

International Baccalaureate
CAS Handbook



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Why CAS?

The CAS program 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

CAS Strands

Creativity: exploring and extending ideas leading to an original or interpretive product or performance

Activity: physical exertion contributing to a healthy lifestyle

Service: collaborative and reciprocal engagement with the community in response to an **AUTHENTIC NEED.**

You must include 2 or more CAS strands in your CAS Project and one of those strands must be service! Below are some examples of how you may combine the strands.

Creativity and Service: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.

Activity and Service: Students plan and participate in the planting and maintenance of a garden with members of the local community.

Creativity, Activity and Service: Students rehearse and perform a dance production for a community retirement home.





Is it CAS-able?

It is important to consider the spirit of CAS! The purpose is lost if this becomes an hour counting exercise, rather than a rewarding experience.

Here are some examples of what would *NOT* count as CAS:

- Any class, activity or project that is already part of your Diploma Program
- An activity for which you are personally rewarded unless the benefit is passed on to a worthy cause
- Doing simple, tedious and/or repetitive work (like shelving books or cans, or clerical tasks)
- Working in elderly care facilities when you:
 - Have no idea how the facility works
 - Are just making sandwiches
 - Have no contact at all with the elderly
 - Actually do no service for the elderly
- A passive pursuit such as a visit to a museum, art exhibit, vacation tours, concert or sports event, unless it clearly inspires work in a related activity in which a student is already engaged and provides some benefit beyond self
- All forms of duty within a family
- Work experience that only benefits the student
- Fund-raising with no clearly defined end in sight
- An activity where there is no leader or responsible adult on site to evaluate and confirm student performance. This adult cannot be a member of your family.
- Activities that cause division amongst different groups in the community

To determine whether or not something *CAN* be considered CAS, use the following guidelines:

A CAS Project must:

- fit within two or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student's Diploma course requirements

To further assist in deciding on a CAS experience, the following questions may be useful to consider:

- Will the experience be enjoyable?
- Does the experience allow for development of personal interests, skills and/or talents?
- What new possibilities or challenges could the experience provide?
- What might be the possible consequences of your CAS experience for you, others and the environment?
- How will the CAS learning outcomes be addressed?

CAS Stages

The following CAS stages will be used throughout your CAS project. They are meant to guide you through your service learning experience. You are required to follow the CAS stages during your project. The CAS Coordinator will provide structures to accomplish this naturally.

Investigation: Identify 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 and identify a need you want to address.

- This will be accomplished through an initial self-reflection during the beginning of junior year and researching for your CAS proposal.

Preparation: 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.

- This will come naturally through the construction of your CAS Proposal.

Action: Implement the idea or plan. This often requires decision-making and problem solving. You may work individually, with partners, or in groups.

- Action is a rather self-explanatory concept. Make sure to provide evidence of your action in ManageBac.

Reflection: 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.

- Formal reflections will be required once every nine weeks, though reflecting more often is encouraged.

Demonstration: You should make explicit what and how you have learned and what you have accomplished. Through demonstration and communication, you will solidify your understanding and evoke response from others.

- This will occur through the evidence and reflections that are put into ManageBac and through a final CAS interview/presentation senior year.

CAS Stages Illustrated



The CAS stages are cyclical in nature and can occur in some form multiple times during a CAS project. These stages are also applicable to other areas of academia and life.

CAS Reflections

The overarching intention of reflection in CAS includes the opportunity for students to:

- deepen learning
- consider relevance of experience
- explore personal and group values
- recognize the application of knowledge, skills, and attributes
- identify strengths and areas for development
- gain a greater understanding of self and others

- place experience in a larger context
- generate relevant ideas and questions
- consider improvements in individual and collective choices and actions
- transfer prior learning to new situations
- generate and receive constructive feedback
- develop the ongoing habit of thoughtful, reflective practice

Reflections are what distinguish the CAS Program as a service learning experience rather than simply a community service requirement. Reflections will be assigned once every nine week term. Specific due dates will be determined by the CAS Coordinator so that students are given sufficient time to complete their reflections.



The Four F's of Reflection



The four F's of reflection will help guide your formal written reflections. Each component should be included in a thoughtful and thorough reflection.

Facts – Explain what actually happened. This should be a descriptive narrative of events as they happened. What? Where? When? How? Who? Try to focus on specific events, circumstances or situations that are important and relevant to the learning outcome rather than reflecting on every aspect of your experience.

Feelings – Explain how the experience made you feel before, during and afterwards. Emotions are a key to learning so try to articulate them accurately and pinpoint what caused them.

Findings – Explain your thoughts about what happened and why? Think critically and analyze the events, your choices, actions and emotions to see if you can figure out any important realizations, discoveries, learning or new ideas.

Future – Explain what you are going to do with any new learning you have gained. Does it give you any new perspectives? Does it throw up any new questions that you have not considered before? Is there anything you'd like to do or find out about as a result of this experience?

(from St. Paul's Co-Educational College CAS Handbook, pg. 12-13)

CAS Project Requirements

1. Your CAS Project must total at least 100 hours and be sustained over 18 months.
2. Two or more CAS Strands must be included in your CAS project and one of those strands must be service.
3. Documentation of hours, reflection, and evidence must be done in ManageBac.
4. Reflections must be completed once every 9 weeks (prompts will be provided).
5. All 7 learning outcomes must be demonstrated through evidence and reflections.
6. You must have 2 formal interviews with the CAS Coordinator and complete a final presentation senior year in TOK (specific instructions will be given beforehand).
7. You must follow the guidelines for what is considered CAS (refer to page 3 or see CAS Coordinator).

Student responsibilities

CAS students are expected to:

- approach CAS with a proactive attitude (DON'T PROCRASTINATE!!!)
- develop a clear understanding of CAS expectations and the purpose of CAS
- explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- determine personal goals
- discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser
- understand and apply the CAS stages
- become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS program
- maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes (This is done in ManageBac)
- understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- demonstrate accomplishments within their CAS program
- communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings
- ensure a suitable balance between creativity or activity and service in their CAS Project
- behave appropriately and ethically in their choices and behaviors

CAS Learner Outcomes

Through your CAS Project, a diploma candidate must provide evidence of meeting these 7 outcomes:

- **Identify your own strengths and develop areas for growth**
You are able to see yourself as an individual with various skills and abilities, some more developed than others, and understand that you can make choices about how you wish to move forward.
- **Undertake new challenges and develop new skills through 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 the student has not previously undertaken or through increased expertise in an established area.
- **Demonstrate how to plan and initiate activities**
You can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. 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 perseverance and commitment in activities**
Demonstrate regular involvement and active engagement in CAS.
- **Work collaboratively with others**
You are able to identify, demonstrate, and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
- **Engage with issues of global importance**
You may be involved in international projects, but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, hunger, caring for elderly).
- **Consider the ethical implications of one's actions**
You show an awareness of the consequences of choices and actions in planning and carrying out CAS experiences. Evidence of thinking about ethical issues can be shown in various ways which should include reflective writing.

All seven outcomes must be present for you to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is **some** evidence for every outcome. The focus on learning outcomes emphasizes that it is the *quality* of a CAS project (its contribution to your development) that is of most importance.

IB Learner Profile

The aim of all IB programs 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.

-Again, please make sure to reference the IB Learner Profile words in your reflections to communicate how you developed these characteristics throughout your CAS project.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

How to Document your CAS Project in ManageBac

1. Go to pms.managebac.com and LOG IN to your ManageBac account using your e-mail address and password.
2. Click on “IB MANGER” tab, then click on CAS which will open up your CAS worksheet.
3. On the right hand side of the screen, click “Add CAS Experience” button
 1. This will prompt you to fill in all the important and appropriate information for your CAS Project.
 2. Enter the title of your CAS Project as the “Experience Name.” You will list ALL of the hours you complete for your CAS Project under ONE EXPERIENCE.
 3. Check the box for “CAS Project.”
 4. You will designate where your hours fall as you progress with your project: creativity, action, service. You may divide the total hours into the two or three different categories that you choose for your project.
 5. Choose the type of service action.
 6. Choose your approach based on the nature of your project.
 7. List the range of dates that you will be working on the project (you can edit this as you progress).
 8. Add a description of your project. Give details and be specific. Goals should include what you hope to accomplish with your project or how it will impact people/community/etc.
 9. You MUST have the NAME and the CONTACT NUMBER or EMAIL of the supervisor or person in charge of the activity. This is imperative if there is a question about your hours and the person needs to be contacted. Make sure this information is correct and valid.
 10. Select ALL of the targeted learning outcomes. Your goal is to demonstrate that you have met ALL of the 7 CAS learning outcomes by the end of your project.
 11. Double check that all the information is accurate and correct, then click “add CAS experience.”
4. To log your hours for specific events,
 1. Open the entry for your CAS Project on the CAS worksheet page.
 2. Click “Add Reflections and Evidence.”
 3. Enter your hours as a journal entry.
 4. List the title of the activity, the date, the hours, and if those hours are Creativity, Action, or Service (e.g. “Planning Meeting, 8-24-2016, 2 hours of Creativity”)
 5. Under the title, describe the experience. Be specific.
 6. If you would like to make a reflective journal entry, you can add it to the same journal file as your hours, but make sure to demonstrate that you have met a CAS learning outcome in this reflection.
5. Include reflections and evidence.
 1. Open the entry for your CAS Project on the CAS worksheet page.
 2. Click on the “add reflection” button on the right hand side of the screen. There are various ways to reflect on your activity: journal, pictures, video, website. You can add more than one reflection for an activity if you want to add pictures AND a journal/video/website.



TIPS FOR POSTING EVIDENCE ON ManageBac

JOURNALS:

- Entries should be in real time, not completed months later. The dates of entry are recorded on the website. Entries should be timely to be acceptable.

PHOTOS:

- If the activity is with a team or group, then the photo should include you interacting with that team or group. A posed team or group photo that represents the activity is also acceptable. *You should be clearly recognizable in the photo.*
- If the activity represents individual participation, the photo should present you engaged in a real time activity. Avoid individual posed photos NOT in real time, for example posing at home in a team logo tee shirt. You should be clearly recognizable and engaged in the real time activity (No selfies).

FILES:

- All uploaded files should be easily accessible and able to be downloaded.
- If you scan a document as evidence (like a certificate of completion), it must be legible and clearly provide *evidence of your participation using appropriate attribution (your name, dates, official organization).*
- Powerpoints are acceptable evidence as long as there is bonafide attribution to you and/or your photo is appropriately included.

WEBSITES:

- Websites can be used to verify the purpose or goals of the organization in which you are involved.
- A website alone, however, does not provide clear evidence of your participation unless *there is a photo of you or attributed credit to you that is easily identifiable and accessible.*

YOUTUBE and videos:

- *YouTube* is excellent to provide evidence and documentation for individual or group performances. *You must be clearly visible in action in this video.*
- Any video used as documentation must present you in a real time event representing the activity. *You must be clearly visible in any video.*



CAS Deadlines

Documentation Deadlines: Diploma students who do not adhere to published deadlines are subject to dismissal.

Junior Year

Date	Documentation
September 8th	Proposal due in TOK 1
September 11th	Proposal approved by CAS Coordinator
Sept 25-Oct 6	Mandatory meeting with CAS Coordinator
Once every 9 Weeks (Aug-May)	Reflections due in TOK
March-April	Mandatory Junior advisement meeting with CAS Coordinator

Senior Year

September 1	Summer project hours documented
First Nine Weeks	80% of project hours documented
Once every 9 Weeks (Aug-Dec)	Reflections due in TOK
January 31	Final Documentation in ManageBac
January-February	Exit Presentation and Interview in TOK 2

Keep these deadlines in mind when planning your CAS Project. These deadlines will help keep you on track and are meant to prevent you from procrastinating!

Student Name: _____

CAS Proposal Form

Instructions: *Please read the CAS Handbook thoroughly and think about guidelines and expectations. Complete the information below to plan your CAS Project.*

Title of your CAS Project:

Description:

Goals:

Community needs that are addressed:

Individual or Group (Include names of group members):

Organizations Involved:

Supervisor:

Timeline: create a reasonable timeline of when each of the stages and activities of your CAS Project will occur (Your CAS Project should be a minimum of 100 hours and sustained over 18 months!)

- Semester 1:

- Semester 2:

- Summer:

- Semester 3:

- January of Senior Year (Wrap Up):

Resources Needed (materials, contacts, skills, etc.):

What reflective evidence will you provide for your project (e.g. pictures, powerpoint, journals, videos, youtube clips etc.)?

Below are the seven learning outcomes that students must achieve in their CAS Project. Please explain how you will satisfy the outcomes IB requirements. For more information about the seven learner outcomes, please reference the next page.

1. What are some of your strengths? What areas of personal growth do you think you will gain from doing your CAS project?

2. What new challenges and skills are you undertaking by conducting your project?

3. Explain your leadership role for this project such as planning and initiating activities?

4. How will you work collaboratively with others in your project?

5. How will you overcome possible obstacles for your project?

6. What area of global importance is your project impacting (local, national or international community)?

7. Are there any ethical concerns for your project? If so, how will you address them?



CAS HANDBOOK VERIFICATION

- Each student is responsible for reading, discussing, and reviewing the CAS Handbook. We request that parents also be familiar with guidelines in order to support their student in this diploma requirement.
- Students will be working on their CAS projects outside of school. Parents and students should think about and discuss the possible hazards and risks that accompany doing their CAS Project. The school is not liable for any accidents that may occur outside of school due to a CAS Project.
- Failure to meet the CAS expectations and deadlines as specified can result in dismissal from the program.
- The CAS Handbook should be read completely prior to signing this verification.

I HAVE READ THE CAS HANDBOOK, UNDERSTAND CAS GUIDELINES AND EXPECTATIONS, AM AWARE OF THE POSSIBLE RISKS INVOLVED IN DOING MY CAS PROJECT, AND USED THE HANDBOOK TO PREPARE MY CAS PROPOSAL:

Student Name (Print): _____

Student Signature: _____

Parent/Guardian Signature: _____

Date: _____