

# IB SERVICE AND ACTION HANDBOOK

## Service and Action at La Garenne International School

Service and Action (SA) is an integral part of the MYP and of life at La Garenne. SA starts in the classroom and extends beyond it. During your time in the MYP, you discover your place and role in communities, from your immediate family and school environment to the world at large. Throughout the MYP, you are encouraged to make connections between the things you learn at school and in your surroundings, as well as thinking about what you can give the community and the benefits the community can bring to you. Having gained awareness about the community, the next step is to take action and to become involved in SA activities and projects.

EST. 1947



**LA GARENNE**  
INTERNATIONAL SCHOOL

**Date**  
02.07.2023

**Location**  
Chesierès, Switzerland

## > IB Creativity Activity Service - Handbook La Garenne International School



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## OUR MISSION

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The Mission of La Garenne International School is to educate children and young people from around the world, in a warm family atmosphere in which we promote the traditional Swiss values of open mindedness, responsibility, organisation, innovation, compassion, and respect. The school strives to nurture the talents of each learner, meeting their individual needs and aspirations and preparing them to be responsible global citizens.

## The Nature of CAS

CAS is at the heart of the Diploma Programme offered by La Garenne. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the Primary School and the Middle Years Programme.

CAS is organised around the three strands of creativity, activity and service:

**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.

CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognise their role in relation to others. Students develop skills, attitudes and dispositions through individual and group experiences which give them opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualised according to student interests, skills, values and background.

La Garenne gives CAS as much importance as any other element of the Diploma Programme and ensures sufficient time is allocated to it. The various CAS stages offer a helpful and supportive framework and continuum of process for students.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven Learning Outcomes.

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 of 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.

Additionally, students undertake a CAS project of at least one month's duration that challenges them to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or encompass more than one.

Students use the five CAS stages - investigation, preparation, action, reflection and demonstration - as a framework for CAS experiences and the project.



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Students must have three formal documented interviews with their CAS 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 is at the end of the CAS programme.

CAS emphasises reflection which is central to building a deep and rich experience. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.



## Aims

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.

## Learning Outcomes

Candidates need to demonstrate all seven Learning Outcomes to complete the CAS component of the IB Diploma. Some may be demonstrated many times, in a variety of experiences, but completion requires only that there is some evidence for every outcome:

### 1. Identify own strengths and develop areas for growth

- Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

### 2. Demonstrate that challenges have been undertaken, developing 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 the student has not previously undertaken or through increased expertise in an established area.

### 3. Demonstrate how to initiate and plan a CAS experience

- Students 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. Students may show their knowledge and awareness by building on a previous experience or by launching a new idea or process.

### 4. Show commitment to and perseverance in CAS experiences

- Students demonstrate regular involvement and active engagement in CAS.

### 5. Demonstrate the skills and recognise the benefits of working collaboratively

- Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

### 6. Demonstrate engagement with issues of global significance

- Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and gain appropriate experience in response to the issue either locally, nationally or internationally.



## 7. Recognise and consider the ethics of choices and actions

- Students show awareness of the consequences of choices and experiences in planning and carrying out CAS experiences.

## The responsibility of the CAS student

Key to a student's CAS programme is personal engagement, choice and enjoyment. Throughout the Diploma Programme, students undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. They must also undertake at least one CAS project with a minimum duration of one month. Students reflect on CAS experiences at significant moments in their CAS portfolio. Using evidence from their portfolio, students will demonstrate achievement of the seven CAS Learning Outcomes to the CAS coordinator/advisor's satisfaction.

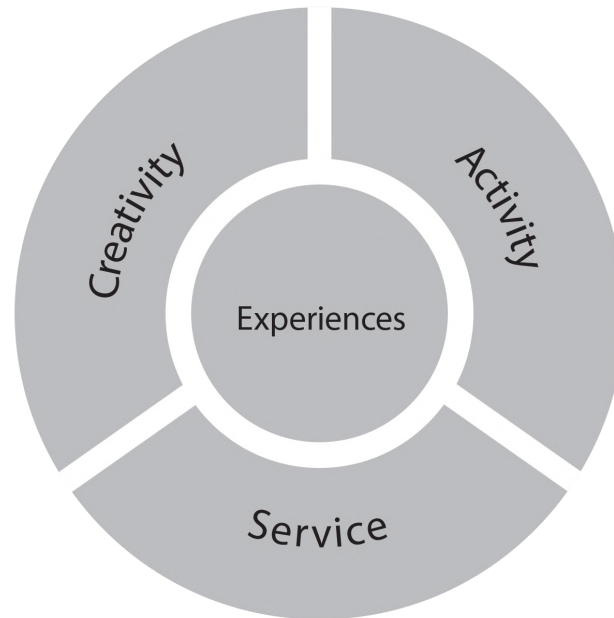
### CAS students are expected to:

- approach CAS with a proactive attitude;
- 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/advisor and/or form tutor;
- understand and apply the CAS stages where appropriate;
- take part in a variety of experiences, some of which are self-initiated, and at least one CAS project;
- become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme;
- 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 experience;s
- demonstrate accomplishments within their CAS programme;
- communicate with the CAS advisor/coordinator/supervisor in formal and informal meetings;
- ensure a suitable balance between creativity, activity and service in their CAS programme;
- behave appropriately and ethically in their choices and behaviours.



## CAS experiences

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands.



A CAS experience can be a single event or may be an extended series of events.

A CAS project is a collaborative series of sequential CAS experiences lasting at least one month (see the section on [CAS Project](#) for additional criteria).

Typically, a student's CAS programme combines planned and unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than unplanned or singular experiences. A series of planned CAS experiences is recommended for a more engaging CAS programme.

CAS experiences may incorporate one or more of the CAS strands. For example:

- Climbing a mountain could be a singular experience within the Activity strand.
- Planning a number of visits to a nursing home resulting in a series of CAS experiences within the Service strand.
- Planning and staging a basketball tournament for the local community, resulting in a series of CAS experiences involving the strands of Activity and Service.

There are four guidelines that should be applied to any proposed CAS experience.

**A CAS experience must:**

- fit within one or more of the CAS strands of Creativity, Activity, Service;
- 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.

The following questions may be useful for students to consider:

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

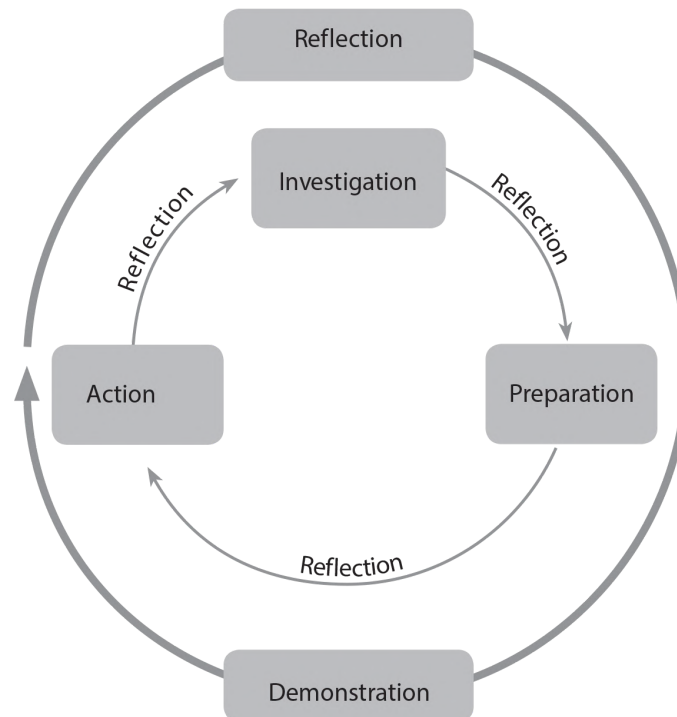
While it is not necessary for each CAS experience to address a CAS Learning Outcome, CAS students are required to present evidence demonstrating achievement of all CAS Learning Outcomes upon completion of the programme.

## **CAS stages**

The CAS stages offer a helpful and supportive framework and continuum of process for CAS students as they consider what they would like to do in CAS, make plans and carry out their ideas. The CAS stages are applicable to the three strands of creativity, activity, service, and the CAS project.

These CAS stages represent a process and sequence that can assist students in many aspects of their life. They follow a process whereby they investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what they have done along the way, and demonstrate their understanding and the process. By applying these stages to CAS, students have a reliable yet flexible structure they can then apply to future situations with confidence.

## The five CAS stages



There are two parts as noted in the diagram. The **centre** represents the process with four key parts: **investigation, preparation, action** and **reflection** (occurring intermittently in response to significant experiences). The outer circle has two parts and guides students in summarising their experience: **reflection** and **demonstration**.

The five CAS stages are:

**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.

**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.

**Action:** Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners or in groups.

**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.



**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 responses from others.

The CAS stages provide a framework that enables students to:

- increase self-awareness;
- learn about learning;
- explore new and unfamiliar challenges;
- employ different learning styles;
- develop their ability to communicate and collaborate with others;
- experience and recognise personal development;
- develop attributes of the IB learner profile.

For singular CAS experiences, students may begin with investigation, preparation or action. For ongoing CAS experiences, it is advised to start with investigation. In ongoing experiences, the action stage may lead students back to investigation or preparation as they further develop, expand and implement new or related ideas.

The CAS coordinator ensures that advisers and other supporting staff, as well as students, understand the stages so they are readily applied to advance the students' programme.

## CAS strands

### Creativity

#### **Exploring and extending ideas, leading to an original or interpretive product or performance**

Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression. Creativity will come from the student's talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. Students are encouraged to engage in creative endeavours that move them beyond the familiar, broadening their scope from conventional to unconventional thinking.

If students are accomplished in a particular creative form, for example, music, painting or acting, they may choose to extend their involvement and deepen their skills. Within their field, students can define new challenges and objectives to fulfil creativity in CAS: a musician may compose and perform a guitar solo; an artist may create a new sculpture or photographic series; an actor may present an original dramatic piece. Students may discover ways to meet challenges and identify strengths that carry them forward with curiosity and continued innovation. When demonstrating creative expression, students may showcase their product or performance, for example through a recording, a presentation, an exhibition, social media or shared discussion. Creativity in CAS is **not** met by the appreciation of the creative efforts of others, such as attending a concert or art exhibition.

Creativity can be inspired and informed by the student's Diploma subjects. For example, students can meet new challenges and objectives in creativity using the skills developed in the visual arts course, or find new ways of expression utilising elements in the design technology course. However, creativity experiences must be distinct from, and may not be included or used in, the student's Diploma course requirements.

As with all CAS experiences, students reflect meaningfully on their engagement with creativity and may be guided to look for moments of personal significance or inspiration as a call for reflection. Creativity may provide inspiration. For example, students may reflect through art, music, a brief narrative, a blog posting, photos, a skit, or other methods.

#### **Approaches to creativity**

These include:

- **Ongoing creativity:** A student may already be engaged in creativity as part of a school group or club, or through another form of sustained creativity. Students may



continue in this as part of their creativity; however, students could also be encouraged to further extend and develop their participation if appropriate.

- **School-based creativity:** Students are encouraged to participate in meaningful creativity and to explore their own sense of original thinking and expression. In school, there may well be appropriate creativity opportunities in which the students can engage. These creativity experiences could be part of the school's service CAS projects, a school club, timetabled creativity sessions, or other opportunities.
- **Community-based creativity:** Participating in creativity within the local community advances student awareness and understanding of interpersonal relationships with others, particularly if the creativity experience involves the local community. Creativity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of students' talents, interests, passions, emotional responses, and imagination. For example, students could be encouraged to join a community-based theatre group, contribute towards a community art gallery, create a sculpture for the community park, or take cooking classes.
- **Individual creativity:** Students may wish to engage in solitary creativity experiences such as composing music, developing a website, writing a compilation of short fiction stories, designing furniture, creating arts and crafts, or painting portraits. Such creativity experiences are of most benefit when they take place over an extended duration. Students can be encouraged to set personal goals and work towards these in a sustained manner. Risk assessment of such solitary creativity experiences should be conducted beforehand with the student if applicable.

## Activity

### Physical exertion contributing to a healthy lifestyle

The aim of the Activity strand is to promote lifelong healthy habits related to physical wellbeing. Activity may include individual and team sports, exercise, dance, outdoor recreation, fitness training and any other form of physical exertion that purposefully contributes to a healthy lifestyle. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit.

Schools must support students whose circumstances or culture may affect participation in active experiences. Similarly, students with disabilities must be given opportunities to take part in this strand. All CAS students must satisfy the basic requirement of physical exertion contributing to a healthy lifestyle as is appropriate for the individual student.

Students who regularly participate in suitable activity experiences are encouraged to develop and extend their participation. Students could expand personal goals, explore different training models or become involved in a new sport. For dedicated student athletes, maintenance of a rigorous training programme is appropriate. Some national

curriculums require students to participate in a physical education course. Participation in such courses may be considered activity if it meets the CAS guidelines.

As with all CAS experiences, students reflect on their engagement with activity and may be guided to look for moments of personal significance or inspiration as a call for reflection.

### **Approaches to activity**

These can include:

- **Ongoing activity:** A student may already be engaged in activity as part of a school team or club, or through some other form of sustained physical exercise. Students may continue in this as part of their activity; however, they should set personal goals in keeping with the principles of CAS. Students can also be encouraged to further extend and develop their participation if appropriate.
- **School-based activity:** Students are encouraged to participate in meaningful activity that benefits their physical well-being. In school there may be appropriate activity opportunities in which the student can engage. These activity experiences could be part of the school curriculums, a school sports club or timetabled sports sessions. Students may elect to initiate a school-based activity such as basketball or tennis and engage other CAS students or any student within the school.
- **Community-based activity:** Taking part in activity within the local community advances student awareness and understanding of interpersonal relationships, particularly if the activity experience involves members of the local community. However, single events of activity can lack depth and meaning. When possible, activity experiences should take place with a regularity that builds and sustains relationships while allowing for the growth of physical wellbeing of the students. For example, rather than a single activity experience at a fun run, students could be encouraged to join a community running club, dance class, aerobics class or an out-of-school sports group.
- **Individual activity:** Students may decide to engage in solitary activity experiences such as going to a gym, cycling, roller-skating, swimming, or strength conditioning. Such experiences are of most benefit when they take place over an extended duration. Students can be encouraged to set personal goals and work towards these in a sustained and correctly applied manner. Risk assessment of such solitary activity experiences should be conducted with the student beforehand if applicable.

## **Service**

### **Collaborative and reciprocal engagement with the community in response to an authentic need**

The aim of the Service strand is for students to understand their capacity to make a meaningful contribution to their community and society. Through service, students develop

and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability. Service is one of the most transforming CAS elements as it promotes students' self-awareness through diverse occasions for interactions and experiences and opportunities for international-mindedness. Use of the CAS stages in developing a service experience is recommended.

Service within CAS benefits all involved: students learn as they identify and address authentic community needs, and the community benefits through reciprocal collaboration. Service fosters development of abilities, attitudes and values in accordance with the IB mission statement and the IB learner profile. As such, CAS service experiences are unpaid.

The community may be the school; however, it is recommended that service experiences extend beyond the school to local, national and/or international communities. Community involvement includes collaboration with others, as students investigate the need, plan and implement their idea for service.

CAS coordinators should always consider the advantage of students conducting service locally. Local interactions allow for developing relationships, observing and participating in sustained change, and meeting challenges through collaboration. From the local context, students can extend their thinking and knowledge to understanding global issues. Students can also extend local service to global impact through partnerships with CAS students in other cities and towns, countries and continents. Technology affords opportunities for networking, sharing of initiatives, partnerships and impact.

As with all CAS experiences, students reflect purposefully on their engagement with service, and may be guided to look for moments of personal significance or inspiration as a call for reflection.

### **Approaches to service**

These include:

- **Ongoing service:** In investigating a need that leads to a plan of action implemented over time, students develop perseverance and commitment. They observe how their ideas and actions build on the contributions of others to effect change. Their reflections may show deeper awareness and knowledge of social issues.
- **School-based service:** While students are encouraged to participate in meaningful service that benefits the community outside school, there may well be appropriate service opportunities within the school setting. In all cases an authentic need must be verified that will be met through student action. Service needs met in school may prepare students for further action within the wider community. For example, by tutoring within the school, students may then be better prepared to tutor at a community centre.





- **Community-based service:** Participating in service in the local community advances student awareness and understanding of social issues and solutions. However, single incidents of engagement with individuals in a service context can lack depth and meaning. Where possible, interactions involving people in a service context best occur with a regularity that builds and sustains relationships for mutual benefit. For example, rather than a single service experience at a retirement home, students can decide to establish regular visits when they realise their efforts are valued and have reciprocal impact.
- **Immediate need service:** In response to a disaster, students often want to move towards immediate action. Typically they quickly attempt to assess the need and devise a planned response. Later, the students can be reminded and encouraged to further investigate the issue to understand the underlying causes better. This provides greater context even if the service action has already taken place. With increased knowledge, students may commit to ongoing assistance, such as joining prevention or community resilience initiatives concerning an environmental issue.
- **Fundraising:** The preferred approach initially is for students to develop their understanding of the organisation they choose to support and the issues being addressed. Students can draw on their own interests, skills and talents to plan the method and manner of fundraising. Ideally, students communicate directly with the organisation and establish accountability for funds raised. Sharing the rationale for the fundraising educates others and advocates the chosen cause. Students can also be asked to consider other ways to augment their contribution through direct, advocacy, or research.
- **International service:** Students are encouraged to participate locally in service before considering service opportunities outside their country. Students must understand the background and the circumstances of an identified, authenticated need to support their involvement. When direct communication with an overseas community is not possible, students could cooperate with an outside agency to provide an appropriate service. Students benefit from serving in an international context when they understand the consequences of their service and are able to make clear links to issues in their local environs. Schools must ensure that commercial providers, if used, act in accordance with the aims of the IB mission statement and CAS requirements. Additionally, schools must undertake risk assessment to ensure the safety of students.
- **Volunteering:** Students often volunteer in service experiences organised by other students, the school or an external group. In such cases, students benefit from prior knowledge of the context and the service need. Being informed and prepared increases the likelihood that the students' contribution will have personal meaning and value. Utilising the CAS stages prior to volunteering is highly recommended.
- **Service arising from the curriculum:** When teachers plan units with service learning opportunities in mind, students may or may not respond and act. For example, while



studying freshwater ecology in environmental systems and society, students decide to monitor and improve a local water system.

## CAS project

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. **CAS students must be involved in at least one CAS project during their 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 realised through an exchange of ideas and abilities. A CAS project challenges students 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. Students 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 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 should use the CAS stages as a framework for implementation to ensure that all requirements are met.

A CAS project can address any single strand of CAS, or combine two or all three strands. The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

- Creativity: A student group plans, designs and creates a mural.
- Activity: Students organise 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.
- Service and activity: 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.

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. Students will likely identify more outcomes, or modify expected outcomes during the CAS project and/or at its completion.



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 and should be encouraged. 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.

As expected throughout CAS, students reflect on their CAS project experience. Due to the collaborative nature of the CAS project, having occasions to reflect with others can prove most informative and assist students in gaining insights into the process of their endeavour as well as personal growth.

### **Service project**

When a CAS project addresses the CAS service strand, 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. When the service project involves an external facilitator such as a non-government organisation or a commercial provider, care should be taken to ensure that the facilitator acts in accordance with the IB mission statement and CAS requirements.

A service project which 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. If a service project is conducted outside the local context, it is recommended that there is some form of continuation. For example, students could research the community served and educate themselves further about the issues involved, develop an advocacy programme for the served community, or develop greater awareness of a related need in their local community leading to some form of local action. This may inspire the next group of CAS students.

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 by the potential partners;
- if required, a liaison officer who has a good relationship with the community where the service project is based;
- an understanding of the level of student participation that is feasible;
- a clear assessment of potential risks to participating students;
- approval from the school administration for the service project;



- a demonstration of how the CAS stages were followed;
- a thorough evaluation of the benefits of the service project for all involved.

Purposeful relationships between students and community members leading to sustainable service projects are potentially the most rewarding for all concerned. As community needs change, students' responses should evolve to meet these new circumstances. When a service project initiated by one group is adopted by other students, the new students must ensure the need is authentic or make the necessary adjustments and ensure their contribution is relevant.

## Reflection

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 in order to support our learning and personal development."*

Reflection is central to building a deep and rich experience in CAS. A culture of reflection helps students recognise and understand how to be reflective as well as deciding the best methods and appropriate timing. Student learning is enhanced by reflection on choices and actions. This enables students to grow in their ability to explore skills, strengths, limitations and areas for further development. Through reflection, students examine ideas and consider how they might use prior learning in new contexts. Reflection leads to improved problem-solving, higher cognitive processes and greater depth of understanding in addition to exploring how CAS experiences may influence future possibilities.

The thinking skills category of the approaches to learning in the Diploma Programme highlights the need to explicitly teach students to reflect in different situations. For reflection in CAS to be meaningful, schools must plan how to engage students in reflection as a learned process. The development of reflective skills is best when explicitly taught across the curriculum, leading students to reflect independently as a valued process.

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

- deepen learning
- consider relevance of experience
- explore personal and group values
- recognise 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.

## Elements of reflection

Reflection is a dynamic means for self-knowing, learning and decision-making. Four elements support the CAS reflective process:

- Describing what happened: Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- Expressing feelings: Students articulate emotional responses to their experiences.
- Generating ideas: Rethinking or re-examining choices and actions increases awareness about self and situations.
- Asking questions: Questions about people, processes or issues prompt further thinking and ongoing inquiry.

## Extending reflection

Having established an effective understanding of the four elements of reflection, students develop higher-order thinking skills by critically examining thoughts, feelings and actions, thereby synthesising their learning. The theory of knowledge (TOK) course provides students with critical thinking skills to develop and extend their reflections. For example, during TOK, they consider their emotions, ability to reason and how to use language.

Students can be encouraged to move forward through deeper questions. For example:

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 choices might have resulted in different feelings and outcomes?*

Following reflection, feedback from the CAS coordinator/advisor and peer feedback is beneficial and necessary. Feedback provides acknowledgment, confirmation or clarification of students' understanding and insight, and opportunities for further development. Feedback can take many forms such as part of an informal or formal discussion, as a

written response to a blog post, during group discussion or paired peer conversation. Students may also state their preferred method for feedback.

## Time for reflection

Purposeful reflection is about quality rather than quantity. The appropriate occasion, amount and method is the student's decision. Students are not expected to reflect on every CAS experience; they should identify moments worthy of reflection. Reflection is most meaningful when recognised as a personal choice. If the emphasis is on quantity with a required number of reflections or with a requirement such as "students must complete a reflection for every CAS experience", reflection becomes an obligation, which is contrary to the purpose of reflection in CAS.

The preferred emphasis is for the student to determine key moments during CAS experiences that inspire reflection. The following approaches may be helpful.

- Students choose significant moments as the basis for reflection, for example when:
  - a moment of discovery is happening
  - a skill is mastered
  - a challenge is confronted
  - emotions are provoked
  - achievement deserves celebration.
- Students reflect during or at the end of a CAS experience or series of experiences, to identify important moments, discuss a possible Learning Outcome, recognise personal growth and achievements and plan for their next CAS experience.
- Students engage in group reflection with their peers to discover shared insights.
- Students reflect at the beginning, during and at the end of a series of CAS experiences. This enables students to deliberate on such elements as planning, opportunities, expectations, challenges, progress and personal growth.

Reflection offers students opportunities to understand the concept, process and value of CAS experiences. With experiences that add meaning and self-knowledge, students can adapt, adopt and integrate reflection into a lifelong practice.

## Forms of reflection

During CAS, the form of reflection must take into account student choice. When overly prescribed, students may perceive the act of reflection as a requirement to fulfil another's expectations. Students may then aim to complete "a reflection" quickly since the value is unrealised. By contrast, the student who understands the purpose and process of reflection would choose the appropriate moment, select the method and decide on the amount of time needed. With this greater sense of autonomy and responsibility, the student may be encouraged to be more honest, forthcoming and expressive, and develop insights

including those related to the Learning Outcomes. The ultimate intention is for students to be independently reflective.

CAS students should be able to identify forms of expression that have personal meaning and best enable them to explore their experiences. For example:

- 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 could produce a short video summarising a CAS experience.
- A group of students create a poster highlighting aspects of a shared experience.

By encouraging students to choose personal and enjoyable forms of reflection, the process becomes a means for self-discovery. Students make connections, develop awareness of choices and consequences and acquire sensitivity to the experiences of self and others.

Reflection may be expressed through a paragraph, dialogue, poem, comic strip, dramatic performance, a letter, photograph, a dance or other expressive form. Students find greater value and purpose when they apply their own interests, skills and talents when reflecting. They discover that reflection can be internal and private or external and shared.

Some students may wish to keep certain reflections private. In this case, it is recommended that students select which reflections are placed in their CAS portfolio. Reflections should provide evidence of achieving each of the seven CAS Learning Outcomes.

### Understanding reflection

One way to explain reflection is to clarify what reflection is and what it is not. A helpful way to initiate discussion of the reflective process is for students to collaborate with their peers and draw up their own comparison table. This chart shows examples of what students may list and discuss.

Reflection is:	Reflection is not:
<ul style="list-style-type: none"> <li>● honest</li> <li>● personal</li> <li>● done in many different ways</li> <li>● sometimes difficult</li> <li>● sometimes easy</li> <li>● sometimes creative</li> <li>● building self-awareness</li> <li>● necessary for learning</li> <li>● what I did, combined with how I felt</li> <li>● surprising</li> <li>● helpful for planning</li> <li>● done alone or with others</li> <li>● about thoughts, feelings, and ideas</li> <li>● adding perspective.</li> </ul>	<ul style="list-style-type: none"> <li>● forced</li> <li>● right or wrong</li> <li>● good or bad</li> <li>● marked or graded</li> <li>● difficult</li> <li>● copying what someone else said</li> <li>● predictable</li> <li>● to be judged by others</li> <li>● only a summary of what happened</li> <li>● done to please someone else</li> <li>● a waste of time</li> <li>● only written</li> <li>● only discussion</li> <li>● only led by teachers.</li> </ul>

A CAS coordinator guides students in how to reflect by doing the following.

- Defining reflection: This can include clarifying what reflection is and is not, showing integral elements of reflection and giving examples.
- Modelling reflection: CAS coordinators can share ways they reflect. The emphasis is on providing examples of what reflection can look like and ways it can occur.
- Leading reflection: Introduce students to diverse reflective practices.
- Sharing reflections: Current and past student reflections are shared (with the student's permission).
- Provoking reflection: Provide a series of questions, statements or experiences that elicit thoughtful response.





## Reflection and the CAS Learning Outcomes

Reflection is the primary evidence used by CAS coordinators to determine whether students have successfully attained the seven CAS Learning Outcomes. However, it is important to note that not all reflections should or must discuss Learning Outcomes.

During CAS, students benefit from both structured and informal reflection when gathering evidence of the Learning Outcomes. For personal knowledge and growth as IB lifelong learners, best practice balances:

- structured and guided opportunities for students to reflect on their CAS experiences
- diverse informal ways for students to reflect on their CAS experiences.

## 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 CAS coordinator/advisor must ensure that students 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 CV for a prospective employer or educational institution.

During the three scheduled CAS interviews, the CAS portfolio is discussed and appropriate encouragement and advice is given. The student should include notes from these consultations in their CAS portfolio. If there are any concerns, especially on whether a student will complete CAS, this should also be noted in the portfolio and action taken quickly. The CAS coordinator checks the CAS portfolio regularly.

The CAS portfolio is used to showcase the student's CAS programme and should be a source of pride for the student. To highlight its significance, students could have the choice of how the CAS portfolio is assembled, what they include and how it is shared. Students are encouraged to explore different options such as a scrapbook, blog, files, school-organised website, journal or a blended approach. While the CAS coordinator can make this choice, involving students improves the level of engagement.



While the IB does not require any particular format for the CAS portfolio, a three-part portfolio may appeal to students and CAS coordinators and could include the following sections: Profile, Experiences, and Evidence. Each section would be intended to assist students to understand their engagement with CAS better, reflect on their experiences, and provide evidence of their experiences. Note: These three sections are offered only as an example.

**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 student profile. In addition, developing an awareness of themselves in relation to the CAS Learning Outcomes is a significant part of the profile. Students should be able to 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 and personal achievements. It would demonstrate that the student has actively engaged in their individual CAS programme. Students can add their reflections about their personal development and self-awareness.

**Evidence:** Here, students collect the evidence of their involvement and achievements in CAS. This could include planning documents, letters, emails, certificates, acknowledgments of participation and achievements, photographs, videos, and so on. Students could correlate their involvement with the CAS Learning Outcomes and may extend their thoughts to future ambitions within and outside the CAS programme.

Students keep their CAS portfolio in the online IB management tool ManageBac.

## **CAS interviews**

There are three documented interviews with the CAS Coordinator.

- 1st: at the beginning of the CAS program (January DP1)
- 2nd: at the end of the first year (May DP1)
- 3rd: at the end of the CAS program (March DP2)

During these interviews, the CAS advisor will make sure that you understand the CAS expectations, provide feedback on your ideas, give approval for projects or other experiences and check in to make sure you are on track with all CAS requirements.



These meetings are designed to support you in your journey through CAS. Your advisor will also hold additional group meetings to share ideas and clarify questions. Do contact your advisor whenever you have a question or need approval of an experience or project.

## Timeline

### DP1:

- **August**
  - Become familiar with CAS Guide and CAS Handbook
- **September**
  - Introduction to ManageBAC
  - Become familiar with what is a reflection, an experience and a project
- **October**
  - CAS Planning Session with IB Coordinator and CAS Coordinator
  - Submit junior project proposal in ManageBac for approval.
- **January**
  - First interview with CAS coordinator
- **January - May**
  - Target demonstration of Learning Outcomes
  - Write reflections; upload pics, audio, video as reflections
- **May - June**
  - Submit CAS supervisor reviews as you complete experiences and demonstrate Learning
- **Outcomes through reflections**
  - Document properly on ManageBAC
  - Second interview with CAS coordinator
- **Summer**
  - Demonstrate Learning Outcomes through continued reflection on ManageBac over the break

### DP2 :

- **All year**
  - Meet with CAS Coordinator during lunches at least 1x per term
- **September**
  - Target further demonstration of Learning Outcomes
  - Propose a senior CAS project
- **December-January**
  - Target CAS hours: 150 hours
- **February-March**



- Finalise all CAS paperwork: supervisor reviews, final reflections and evidence
- Third interview with CAS coordinator
- CAS Completion Notification sent to the IB

## **CAS Overview**

In order to complete CAS successfully, you will need to:

- Complete and document CAS experiences over a span of 18 months.
- Show a balance in the Creativity, Activity, and Service strands.
- Meet your CAS advisor periodically. At least three documented interviews are required over the 18 months. Your advisor is a resource for you to ask questions, collaborate on ideas, approve your project, and make sure that you are on track for CAS completion.
- Purposefully create your own CAS experiences in a way that you have met all seven CAS Learning Outcomes.
- Demonstrate and provide evidence of implementing all five CAS stages: Investigation, Preparation, Action, Reflection, Demonstration.
- Complete a CAS project.
- Complete a CAS portfolio that provides evidence of CAS experiences and growth.
- Complete CAS reflections on your CAS experiences to demonstrate connection to the Learning Outcomes, growth, and personal awareness.



## Example reflection sheet

Good reflections include specific information about the work you chose. Ask yourself:

- Did I try my best?
- What did I do the best?
- What could I do better next time?
- Did I work cooperatively with my teammates?

Describe what you accomplished:

List the things you did well:

List the things you could do better next time:

If you had the same experience again and/or took part in the same activity again, what would you do differently?



## Glossary of CAS terms

- Advisor: the teachers or staff member who supports and advises individuals or groups of CAS students in relation to their CAS programme.
- CAS Coordinator: the person(s) who has given overall responsibility for overseeing the school's CAS programme.
- Experience: a specific event in which the student is involved with one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.
- Global: having a significance or reference that extends beyond a local context or relates to the whole world. CAS students are encouraged to see the connections between their local experiences and a global context.
- Learning Outcomes: these specify what a CAS student is able to do during their CAS programme. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS Learning Outcomes.
- Portfolio: a collection of evidence of involvement in CAS experiences and reflections upon them that show the Learning Outcomes have been achieved.
- Project: all CAS students undertake a team CAS project which integrates one or more of the strands of creativity, activity and service. Duration is a minimum of one month. The project provides opportunities to develop and advance skills particularly related to collaboration and sustained relationships, and enables students to develop and refine plans in response to problems that arise and to reflect on their progress and outcomes.
- Reflection: a process of exploring students' personal thoughts and feelings which informs learning and growth by allowing them to consider ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.
- Strands: there are three strands for experiences: creativity, activity and service.

## CAS Ideas

### CREATIVITY

- Design and create a mural at school.
- Plan and execute an art project for a care home.
- Learn a new musical instrument.
- Learn an especially challenging piece of music or a dance routine.
- Choreograph and participate in a dance routine for assembly.
- Design a website for a school/non-profit/charity organisation.
- Design an awareness campaign for an environmental issue including creating posters, creative announcements and presentations.



- Create a photography portfolio with a clearly defined theme, objective and goal (i.e. NOT “These are all the pics of my friends holding up peace signs”)
- Help out with the school yearbook creation and design.
- Create a walking tour of the area with a map and nature information.
- Design and create signs with environmental messages for your school.
- Get involved with or start a school choir.
- Start a debating society or public speaking competitions.

## **ACTIVITY**

- Plan an overnight hiking expedition.
- Climb a mountain e.g. one of the Dents du Midi.
- Set a month-long (or longer) fitness training plan and stick to it.
- Train for a sporting competition (e.g. Tour du Chablais) and set a personal goal.
- Find a community garden and help out in it.
- Teach sports to children who do not have sporting opportunities.
- Learn a new sport (swimming, mountain biking, dancing, martial arts, yoga, pilates).

## **SERVICE**

- Teach singing/piano/guitar at a care centre.
- Teach people at non-profit or charity.
- Become certified on CPR/First Aid.
- Design and perform a skit about healthy eating habits for the school.
- Start a Model UN team.
- Help a teacher after school.
- Help teach a skill.
- Organise a bake sale.
- Tutor at a local school/kindergarten.
- Volunteer to help play with children at local care home
- Visit the hospital and chat to the residents
- Organise a nature/forest clean-up with your friends.
- Campaign the local commune on an issue you feel strongly about
- Serve as a translator for school activities as and when needed.



## References

### **La Garenne mission statement**

<https://www.la-garenne.ch/home/mission-and-guiding-statements>

### **IB mission statement**

<https://www.ibo.org/about-the-ib/mission/>

### **IB learner profile**

<https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>

### **Handbook contents**

[https://resources.ibo.org/data/m\\_0\\_mypxx\\_guu\\_1405\\_4\\_e.pdf](https://resources.ibo.org/data/m_0_mypxx_guu_1405_4_e.pdf)

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