



FELIX-KLEIN-GYMNASIUM



## CAS Handbook

for students graduating in the IB Programme  
at the Felix-Klein-Gymnasium, Göttingen  
in 2017 and after



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Based on:  
Diploma Programme  
Creativity, activity and service guide  
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## Foreword

Dear CAS student,

Welcome to CAS – creativity, activity, service at the Felix-Klein-Gymnasium!

With CAS, you have joined a challenging programme, which offers you ample opportunity to grow personally and socially. You are invited to embark on a journey that will help you to find and develop your talents as well as skills such as cooperation, problem-solving, conflict resolution and creative and critical thinking. CAS provides opportunities for you to think about your own values and actions, to develop a healthy life style, to understand your place in the world, to shape your identity and to become an active and caring member of local, national and global communities.

On the way, you will also learn how to set yourself challenging goals and develop the commitment and perseverance to achieve them.

By promoting these skills and attitudes in addition to academic and cognitive abilities, CAS contributes to the IBO's and the FKG's great and challenging aim to develop the students' whole personalities.

This handbook informs you about the basic elements of CAS as defined by the IBO in the *Creativity, Activity and Service Guide* published in March 2015 as well as of project suggestions and timelines of CAS at the FKG. It is meant as a guideline for you, your parents, and staff as well as anybody else with an interest in the FKG CAS programme.

While you should study the handbook carefully at the beginning of the course, the individual elements of CAS will also be presented and discussed in group sessions and individual interviews throughout the Diploma Programme Course.

More clearly than former Guides, the new IBO CAS Guide explains the links between CAS, Theory of Knowledge (TOK), the Extended Essay (EE) and the Diploma subjects and invites you to make use of this coherence when designing your CAS programme. In the new Guide, stronger emphasis is also put on reflection and on collecting and storing CAS evidence in the CAS portfolio.

At the same time, you are given great freedom in deciding not only about the kind and nature of your CAS experiences, but also about the content, form, style and structure of your reflection and your portfolio. The IBO and I, as your CAS coordinator, hope, that this will inspire you to design and then “own” and enjoy your individual special CAS programme.

With this goal, let us embark on the CAS journey together now and, together, let us make it an enriching and rewarding experience!

Sabine Campbell

August 2015

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# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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## 2. What is CAS? – A Brief Introduction

Together with TOK and the Extended Essay, CAS - Creativity, Activity, Service - is at the heart of the Diploma Programme. It is designed to strengthen and extend the students' personal and interpersonal learning by involving them in a range of enjoyable and significant individual and group experiences, as well as a CAS project.

CAS enables students to demonstrate attributes of the **IB learner profile** and, in real and practical ways, to grow as unique individuals who also recognize their role in relation to others. It offers students a great variety of opportunities to develop skills, attitudes and dispositions as well as to explore their interests and express their passions, personalities and perspectives. CAS thus complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

Strongly committed to the principle of developing the whole person, the IB believes that this is best achieved, if TOK, CAS and the extended essay pursue three coherent aims.

All three elements of the core should

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

A meaningful CAS programme is a journey of discovery of self and others. Thus, CAS can be profound and life-changing.

As each individual student has a different starting point and different needs and goals, a CAS programme is, therefore, individualized according to student's interests, skills, values and background.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service. Students engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students must regularly maintain and complete a CAS portfolio as evidence of their involvement in CAS. In this portfolio, they must also reflect on their CAS experiences and provide evidence of achieving the seven learning outcomes. The CAS portfolio is thus a collection of evidence that showcases CAS experiences and student reflections.

Completion of CAS is based on student achievement of the seven CAS learning outcomes and of continuous participation in a variety of CAS experiences over a period of 18 months. Through their CAS portfolio, students provide the school with evidence demonstrating this participation and the achievement of each learning outcome.

### 3. Student Responsibilities

- Thoroughly familiarize yourself with this CAS handbook and timelines. Develop a clear understanding of CAS expectations and the purpose of CAS.
- Explore your personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement and determine personal goals.
- Over 18 months, take part, ideally on a weekly basis, in a variety of experiences, some of which are self-initiated, and in at least one CAS project in collaboration with others that extends over at least one month. Also take part in one or two group activities that are part of the FKG CAS programme.
- Base your choices on your interests, skills, talents and areas for growth to stay motivated. Enjoy CAS! Participate in experiences that assist your personal growth and offer you a world of possibilities. Challenge yourself! Balance your experiences between creativity, activity and service.
- Use the CAS stages as much as possible when considering, planning and undertaking your CAS experiences. Be sure to apply these to service and to the CAS project.
- Maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes: Understand the reflection process and identify suitable opportunities to reflect on CAS activities. Become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme. Participate in meaningful reflection as a way to capture your experiences and summarize your evidence linked to the learning outcomes.
- Communicate with the CAS coordinator in formal and informal meetings: Attend group meetings and discuss plans for CAS experiences with the CAS coordinator. According to the timelines, meet with your CAS coordinator for an individual interview at least three times over the duration of your CAS programme. Be sure to come prepared and to keep deadlines.
- Ask questions along the way when you need assistance or clarification.
- Behave appropriately and ethically in your choices and behaviour.

Note: Experiences completed as part of the requirements of the DP subjects, including Theory of Knowledge and the Extended Essay, cannot be counted as part of your CAS portfolio.

The following chapters will provide more detailed information on the relevant elements of CAS and thus help you to make CAS a worthwhile, enriching experience.

#### 4. Aims of the CAS Programme

The CAS programme 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.

#### 5. CAS Learning Outcomes

Through their CAS experiences, students are to achieve the following **learning outcomes**:

- **Identify your own strengths and develop areas for personal growth:**  
*You are able to see yourselves as individuals with various abilities and skills, of which some are more developed than others and are open to improvement and growth opportunities.*
- **Demonstrate that you have undertaken challenges and developed 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 experiences that you have not previously undertaken or through increased expertise in an established area.*
- **Demonstrate how to initiate and plan a CAS experience.**  
*You can articulate the CAS stages including investigation, preparation, action, - ongoing – reflection and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences. You suggest creative ideas, proposals and solutions and are able to develop a coherent action plan. This may be accomplished in collaboration with other participants. You may show your knowledge and awareness by building on a previous experience, or by launching a new idea or process.*
- **Show commitment to and perseverance in your CAS experiences.**  
*You demonstrate regular involvement and active engagement in CAS. You get involved in long term CAS experiences and a CAS project. You are able to foresee potential challenges to the initial plan and consider valid alternatives. You demonstrate your adaptability to uncertainties and changes.*
- **Demonstrate the skills and recognize the benefits of working collaboratively.**  
*You are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences. You share skills and*

*knowledge, listen respectfully to proposals from peers, are willing to take on different roles in a team, show respect for different points of view and ideas, readily assist others and make valuable contribution.*

- **Demonstrate engagement with issues of global significance.**  
*You recognize the global importance of local issues and are able to identify global issues in the local, national or international community. You show awareness of issues of global importance and take concrete and appropriate actions in response to them either locally, nationally or internationally.*
- **Recognize and consider the ethics of choices and actions.**  
*You show awareness of the potential consequences of choices and actions in planning and carrying out CAS experiences. You take into account cultural context when making a plan or ethical decision. You are able to explain social influences on one's ethical identity.*

## 6. CAS Strands

CAS is organized around the three strands of **creativity, activity and service**.

- **Creativity** is exploring and extending ideas, leading to an original or interpretive product or performance. Music, theatre, film, design technology, visual arts, dance, fashion and other experiences that involve creative thinking fall under creativity (for example, joining a choir or engaging with fashion design).
- **Activity** is physical exertion contributing to a healthy lifestyle. Taking on a new sport or extending your ability (for example, with football, yoga, dance, aerobics classes, biking or hiking), counts as activity.
- **Service** is unpaid collaborative and reciprocal community engagement in response to an authentic need. By investigating and identifying a community need, then determining a plan of action that respects the rights, dignity and autonomy of all involved (for example, reading to the aged or advocating for a cause), you are performing service.

**CAS experiences may cover more than one strand**; for example, planning sports events for disadvantaged children may involve both service and activity. Some CAS experiences may involve all three strands; for example, choreographing a performance that promotes the work of a non-profit organization involves creativity, activity and service.

## 7. CAS Project

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging you in one or more of the CAS strands of creativity, activity, and service. **You must be involved in at least one CAS project during your CAS programme.**

The primary purpose of the CAS project is to ensure participation in sustained collaboration. Through this level of engagement students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges you to show initiative, demonstrate perseverance, and develop



skills such as those of cooperation, problem-solving and decision-making. A CAS project involves collaboration between a group of students or with members of the wider community. You work as part of a team, with all members being contributors.

**A CAS project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS project.** Working collaboratively also provides opportunities for individual students to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects.

**All CAS projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS project.**

All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met.

As expected throughout CAS, students reflect on their CAS project experience.

Although a minimum of one month is recommended for a CAS project from planning to completion, CAS projects of longer duration can provide even greater scope and opportunities for all participants. Students should aim to undertake their CAS project locally and, if possible, engage in more than one CAS project over the duration of their CAS programme.

A CAS project can address any single strand of CAS, or combine two or all three strands.

**The following examples from the Creativity, activity, service guide are meant to help generate ideas for CAS projects without limiting the scope and direction of a CAS project.**

- **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.

**When a CAS project addresses the CAS strand of service** (known as service project), students must take into account the opinions and expectations of others involved and focus on meaningful and authentic needs to ensure actions are respectful and reciprocal.

Awareness of the possible impact and consequences of the students' actions should be part of the planning process. Where possible, service projects should involve working alongside community members with ongoing communication.

A service project that includes interaction with and appreciation of diverse social or cultural backgrounds can increase international-mindedness and engagement with issues of global significance. International service projects are acceptable if clear goals and outcomes are established, understood, and based on the expectation of compelling benefits expected for all stakeholders.

For any service project it is important to ensure that there is

- a genuine need for the service project, which has been stated and agreed upon by the potential partners to make sure your contribution is relevant
- a demonstration of how the CAS stages were followed
- a thorough evaluation of the benefits of the service project for all involved.

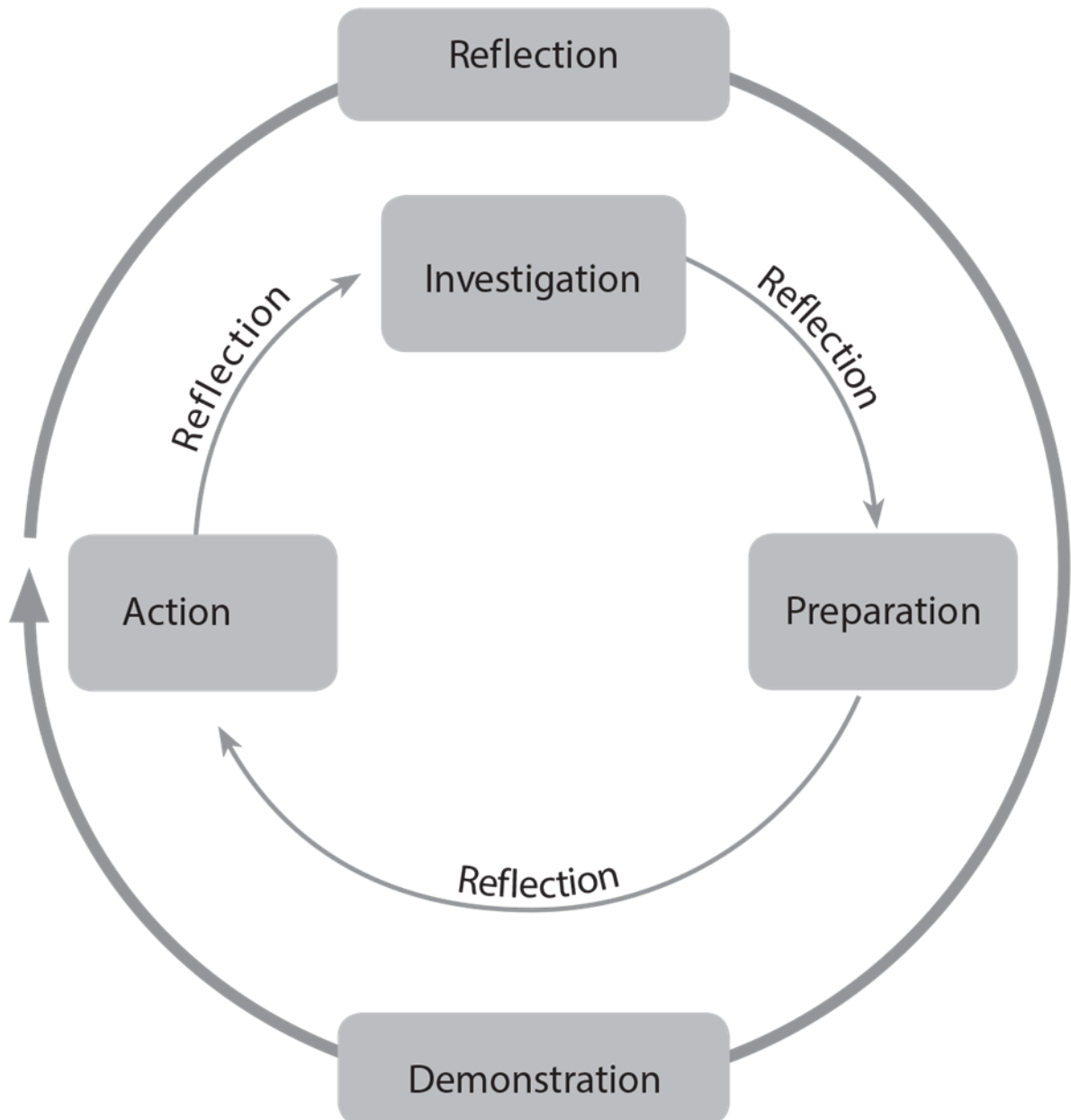
## **8. Suggestions for Service Experiences and Service Projects in the FKG CAS Programme**

In addition to ideas developed by the students themselves, **CAS Service experiences** can be undertaken, for instance, in the library of the "Kleiner Felix", in the FKG Language Learning Class, in the English Drama Club (e.g. helping with script, make-up, costumes, poster, programme), at the FKG Christmas Bazaar, at the FKG partner schools Bonifatiuschule I, Heinrich-Grupe-Schule Rosdorf, Leinebergschule und Lohbergschule as well as at Adolf-Reichwein-Schule und Wilhelm-Busch-Schule; in the nursery schools ASC Kinderbewegungshaus (with an English speaking group), the Anne-Franck-Kindergarten, the Kindergarten im Wald and the Umweltkindergarten Ulmenstraße/ Rosdorf; with the Kinder- und Jugendtelefon; with the Katholische Hochschulgemeinde Göttingen (e.g. assisting in organizing their International Day and / or assisting in international mother-child-groups); at Unicef Göttingen (e.g. selling Christmas cards); at the YMCA (project: "Balu und Du"); in senior citizens' homes; at the Mittagstisch in St. Michael; at Sartorius (e.g. international exchange with apprentices).

CAS students at the Felix-Klein-Gymnasium can, for instance, organize **service projects** with refugees in Göttingen, for and at the FKG partner school in Addis Abbeba, and at various senior citizens' homes. They are, of course, also free to develop their own project ideas with partners and organizations of their choice in collaboration with the CAS coordinator.

## 9. CAS Stages

The CAS stages help you as you consider what you would like to do in CAS, make plans and carry out your ideas. They are applicable to CAS experiences in the three strands of creativity, activity, service, and the CAS project. These CAS stages follow a process whereby you investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what you have done, and demonstrate your understandings of the process. By applying these stages to CAS, you have a reliable, yet flexible structure that you can then apply to future situations.



There are two parts to the CAS stages framework: process and summarizing.

- Process: The centre circles and arrows have four key parts: *investigation*, *preparation*, *action* and *reflection*.
- Summarizing: The outer circle of *reflection* and *demonstration* guides you in your experience.

**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 problemsolving. 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.

The **aims** of the CAS stages are:

- increasing self-awareness
- learning about learning
- exploring new and unfamiliar challenges
- employing different learning styles
- developing one's ability to communicate and collaborate with others
- experiencing and recognizing personal development
- developing attributes of the IB learner profile.

It is possible to initiate CAS experiences at different stages as appropriate.

## 10. Reflection

Reflection develops and strengthens lifelong skills for learning and is an essential part of the overall CAS programme. As self-directed learners students should, ideally, adopt reflection as a choice.

Through reflection, you examine relevance of experience, apply thoughts and ideas garnered to different situations, consider actions of others, remind yourselves of what you have learned and how it occurred, and consider deliberate ways to improve individual and collective actions.

**Reflection can appear in countless forms. Please identify forms of expression that have personal meaning to you and best enable you to explore your experiences. Please apply your own interests, skills and talents when reflecting and choose forms of reflection that are enjoyable to you.**

Reflection may be expressed through a paragraph, a dialogue, a poem, a comic strip, a dramatic performance, a letter, a photograph, a dance, or other forms of expression.

Forms of reflection suggested by the IBO are:

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

Please choose forms of reflection that are personal and enjoyable for you!

By choosing appropriate moments and your own personal form of reflection, please try and make reflection an enjoyable part of your CAS programme! Reflection is not measured by length or quantity, the aim is that you feel inspired to reflect! Please watch out for occasions and meaningful moments in your CAS experiences that deserve reflection and engage in reflection by choice, with a sense of purpose and a frequency that allows you to better understand and recognize your personal development and accomplishments.

The ultimate purpose of reflecting in CAS is not to complete “a reflection”, it is to **become reflective** by choice and as a lifelong process!

Bearing this in mind, your reflection should show that you

- are observant
- learn from mistakes
- discern what has value
- maintain integrity in thought and action
- extend ideas
- effectively solve problems
- clarify misunderstandings
- transfer ideas to new settings and situations
- have developed **insights including those related to the learning outcomes (one of the important prerequisites of passing CAS)**

You should also **consider whether your experience has helped you to develop one or more of the learner profile attributes**. For example, students may recognize how they have taken risks or demonstrated a caring attitude during a CAS experience.

By answering the following questions you can link the learner attributes to the reflection of CAS:

- How do my choices and actions model empathy, compassion and respect for others?
- How does this CAS experience allow me to become a genuine inquirer?
- To what extent do my CAS experiences encourage creative and critical thinking?
- How do the ethical issues that arise in my CAS experiences allow me to become principled?
- How does my CAS experience allow for intellectual and physical risk-taking in a supportive environment?

It is possible that you may wish to keep private certain reflections. It is your choice, which reflections will be placed in your CAS portfolio. **You must include reflections, though, that give evidence of achieving each of the seven CAS learning outcomes.**

## 11. CAS Portfolio

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS and achievement of the seven CAS learning outcomes. The CAS portfolio can also reveal how students have developed the attributes of the IB learner profile.

The CAS portfolio is used by students to plan their CAS programme, reflect on their CAS experiences and gather evidence of involvement in CAS; it is not formally assessed. The students must keep their CAS portfolio up-to-date and relevant as it is a summation of their CAS programme. It could also be a valuable addition to a student's resume for a prospective employer or educational institution.

The CAS coordinator checks the CAS portfolio regularly. It is discussed during the three scheduled CAS interviews and advice is given. Notes and recommendations from these consultations should be included in the portfolio.

The CAS portfolio is used to showcase the student's CAS programme and should be a source of pride for the student. Students have the choice of how the CAS portfolio is assembled, what they include and how it is shared. Together with the CAS Coordinator, students decide, which experiences should be assisted by supervisors. **For these experiences, a supervisor's comment sheet will need to be filled in and included in the file.**

Students can choose between different options and types of portfolio like a digital portfolio, blog, file, diary or journal.

**While the portfolio must have a clear structure**, it is up to the students to decide which one serves them best. The different sections should assist them to better understand their engagement with CAS, reflect on their experiences, and provide evidence of their experiences.

The following three sections are offered by the IBO as an example of one way to organize a portfolio:

**Profile:**

In this section, students include their interests, skills and talents, plans and goals for their CAS programme. At the start of CAS, students map their interests against the three strands of CAS to identify possible CAS experiences. A consideration of how a student's personal value system aligns with the values expressed by the IB, with a particular focus on the IB learner profile, could also be included when developing a personal profile. In addition, developing an awareness of themselves in relation to the CAS learning outcomes is a significant part of the profile. Bearing in mind the CAS aims and learning outcomes, students will then identify both short-term and long-term goals in their CAS programme.

**Experiences:**

This section chronicles the student's journey in CAS, incorporating a variety of reflections, learning moments, personal achievements, and how they have utilized the CAS stages. This section would demonstrate that the student has actively engaged in his or her individual CAS programme. All throughout CAS, students can add their reflections regarding their ongoing personal development and self-awareness.

**Evidence:**

In this section, students collect the evidence of their involvement and achievements in CAS. Evidence could include, but is not limited to, planning documents, letters, emails, certificates, acknowledgments of participation and achievements, photographs, videos, and, as mentioned above, supervisors' comment sheets.

## **12. CAS in the Diploma Programme**

CAS being a central element of the core of the IB Diploma Programme, the IBO expects students to give as much time to CAS as to the other elements and subjects of the Diploma Course.

The new CAS guide invites you to be aware of, explore and develop coherence in the core of the IB Diploma Programme, i.e. CAS, TOK and the extended essay, as well as the links between CAS and the IB subjects. The TOK teacher, the subject teachers and the CAS Coordinator will help you achieve this and thus not only understand the interconnectedness of learning, but also support a broader view of the subject disciplines.

A few ideas of how to establish links between the other elements of the core and CAS and between CAS and the subjects, are presented here.

### **12.1. CAS and TOK**

TOK guides students in making sense of their experiences as learners, and this includes their experiences in CAS. In both CAS and TOK, students reflect on their beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives.

In TOK the knower draws knowledge from two sources: **personal knowledge** and **shared knowledge**.

CAS experiences are an important source of students' personal knowledge, providing students with the opportunity to gain awareness of the world in a range of diverse and challenging situations.

Shared knowledge extends the idea from how individuals construct knowledge to how communities construct knowledge. In CAS, students might draw on TOK discussions that deepen understanding of different communities and cultures.

CAS also provides **links to other areas of the TOK course**. For example, a student participating in a **visual arts experience for creativity** could reflect on the roles of intuition and imagination as “ways of knowing” in the arts area of knowledge.

Some students make links between CAS and TOK when carrying out a TOK assessment task. For example, a student’s **CAS experiences** may also provide rich real-life situations for students to use as the **basis for their TOK oral presentation**.

Students might consider the following questions, which are **directly related to the areas of knowledge in reflections of CAS experiences**. Each category will provide rich opportunities for connecting CAS and TOK.

#### Mathematics

- Does “absolute truth” exist and, if so, does it have any bearing on our relationships with others from different religious or indigenous knowledge systems?
- Is there a place for statistical evidence in CAS experiences and the project?

#### Natural sciences

- Is there a place for the scientific method in CAS? How are the CAS stages similar to the scientific method?
- Do logic and reason have a place in CAS? If so, where and how?
- Can any of the natural sciences be relevant to CAS projects? How?

#### Human sciences

- What issues do we face in obtaining reliable information from interviews?
- To what extent do gender and age affect our observations of a community need?

#### History

- To what extent is it important to understand the history of a community before we can engage in meaningful and respectful ways?
- How reliable is a person’s view of an event that has occurred?

#### The arts

- Was our way of presenting a picture or drawing effective in communicating our intended message?
- In what ways has our choice of medium helped us to understand ourselves better?
- Can we influence others with our posters/website?
- How can knowledge in the arts be used in a CAS context?

Students should also take the opportunity to use the CAS experiences to understand the ethical systems explored in TOK. They should strive to identify ethical principles to guide their actions and, as a result, grow in their awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

## 12.2. CAS and the Extended Essay

CAS experiences can be the inspiration for a student’s choice of a particular extended essay. While carrying out a particular CAS experience or project, the student may see the direct link with a theme or topic that they have covered in the academic part of the course. The following examples of extended essay research questions derive from a CAS service experience that a student had while carrying out a CAS project.



- **In the geography course**  
 “What are the factors affecting the location of people who are homeless in Jakarta, Indonesia?” The student was involved in a CAS project working with street children in Jakarta, Indonesia. It was discovered most of the street children had moved into Jakarta from the surrounding countryside. The student was inspired to examine the cause of rural–urban migration. Questionnaires and interviews were carried out with street children and analysis of the push–pull factors carried out. The principle of distance–decay was also carried out. The location of the street children was plotted on maps.
- **In the history course**  
 “What was the role of Switzerland in providing a safe haven for refugees in World War Two?”  
 The student, while working in an old people’s home in a Swiss city, met and befriended a man who had worked for the Swiss Customs Service in the Second World War and had talked about the war and refugees. This inspired the student to examine official Swiss attitudes to refugees and also the work of customs officials, particularly in St. Gallen, who helped refugees stay in the country.

### 12.3. CAS and Academic Subjects

CAS experiences can be associated with each of the subject groups of the Diploma Programme. Students are encouraged, together with their teachers, in making links between their subjects and their CAS experiences where appropriate in order to enjoy different approaches to their subjects and gain a new and deeper knowledge in that subject area. **CAS experiences must, however, be distinct from, and may not be included or used in the student’s Diploma course requirements.**

Each subject group of the Diploma Programme can contribute towards CAS. The examples below are suggestions made by the IBO; students, together with their teachers, should create their own authentic connections where possible.

Group 1 students could engage in creative writing, produce audiobooks for the blind or write a movie and produce it.

Group 2 students could provide language lessons to those in need, develop language guides using technology or raise awareness of the culture of the language being studied through a website or other forms of communication.

Group 3 students could record the oral histories of people living in elderly residential facilities and create family memoirs, create a social enterprise addressing a community need or collaborate on a community garden.

Group 4 students could form an astronomy club for younger students, help maintain a nature reserve or promote physical participation in “walk to school” groups.

Group 5 students could teach younger children to overcome mathematical challenges, maintain financial accounts for a local charity or plan a mathematics scavenger hunt at school to highlight the importance of mathematics in everyday life.

Group 6 students could take dance lessons that lead to a theatrical performance, participate in a community art exhibition or community initiatives (such as performances or photo exhibits) for hospitals or aged-care facilities.

### 13. CAS Timeline

#### Year 1

##### Semester 1:

**August / September:** Information on CAS: CAS Handbook; students / parents attend CAS Festival organized by students of IBII; students create a personal profile and present ideas for a first CAS project.

**until end of September:** start first CAS experience(s)

**from end of September:** First individual interview with CAS coordinator: students present their profile and their CAS plan; proposal signed by students, parents and CAS coordinator; students engage in a variety of CAS experiences; group sessions:  
presentation and discussion of the elements of CAS; report on CAS experiences; students collect evidence of their participation in CAS experiences and reflect in the CAS portfolio.

**End of semester 1:** Some CAS experiences are completed and finalized including reflections, evidence and supervisor reports; students show evidence of planning and progress on the project;  
Report: progress in semester 1

**Semester 2:** **February – May:** CAS Project; continuation of and / or start of new CAS experiences; group sessions: CAS – TOK / EE; subject links, preparation of group experiences: English afternoons with primary and nursery school children in the FKG; students continuously develop CAS portfolio; start of second interviews with CAS Coordinator to discuss progress, letter home to parents if progress is unsatisfactory

**May / June:** Group experiences: two English afternoons; group sessions preparing a CAS Festival for beginning of Year 2; continuation of interviews with CAS coordinator to discuss progress

**End of semester 2:** Further CAS experiences as well as the project are completed and finalized, including reflections, evidence and supervisor reports; Report: progress in semester 2

## **Year 2**

### **Semester 3:**

**2<sup>nd</sup> week of semester:** Students present the FKG CAS programme as well as their CAS experiences, their CAS project and their CAS portfolios at a CAS Festival for the school community and supervisors;

### **August/September - end of semester:**

continuation of CAS experiences, project and most CAS experiences are finalized, all the Learning Outcomes are achieved; students develop and complete CAS portfolio including evidence, reflection and supervisor sheets; group sessions and individual interviews offering assistance where necessary; Third interview with CAS coordinator: students outline how they have achieved the learning outcomes, discuss and evaluate their overall CAS outcome and reflect on personal growth; CAS portfolio is used as reference in this interview, CAS completion forms are filled in. Letters to parents if progress is unsatisfactory

**End of January:** Report: progress comment on semester 3

### **Semester 4:**

**End of February:** completion of CAS: completion of CAS project and all CAS experiences including: all reflections, all evidence, and supervisor reports, all learning outcomes reached, CAS portfolio is completed

**Last group session:** students hand in CAS Portfolio, the CAS check list and CAS completion form  
**in February**

**Week 5:** CAS coordinator signs off CAS portfolios using the CAS check list and CAS completion form; letter home to parents if CAS portfolio is unsatisfactory with warning about IB Diploma being “at risk”

**Until end of April:** Last chance to make necessary amendments as defined by the CAS coordinator



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FELIX-KLEIN-GYMNASIUM

IB: CAS – Creativity, Activity, Service

Brief an den Supervisor / die Supervisorin von CAS Experiences

Sehr geehrte Supervisorin, sehr geehrter Supervisor,

das International Baccalaureate (IB) ist ein Schulabschluss, mit dem die Hochschulreife erworben wird und der weltweit angeboten und anerkannt wird. Als Teil des IB müssen die Schüler erfolgreich ein CAS- Programm abschließen. CAS steht für Creativity, Activity, Service.

CAS soll Schüler in drei Bereichen herausfordern:

*Creativity*: Dies beinhaltet ein weites Spektrum an kreativen Aktivitäten zum Beispiel in den Bereichen Kunst, Musik und Theater sowie kreatives Denken bei der Durchführung von *experiences*.

*Activity*: Diese Kategorie beinhaltet Sport und andere körperliche Aktivitäten.

*Service*: Hier sollen die Schüler Dinge für und mit anderen tun und dabei Beziehungen aufbauen, die von gegenseitigem Respekt getragen sind.

Die Schüler sollten bei jeder Aufgabe klar gesetzte Ziele haben. Sie sollten für ihre CAS-Aufgaben nicht bezahlt werden und nicht Familienmitgliedern oder Verwandten helfen. Für viele Aktivitäten ist es hilfreich, wenn sie von einem verantwortungsvollen erwachsenen „supervisor“ begleitet werden.

Wir wären sehr dankbar, wenn Sie einen Schüler / eine Schülerin als *supervisor* begleiten würden. Ihr Wissen sowie Ihre Unterstützung und Anleitung sind wichtig für den Erfolg der Schüler bei ihrer Aufgabe.

In Ihrer Funktion als *supervisor* werden wir Sie bitten, die Anwesenheit des Schülers zu überprüfen und zu bestätigen, ihn oder sie bei ihren Aktivitäten anzuleiten und zu unterstützen, den CAS Coordinator gegebenenfalls von Problemen in Kenntnis zu setzen und ggfs. ein kurzes Feedback über die erbrachte Leistung zu geben.

Sollten Sie Fragen bezüglich des CAS Programms haben, zögern Sie bitte nicht den CAS Coordinator zu kontaktieren.

Danke für Ihre Unterstützung.

Mit freundlichen Grüßen

gez. Sabine Campbell, StD'

CAS Coordinator  
Felix-Klein-Gymnasium  
Böttingerstr. 17  
37073 Göttingen  
email: [s.campbell@goettingen.de](mailto:s.campbell@goettingen.de)



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FELIX-KLEIN-GYMNASIUM

IB: CAS – Creativity, Activity, Service

Letter to the supervisor

Dear Supervisor,

The International Baccalaureate (IB) Diploma is a programme of education held at upper-secondary schools throughout the world. As part of the IB Diploma, students must complete a programme called CAS, which stands for Creativity, Activity, Service.

The CAS programme aims to provide the student with challenges in three areas:

*Creativity:* This covers a wide range of creative activities, including the arts, and creative thinking in carrying out projects.

*Activity:* This includes sports and other physical activities outside the normal curriculum.

*Service:* This entails doing things for others and with others, in a relationship of mutual respect.

The student should undertake each task with clear goals, should not receive payment for these activities and should not be assisting family members or relatives. With some CAS experiences, it is helpful, if the students are supported by a responsible adult supervisor.

Your cooperation as CAS supervisor would be greatly appreciated. Your understanding and guidance are important for the overall success of the young person in the activity.

As a supervisor, you will be asked to monitor the student's attendance, provide support relating to the activity, if necessary, alert the CAS coordinator to any problems and and, if possible, give a brief feed-back on the student's performance.

Should you have any enquiries regarding the CAS programme, please contact me, the CAS coordinator.

Thank you for your support.

With kind regards,

Sabine Campbell, StD'

CAS Coordinator  
Felix-Klein-Gymnasium  
Böttingerstr. 17  
37073 Göttingen  
Tel.: 0551 400 3310  
0551 400 2909  
email: [s.campbell@goettingen.de](mailto:s.campbell@goettingen.de)

## CAS SUPERVISOR'S COMMENTS

Thank you for completing the table below carefully. This will be kept by the CAS students in his/her CAS Portfolio. Please tick the appropriate box.

Student Name: \_\_\_\_\_

Criterion	Excellent	Good	Satisf	Inadeq
Personal Achievement: To what degree does the student demonstrate: ability to meet new challenges, progress in a new role, has an awareness of personal limitations, learn from experience, help to solve community problems?				
Personal Skills: To what degree does the student demonstrate: Thinking creatively, researching community needs, planning and organisations, resource management, identify success and failure?				
Personal Qualities: To what degree does the student demonstrate: perseverance, self-confidence, responsibility, punctuality, commitment, reliability, initiative and humility?				
Interpersonal Qualities: To what degree does the student demonstrate: adaptability, collaboration, and a sense of fair play?				
Awareness of global issues: To what degree does the student demonstrate an ethical appreciation of humanitarian and environmental issues to guide choices of action from a local, national and international perspective?				

Comments:

I can confirm that this student has attended (please underline or cross)

once a week / twice a week

once a month / twice a month for ... ..hrs

from .....to ..... (please give dates)

Name of supervisor \_\_\_\_\_

Signature \_\_\_\_\_ Date: \_\_\_\_\_

Email:

Telephone:

## Student checklist for CAS

### 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 community engagement in response to an authentic need

### My CAS programme

Evidence of planning of a CAS programme

**Y/N? Notes Date**

Regular commitment over at least 18 months to CAS

Understanding and ability to use the CAS stages when planning CAS Experiences

Balance between creativity, activity and service

At least one planned project undertaken over at least one month

Evidence of achieving all seven learning outcomes

- Evidence of identification of strengths and areas for personal growth (LO1)
- Evidence of undertaking new challenges and developing new skills in the process (LO2)
- Evidence of initiating and planning a CAS experience (LO3)
- Evidence of commitment and perseverance in CAS experiences (LO4)
- Evidence of demonstrating the skills and recognizing the benefits of working collaboratively (LO5)
- Evidence of engagement with issues of global significance (LO6)
- Evidence of recognizing and considering the ethics of choices and actions (LO7)

Reflections completed on significant CAS experiences

Supervisor reports supplied where necessary

CAS interview 1 completed

CAS Interview 2 completed

CAS Interview 3 completed

CAS portfolio completed

## CAS individual student completion form

There is evidence that

has:

Learning Outcome	Achieved?	Nature/location of evidence (journal page/progress form)
Identify own strengths and develop areas for growth		
Demonstrate that challenges have been undertaken, developing new skills in the progress		
Demonstrate how to initiate and plan a CAS experience		
Show commitment to and perseverance in CAS experiences		
Demonstrate the skills and recognize the benefits of working collaboratively		
Demonstrate engagement with issues of global significance		
Recognize and consider the ethics of choices and actions		

Name of CAS Coordinator

Signature

Date