect on CAS experiences, and
- demonstrate a balance between *Creativity, Activity, and Service*.

11th and 12th Grade Requirements

- Attend *all scheduled meetings* to communicate and discuss with the CAS coordinator/advisor and/or CAS supervisor your CAS activities.
- Log on and use ManageBac to keep records of activities and achievements.
- Display a commitment of at least 3 hours of CAS activities per week.
- After completing an activity, the reflection using the learning outcomes is complete and sent to your advisor *within one week*.
- All deadlines are met and assignments are complete.
- Participate in at *least three review* meetings with CAS adviser at scheduled times.
- Maintain a CAS portfolio and keep records of CAS experiences, including evidence.
- Plan and/or be part of a group activity (CAS project).

***If any of these expectations are not met, the student will receive a failing grade and will NOT earn their IB Diploma or an HIS Diploma.**

What will be included in your semester and interim reports?

The CAS coordinator will review your profile in ManageBac and make a decision based on the following criteria using the seven learning outcomes:

Criteria	<p>Learning Outcomes</p> <ol style="list-style-type: none"> 1. Increased awareness of their own strengths and areas for growth. 2. Undertaken new challenges. 3. Demonstrate how to plan and initiated activities. 4. Shown perseverance and commitment in their activities. 5. Worked collaboratively with others. 6. Engaged with issues of global importance. 7. Considered the ethical implications of their actions.
Not Yet Meeting	<ul style="list-style-type: none"> ✓ Student has not planned and/or initiated CAS activities. ✓ Did not provide evidence or evidence is poor for each activity. ✓ Evidence does not support the learning outcomes. ✓ Journals and other forms of evidence are not completed.
Minimally Meeting	<ul style="list-style-type: none"> ✓ Planned and initiated a few activities. ✓ Provided adequate evidence for each activity. ✓ Evidence supports learning outcomes but is vague and/or infrequent. ✓ Journals and other forms of evidence are not always completed. ✓ Student has not completed a good reflection.
Fully Meeting	<ul style="list-style-type: none"> ✓ Planned and initiated activities ✓ Provided excellent evidence for each activity that clearly supports learning outcomes. ✓ Student has completed a reflection for each activity that has ended. ✓ The student demonstrates an excellent ability to reflect on their personal growth from the completed activity.

14. What is *NOT* CAS?

Determining the kind of activity that is valid for CAS can be confusing, as there is sometimes a gray area. There are general guidelines for activities, including those that are religious and political in nature.

- unsafe
- any class, activity or project that is already part of the Diploma Programme
- any team or activity in which you have already been participating, unless you set new growth goals for yourself and your achievements that can transform you into an active, reflective participant
- an activity for personal reward, financial or benefit-in-kind
- simple, tedious and repetitive work
- a passive pursuit, such as museum, theater, exhibition, and concert visits
- an activity where there is no responsible adult on site to evaluate your performance

Firstly, **CAS is designed to involve students in *new* roles.** Appropriate CAS activities are not merely “more of the same” - more practice, more hours, etc.

Secondly, **CAS emphasizes learning by doing *meaningful tasks that have meaningful consequences (for the student and others) and then reflecting on these experiences over time.*** This excludes, for example, routine sports practice; it is not a meaningful activity since it is usually required, repetitive, and does not warrant reflection over time. However, this does *not* exclude activities the student already practices and enjoys; he/she can “extend” an experience in their favorite sport by developing a plan or program to teach their skills and knowledge to others.

Thirdly, **it is essential that service activities have *learning benefits for the student.***

That rules out mundane, repetitive, and passive activities, as well as “service” without real responsibility. Passive pursuits, such as visits to a museum, the theatre, art exhibition, concert or sports event *are not activities* that require sustained inquiry or experiential learning on the student’s part. They may inspire, strengthen or complement an activity but are not, in and of themselves, holistic CAS activities. Volunteer activities that require the student to perform simple, repetitious and inconsequential tasks (e.g., *just* parking cars, cleaning lab equipment, or distributing fliers) and/or that have no meaningful learning impact for the student or benefit for the recipient cannot count for CAS.

Finally, any class, **activity or project that is already part of the student’s academic requirements or personal responsibilities** is not CAS (you can’t do both: get grades and get CAS). For example, if your Theater course requires that you have a role in a class play and your participation will impact your grade, it does not count for CAS. The same applies to all forms of duty within the family.

Religious activity

In some parts of the world religious observance is illegal in the school curriculum; in others it is compulsory. It is recognized that this is a sensitive and difficult area. Nevertheless, the general rule is that religious devotion, and any activity that can be interpreted as proselytizing, does not count as CAS.

Some relevant guiding principles are that **CAS activities should enlarge students' experience, encourage them towards greater understanding of people from different social or cultural backgrounds, and include specific goals.** By these criteria, work done by a religious group in the wider community, provided that the objectives are clearly secular, may qualify as CAS. If a religious activity addresses learning outcomes (such as some summer mission trips), those outcomes are the focus: the parts of the trip that involve serving a community are CAS; the parts of the trip that involve proselytizing are not CAS. If the activity is singing religious songs, either during the service or to religious groups, this is not CAS even if a new skill is being learned.

Political activity

A CAS activity cannot be something that inherently causes division between people. Activities that support a specific political party or candidate do not count for CAS (e.g., volunteering in the Republican or Democratic campaign offices). However, activities that are nonpartisan and not candidate-specific do count for CAS. An example of a nonpartisan/non-candidate specific activity would be volunteering at your local Elections Office to promote a voter registration drive.

Paid/compensated activities

Any activity for which a student receives payment, trade or other forms of compensation cannot count for CAS.

15. Administration – CAS Coordinator, CAS advisors and supervisors: who are they and what do they do?

CAS Coordinator – the CAS coordinator manages the CAS programme at HIS. The CAS coordinator will approve your activities, determine whether or not you have met the CAS learning outcomes at the end of the Diploma Programme, and reporting your progress to the Diploma Programme Coordinator.

CAS Advisor – you will be assigned to a CAS advisor who will mentor you over the course of the CAS programme. The CAS advisor will usually be the first person you talk with about your CAS activities.

You will have the minimum of **3 formal meetings** with your CAS advisor. Your first meeting will be to discuss your goals and your CAS plan. The second meeting is to check on your progress and the third meeting will focus on finalizing your completion in the CAS programme.

In addition, your CAS advisor will assist you with:

- developing suitable CAS activities
- finding a supervisor (if needed)
- assist with writing and providing feedback on your reflections and activity evaluations
- monitor the range and balance of your CAS activities
- periodically monitor and review your CAS portfolio

CAS supervisor – You will have a supervisor for each activity in CAS. A supervisor should, but does not need, to have experience or skills relating to the activity you are undertaking. A supervisor must be an adult and can be a teacher or other staff members at HIS, a teacher at another school, a coach, musical director, or a club leader. Remember, the '*CAS Activity Proposal Form*' for each activity must be completed by your supervisor.

Your CAS supervisor primary role is to:

- ensure the safe and orderly conduct of the activity
- verify your attendance and/or participation
- comment on your engagement with the activity

Group task #9 – last one! List all the responsibilities that you (students) have for CAS.

16. General Questions

How can I finance my activity?

As stated previously "a good CAS experience should be both challenging and enjoyable, a personal journey of self-discovery... but your CAS activities should include experiences that are profound and meaningful." Such experiences are unlikely to be profound and sustainable if they require a high level of on-going financing: however, it is recognized that some activities will require financing at times.

For individual activities such as marathon running, you are generally responsible for meeting the costs: for group activities such as the Spring/Valentine's Dance, your group is responsible for funding the activity through fund raising events. It is *not acceptable* to have parents or community members subsidize group activities.

How long does my CAS programme last?

Your CAS experiences should last for the duration of your studies in the Diploma Programme – approximately 18 months. You cannot complete the Programme in Grade 11. If you fail to meet the CAS requirements at the end of Grade 12, you will have an additional 12 months to complete any outstanding components.

How long should an activity be?

The key terms are **significant duration** and **sustained engagement**. The activity needs to be of **significant duration**. That means there must be a cycle of *planning, doing* and *reflecting*. For example, if you decide to organize the Spring Dance, you will need to plan a fundraiser, do the fundraiser, reflect on the fundraiser, plan the Spring Dance, reflect, advertise the Spring Dance, reflect, do the Spring Dance, reflect and then evaluate the entire activity.

You must show **sustained engagement**. Ideally, you will have initiated the activity and have been involved with every step in planning, doing and reflecting. It is possible to join an activity that has already started, such as *The Hungry Hideout*. It can still be a valid CAS activity as long as you can show involvement in planning, doing and reflecting. *It is not a CAS activity if you joined for a one-off event such as helping at a stall at International Festival.*

17. CAS Forms

CAS Activity: Confirmation Letter (Community)

Dear _____

As a part of our curriculum, senior students at Hiroshima International School are involved in various CAS activities for the duration of 18 months (Grade 11 and 12). Students develop their own CAS activities around the three strands of Creativity, Activity and Service, and CAS activities enable students to grow as unique individuals and to recognize their roles in relation to others. CAS activities, especially the activities focusing on the Service strand, need to be conducted free of charge, and activities promoting religious and/or political ideas are not counted as CAS.

Some of the possible CAS activities are listed below:

- **Using students' own skills or areas of expertise:** Language support for elementary students at a local community centre / Participating in Peace Marathon by using athletic skills
- **Trying a new project :** Fitness training at a gym and learning new skills / Learning new language
- **Focusing on the social issues (local and global):** Volunteering at a natural disaster site / Developing a local hazard map / Visiting a local suicide prevention center, creating a promotional video and poster, and organizing a charity concert for an organization
- **Recognizing their roles in relation to others:** Translation volunteer at the Peace Memorial Ceremony / Helping organizing local festivals

We are thankful as you have given our students an opportunity to be engaged in their CAS activities at your institution. In order to keep a record of our correspondence, please fill out the attached sheet with your contact information. We will keep this record ONLY for the purpose of our CAS recording. Please contact us anytime if you have any questions about this.

Kind regards,

Junko Koibuchi

Hiroshima International School
CAS Coordinator
jkoibuchi@hiroshima-is.ac.jp

3-49-1, Kurakake, Asakita-ku
Hiroshima-city, 739-1743
(082) 843 - 4111

CAS Activity: Confirmation Letter (Community)

CAS activity information	(Student to fill out)
Name of the student	(Student to fill out)
Starting date	(Student to fill out)
Completion date (tentative)	(Student to fill out)
Name of the location	
Contact person (name)	
Address	
Contact information (phone number, email address)	
Parents/guardian	(Parents/guardian to fill out)
Parents/guardian contact information	(Parents/guardian to fill out)

CAS活動 承認書(外部用)

_____様

広島インターナショナルスクールでは、カリキュラムの一環として高校2年、3年の2年間、生徒は様々な「CAS活動」を行います。CAS活動とは、授業外の時間を使い、生徒が自ら考え、計画、行動する活動で、Creativity(創造)、Activity(活動)、Service(奉仕)の3つの分野にまたがる活動を指します。これらの活動は、すべて無償で行われなければならない、また布教活動や政治的な目的を持った活動は、CAS活動とは見なされません。

CAS活動の具体的な例としましては、以下のようなものがあります。

- 自分の長所や得意とするスキルを使う活動:地域の公民館などで学童保育の言語サポートを行う・陸上競技のスキルを生かして平和マラソンに参加するなど
- 自分にとって新たな挑戦を行う活動:新しいスキルを得るためにジムやスポーツセンターでトレーニングを行う・新しい言語を学ぶなど
- 社会における課題に取り組む活動:震災後の様々なボランティア活動に参加する・地域のハザードマップを作る・地域の自殺防止センターを訪問し、自殺防止のためのビデオ、ポスター作り、チャリティコンサートを開催するなど
- 他者との関わりを考える活動:平和記念式典での通訳ボランティア・地域のお祭りのお手伝いなど

今回、貴団体にて本校の生徒がCAS活動を行わせて頂けるとの事、誠に感謝致します。つきましては、大変お手数ではございますが、別紙に貴団体の担当者の方のお名前、ご連絡先、今回のCAS活動の期間、今回、貴団体にてCAS活動を行わせて頂く事を了承していただいた旨をお書き頂き、生徒までご返却下さい。頂きました情報は、CAS活動記録以外には一切使用致しません。こちらの件に関しまして、何か不明な点、ご質問等ありましたら、いつでもご連絡下さい。

どうぞ宜しくお願い致します。

鯉渕 純子(こいぶち じゅんこ)

広島インターナショナルスクール CASコーディネーター

〒739-1743 広島市安佐北区倉掛3-49-1

広島インターナショナルスクール

電話番号 (082) 843 - 4111

メールアドレス jkoibuchi@hiroshima-is.ac.jp

CAS活動 承認書(外部用)

CAS活動の内容	(生徒記入)
活動者	(生徒記入)
活動開始日	(生徒記入)
活動終了日	(生徒記入)
活動場所 団体名称	
活動場所 担当者様	
活動場所 住所	
担当者様の連絡先 (電話番号・メールアドレスなど)	
親権者氏名	(生徒保護者記入)
親権者連絡先	(生徒保護者記入)



CAS: RISK ASSESSMENT FORM

Student Name		Submission date	
Advisor		Supervisor	

Outline of the activity	
Duration of the activity	
Location of the activity	
Contact person: name	
Contact person: information (phone number, email address / at least 3 contact information)	
Parents / guardian: name	
Parents /guardian: information	
Parents / guardian: signature	

Students need to complete: STEP 1 / STEP 2 / PRECAUTIONARY ACTIONS

<i>Environment related</i>	<i>People related</i>
<ul style="list-style-type: none"> □ Aggressive Animals □ Altitude □ Bites / Stings □ Cliffs or Crevices □ Cold Environment □ Contaminated Waters □ Currents / surges / tides □ Disease (e.g. Malaria) □ Fatigue □ Frost Bite □ Ground / surface issues □ Hot Environment / UV □ Hypothermia □ Lightning □ Moving/Falling Objects □ River or Stream Crossing □ Sanitation □ Storms / Flooding □ Wave action □ Windburn 	<ul style="list-style-type: none"> □ Harassment □ Personal violence threat □ Threats to Security □ Unfamiliar cultural setting □ Allergies to Plants □ Allergies to Animals □ Dehydration
	<i>Equipment / materials related</i>
	<ul style="list-style-type: none"> □ Equipment training issues □ Hired Vehicle and Driver □ Lightning □ Manual Handling Required □ Repetitive Movement □ Use of Hazardous Chemicals
	<i>Other (please specify)</i>

For each of the hazards identified in Step 1 above, the assessment of risks should be based on their likelihood of occurring and consequences if they occur. Use the following table as a basis for the assessment of risk. Attach additional information if necessary.

Nature of Risk	Probability of Occurrence (very low, low, moderate, high)	Degree of Impact (very low, low, moderate, high)	Precautionary Action (see suggestions below)
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<u>Example 1</u> <i>Cold Environment</i>	<i>Moderate</i>	<i>Moderate</i>	<i>I must bring 3 additional layers of clothes in order to adjust.</i>
<u>Example 2</u> <i>Cliffs and injuries</i>	<i>Moderate to high</i>	<i>Moderate to high</i>	<i>Research well the hiking trails, choose appropriate outfit and equipment, first aid kit, emergency contact, insurance.</i>

Precautionary Action

The following steps may be taken to control the risks identified in Step 1. In all cases, students are to be advised of potential risks associated with fieldwork activities and of the steps taken to control the risks.

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Adequate food/water <input type="checkbox"/> Advise of required and recommended vaccinations and preventative medications <input type="checkbox"/> Appropriate signage <input type="checkbox"/> Buddy System <input type="checkbox"/> Dust Masks/Respirators <input type="checkbox"/> Emergency Plan <input type="checkbox"/> Extra Lighting <input type="checkbox"/> First Aid Kit <input type="checkbox"/> Hard Hat | <ul style="list-style-type: none"> <input type="checkbox"/> Hat/Sunscreen <input type="checkbox"/> Hearing Protection <input type="checkbox"/> Insect Repellent <input type="checkbox"/> Licenses (car, boat) <input type="checkbox"/> Mobile Phone Required <input type="checkbox"/> Navigation Device <input type="checkbox"/> Protective Clothing <input type="checkbox"/> Protective Footwear <input type="checkbox"/> Safety glasses/gloves <input type="checkbox"/> Training <input type="checkbox"/> Travel Advisories <input type="checkbox"/> Work in Groups <input type="checkbox"/> Other Comm. Required <input type="checkbox"/> Other (please specify) |
|--|---|

<input type="checkbox"/> A. Insignificant Risk (routine assessment)
<input type="checkbox"/> B. Significant Risk (readily controlled)
<input type="checkbox"/> C. Significant Risk (not readily controlled)
<p>For Category A risks – File risk assessment in school. For Category B risks – File risk assessment in school. For Category C risks – Do not proceed with activity until risks have been adequately controlled and appropriate insurance arrangements confirmed.</p>
Completed by:
Signature:
Date:
CAS Coordinator Approval:
Date:
Principal Approval (Category B and C only):
Date:

References:

Creativity, Activity, Service Guide. For Students Graduating in 2017 and after. Geneva, Switzerland: International Baccalaureate Organization, 2015.

Creativity, Action, Service: Additional Guidance. For Students Graduating in 2010 and after. Geneva, Switzerland: International Baccalaureate Organization, 2012.