



# CAS Handbook

II Liceum Ogólnokształcące im. Tadeusza  
Kościuszki w Kaliszu  
IB world school 049645



# 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 engagement with the community in response to an authentic need

# The purpose of this handbook

*We have prepared this handbook to explain the nature of the CAS programme to you and help you understand how you can achieve the goal of personal growth*



All the information provided is based on the CAS Guide.

(International Baccalaureate Organization. *Diploma Programme Creativity, Activity, Service Guide*. March 2015)

# What is CAS all about?

- A successful completion of CAS is a requirement for the award of the IB Diploma. A meaningful CAS programme enables you to enhance your personal and interpersonal development and is a journey of self-discovery and the discovery of others.
- You are not formally assessed, but you will reflect on your CAS experiences and the completion of CAS will be based on your achievement of the seven CAS learning outcomes.
- You are expected to maintain and complete a CAS portfolio which provides the school with evidence demonstrating the achievement of each learning outcome and showcases your engagement with CAS.
- You 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.



# How many hours do you need to spend?

The main aim of CAS is to enable you to achieve the seven learning outcomes. You will demonstrate that you have developed as a person and acquired the qualities of an IB learner.

There is no requirement to devote a particular number of hours. What is required though, is a continuous commitment to CAS over duration of 18 months.

# Supervising your CAS activities – the role and responsibilities of the CAS coordinator

CAS Coordinator is responsible for the organisation of the school CAS programme and will:

- Provide you and your parents with information about CAS requirements and opportunities
- Meet with you individually throughout year 1 and year 2
- Advise you on to how to identify potential CAS experiences
- Determine whether your proposals are suitable
- Promote and publicize your achievements in CAS
- Make sure you have met CAS requirements so that you can be awarded the IB Diploma

# Supervising your CAS activities – the role and responsibilities of the CAS adviser

The CAS adviser will:

- support and advise you on your CAS portfolio
- monitor whether you have kept balance of experiences in all three strands
- monitor your progress towards meeting the CAS learning outcomes
- provide feedback on your reflections
- meet you in three formal documented interviews
- discuss your goals and achievements during regular meetings

.

# Supervising your CAS activities – the role and responsibilities of the CAS supervisor

The CAS supervisor will guide you, oversee your CAS experiences and comment on your progress. A supervisor may not be needed if you are able to undertake a CAS experience without assistance or supervision. You should take responsibility for your own CAS experiences and the supervisor will provide feedback on your reflections.

During the three scheduled interviews with the CAS supervisor, you will have the opportunity to discuss your portfolio and the supervisor may recommend changes or further steps you should take to ensure that the portfolio meets the requirements for CAS. CAS supervisor will be responsible for the safety and risk management procedures.

# Supervising your CAS activities – the role and responsibilities of the CAS supervisor

The CAS supervisor will also:

- encourage reflection
- alert the CAS coordinator to any problems related to your engagement in CAS
- help you set goals
- monitor your progress and attendance
- facilitate specific activities
- oversee planning and delivery of your CAS project
- give feedback on your reflections and evidence for all completed experiences.







## Learning outcomes

You will provide the school with evidence in your CAS portfolio of having achieved each learning outcome at least once through your CAS programme.











## Learning outcome #1:

Identify own strengths and develop areas for growth

You will be able to see yourself as an individual possessing various abilities and skills, of which some are more developed than others.

The student:

- is aware of his/her own strengths and weaknesses
- is open to improvement and growth opportunities
- is able to propose activities relevant to his/her interests and talents
- is willing to participate in different activities
- is able to undertake a thoughtful self-evaluation

## Learning outcome #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 you have not previously undertaken or through increased expertise in an established area.

### The student:

- participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences
- is willing to become involved in unfamiliar environments and situations
- acquires new skills and abilities
- increases expertise in an established area
- shows newly acquired or developed skills or increased expertise in an established area.





## Learning outcome #3: Demonstrate how to initiate and plan a CAS experience

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.

### The student:

- is able to articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences
- demonstrates knowledge and awareness by building on a previous CAS experience

## Learning outcome #3 continued

### **The student:**

- shows initiative by launching a new idea or process
- suggests creative ideas, proposals or solutions
- integrates reflective thoughts in planning or taking initiative
- is aware of roles and responsibilities when designing an individual or collective CAS experience
- shows responsible attitude to CAS project planning
- is able to develop a coherent action plan taking into account the aim or purpose, activities and resources.

## Learning outcome #4: Show commitment to and perseverance in CAS experiences

You demonstrate regular involvement and active engagement in CAS.

### The student:

- demonstrates regular involvement and active engagement with CAS experiences and CAS project
- is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
- demonstrates adaptability to uncertainties and changes
- gets involved in long-term CAS experiences and CAS project.







## Learning outcome #5: 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.

### The student:

- shares skills and knowledge
- listens respectfully to proposals from peers
- is willing to take on different roles within a team
- shows respect for different points of view and ideas
- makes valuable contributions
- is responsible for participating in the group
- readily assists others
- is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences.

## Learning outcome #6: Demonstrate engagement with issues of global significance

You are able to identify and demonstrate your understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.

### The student:

- recognizes the global implications of local issues
- is able to identify global issues in the local or national community
- shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
- gets involved in CAS projects addressing global issues in a local, national or international context
- develops awareness and responsibility towards a shared humanity.



## Learning outcome #7: Recognize and consider the ethics of choices and actions

You show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

### The student:

- recognizes ethical issues
- is able to explain the social influences on one's ethical identity
- takes into account cultural context when making a plan or ethical decision
- identifies what is needed to know in order to make an ethical decision
- articulates ethical principles and approaches to ethical decisions
- shows accountability for choices and actions
- is aware of the consequences of choices and actions regarding self, others involved and the community
- integrates the process of reflection when facing an ethical decision
- shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.





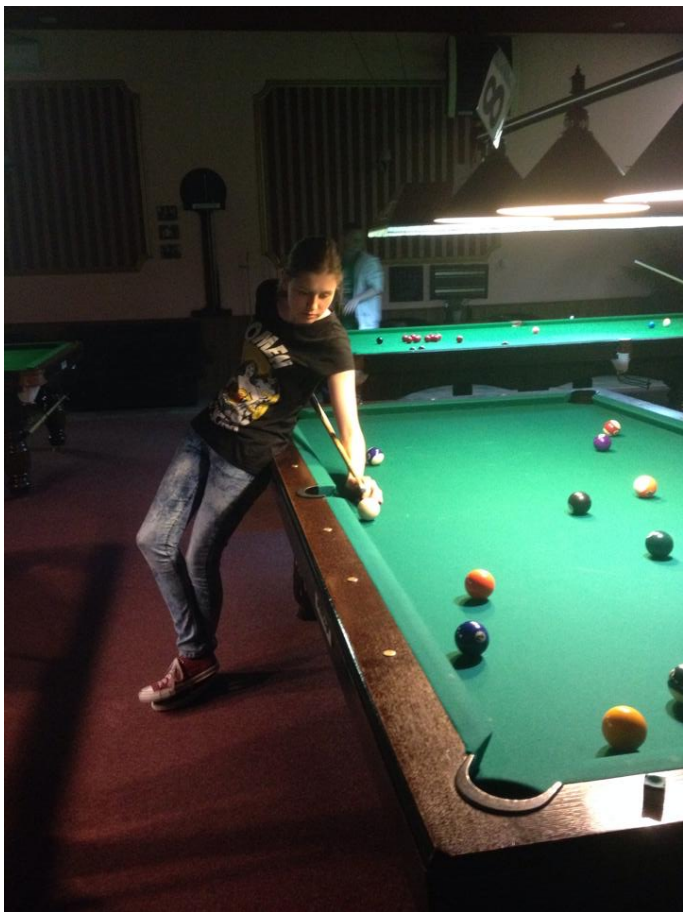














# The five CAS stages

## **1. Investigation**

You identify your interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. You investigate what you want to do and determine the purpose for your CAS experience.

In the case of service, you identify a need you want to address.

## **2. Preparation**

You 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.

# The five CAS stages

## **3. Action**

You implement your idea or plan. This often requires decision-making and problem solving. You may work individually, with partners, or in groups.

## **4. Reflection**

You 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.

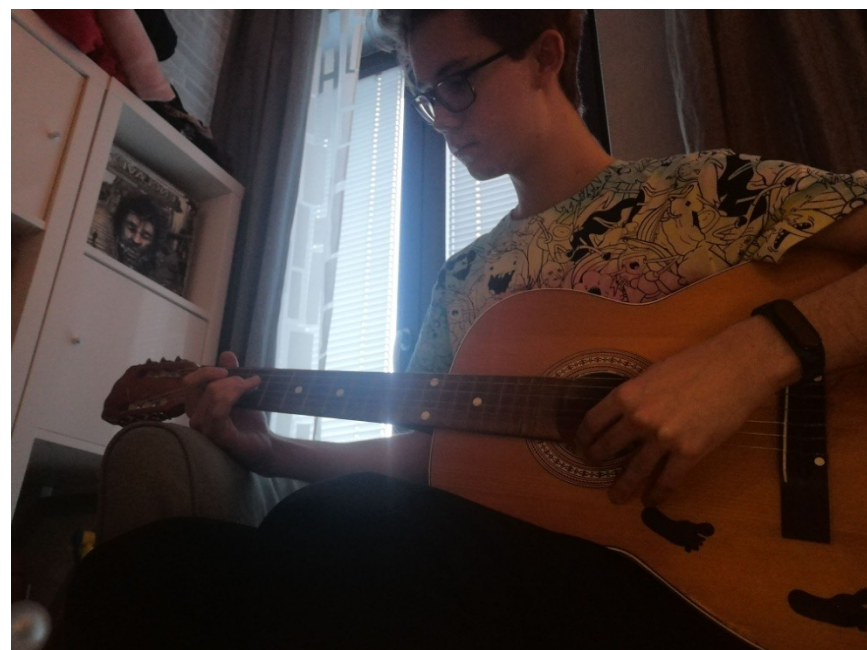


# The five CAS stages

## **5. Demonstration**

You make explicit what and how you learned and what you have accomplished, for example, by sharing your CAS experience through your CAS portfolio or with others in an informal or formal manner.

Through demonstration and communication, you solidify your understanding and evoke response from others.









Calisia.pl

www.calisiapl.pl/my/articles/wszystkie-barwy-smiechu-z-neo-nowka

Aplikacje

Wyszukiwarka mp3...

Poczta w INTERIA.P...

YouTube

SP SKARŻEŹW | Soko...

Minecraft Wiki Polska

Mam Talent! online...

dobreprogramy - po...

Aktualności - zuchy...

Lista Przebojów Trój...

world of... war thun...

youtube

biuro komputerowe

Inne załadki

Wszystkie barwy śmiechu z Neo-Nówką!

Autor: Lepakko

14 lut 11:42

4 komentarze

Like

Share

44 people like this. Sign Up to see what your friends like.

Wczoraj na hali OSRiR w Kaliszu wystąpił wrocławski kabaret Neo-Nówka z programem "Pielgrzymka do miejsc śmiesznych". Sala wypełniona po brzegi udowodniła, że kaliszanie naprawdę śmiechu potrzebują.

Po występie udało nam się zamienić kilka słów z jednym z członków kabaretu, Michałem Gawlińskim.

Neo-Nówka i zespół Calisia.pl fot. J

Wrocławscy kabareciarze już nie pierwszy raz występowali w Kaliszu, a i tym razem zapowiedzieli, że wczorajszy występ na pewno nie będzie ostatnim.

Tym razem zabrali widzów w świat wędrujących Państwa Paciakiaków, wyśmiewając się między innymi z naszych "narodowych słabości".

+

Dodaj usługę

NIERUCHOMOŚCI

Us. Panorama Park

Zamieszkać na Osiedlu Panorama Park

SPORT

W sobotę i niedzielę max emoc...

Z LodoWiska LodoDisco!

Bokserski wyczyn Łukaszewskiego

więcej»

PAŁAC TŁOKINIA

Przysmak z nowej jesienno-zimowej karty menu

Restauracji Pałac TL...

napisz artykuł

14:19

2013-03-07



# CAS project

- A CAS project of at least one month's duration will challenge you 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 combine two or all three strands. You will use the CAS stages (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.
- There are three formal documented interviews you must have with the CAS coordinator.  
The first interview is at the beginning, the second at the end of the first year, and the third interview is at the end of the CAS programme.

# 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.
- A CAS project can address any single strand of CAS or combine two or all three strands.
- A minimum of one month is recommended for a CAS project, from planning to completion.
- You should aim to undertake your CAS project locally and, if possible, engage in more than one CAS project over the duration of your CAS programme.



# Examples of projects

## **Creativity**

A student group plans, designs and creates a mural.

## **Activity**

Students organize a sports team and participate in 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.

# Examples of projects

## **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.

- <https://www.youtube.com/watch?v=3u5g7Pnwp9Q>
- <https://www.youtube.com/watch?v=tckoKFkl44Q>



# Examples of CAS experiences

- The following table provides a brief list of possible CAS experiences. An experience listed here does not guarantee it would be an appropriate CAS for a particular student. Refer to the criteria for CAS experiences in the CAS guide.

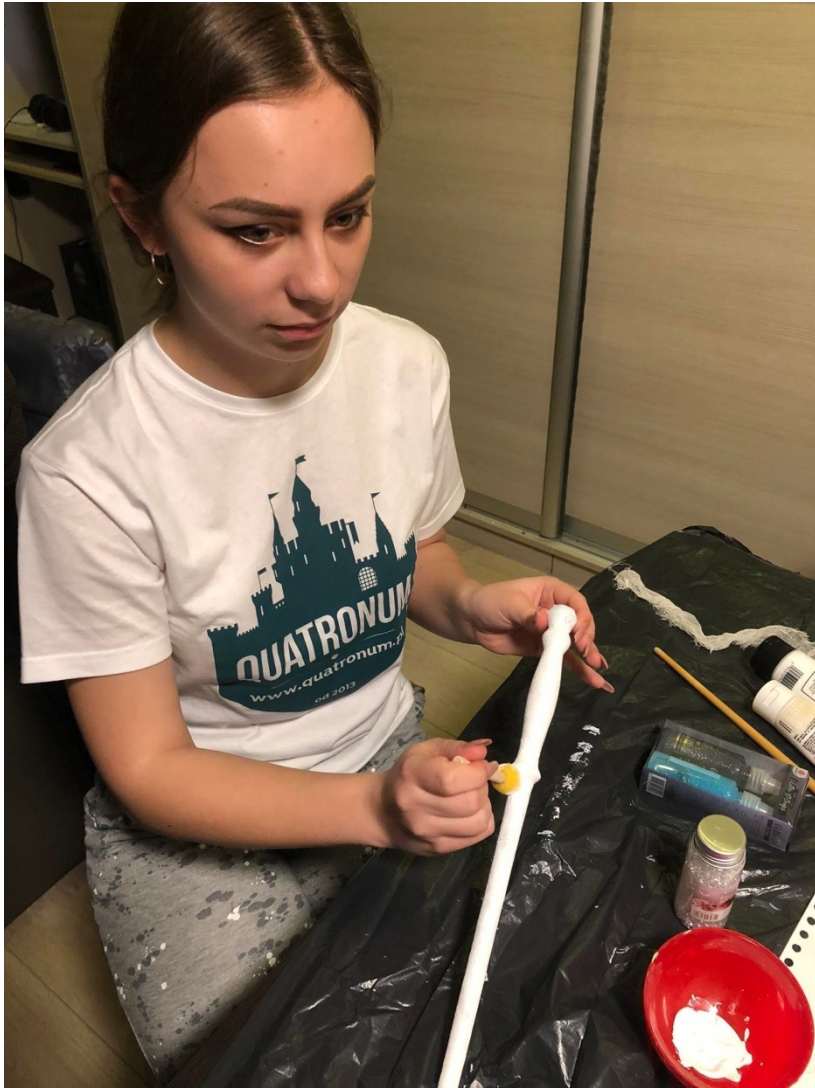
Creativity	Activity	Service
• Photography	Aerobics	Create a community environmental group
• Tournament organization	Badminton	Organize a basketball tournament for children at a community centre
• Event management	Basketball	Get involved in a beach clean-up
• Website development	Personal gym programme	Assist in obtaining funds for a community garden
• Choir	Kickboxing	Teach computer skills to those in need
• Speech and debate club	Triathlon	Design and host a community film and discussion event featuring current issues
• Drama production	Rugby	Implement a recycling programme
• Journalism	Soccer	Create a petition to present to local government
• Making a short documentary	Tournament participation	Work in an orphanage with regularity
• Music/band	Surfing	Create awareness for a non-governmental organization
• Learning an instrument	Swimming	Be a student council representative
• Art lessons	Trekking	Provide peer tutoring to junior students
• Fashion show	Tai chi	Plan, participate and implement an activity for an international day of recognition
• Talent show	Tennis	Take an active role in a community club



# More examples of CAS experiences

- Editor of the Economics Society newsletter (creativity): The editing, typesetting and page layout all involve the need for creative problem-solving from a practical point of view as well as to achieve a pleasing aesthetic.
- Teaching Chinese to a Chinese ethnic minority group in northern Thailand (creativity and service): The development of lesson plans and teaching materials involves creativity. The students being taught are members of a community displaced from their homeland. Cultural identity and native language education have suffered and, as such, this can be classified as a service experience.
- Yoga course (activity): Flexibility and core strength development means this qualifies as an activity experience.
- Vioitar (creativity): An accomplished violinist explores playing his violin like a guitar, uploading several completed pieces to YouTube. The extension of an existing skill with strong innovation aspects means this is a creativity experience.
- Student Union Executive Committee (creativity and service): A student serves the school and student body by arranging experiences that improve community within the school and by representing student voices to school management. All the planning and presenting involves significant creative problem-solving.
- Dance class (creativity and activity): The cardiovascular fitness, flexibility and muscle strength development adds up to an activity experience. The interpretation and expression of emotions through movement of the body satisfies the creativity strand.
- Translation and administration work at an organization helping people with obtaining asylum (service): The small NGO assists refugees with the complicated process of obtaining asylum and other essential services. The time-consuming and challenging work of translating documents meets the requirement of the service strand.
- Home restoration for an elderly population (activity and service): This project assists with the renovation of homes for the elderly and meets the service strand. The hard physical work of renovating houses on a continual basis meets the activity strand.







# Reflection

*Reflection serves as a dynamic tool for self-awareness, learning, and making decisions. In the CAS reflective process, four key components play a crucial role. The initial two are fundamental to the reflection process.*

- Describing what happened. This involves narrating significant events, pinpointing key or influential aspects, successes, challenges, and obstacles encountered.
- Expressing feelings. This is about expressing how you felt in response to those experiences.

*The next two components deepen understanding and broaden viewpoints.*

- Generating ideas. This means reevaluating choices and actions, which enhances self-knowledge and situational understanding.
- Asking questions. Inquiring about individuals, methods, or challenges encourages deeper thought and ongoing inquiry.



# Ask yourself

- 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 about the challenges?
- What happened that prompted particular feelings?
- What choices might have resulted in different feelings and outcomes?





# Forms of reflection

*Reflection can appear in many forms.* You should be able to identify forms of expression that have personal meaning and best enable you to explore your experiences. For example:

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



# Reflections is... / Reflection is not ...

The table below will help you to engage in meaningful reflection (from the CAS guide)

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>







# Student reflection through poetry

Let me not forget the memory of reunion.

Let me not forget the time, space, place, or the embrace.

The passing sound of suitcase wheels, interrupting  
announcements,

The ever growing feeling of relief, and love.

Let me not forget the moment when nothing else mattered,

Responsibilities, expectations, standards, pressure,

Slipping through my fingers as they wrap themselves in this  
reality.

Let me not forget the peaceful bliss as the tears glided down my  
cheeks;

Tears of joy, of content, of ecstatic happiness.

Let me not forget the fulfillment of those anticipating months.

Let me not forget that despite the previous distance, everything  
was renewed.

A friendship not worn by separation, but rather solidified in faith.

The faith that this moment would come, and would come many  
times again.

Let me not forget that some things can never be broken.

Let me not forget.



# Expressing observations, thoughts and feelings by three different students

"I was just in town and standing in front of a store. A bearded man came by and politely asked another man who was passing by, 'Excuse me, can you help me?' This other man, much more affluent by the look of his clothes, replied in a very rude and abrupt tone, 'I don't have time for that right now!' and kept walking. I suppose he thought the bearded man was going to ask him for money. But that wasn't the case. After he stomped off, this man turned to me and asked the same question. It turned out all he wanted was for someone to unclip a watch that was clipped to the back of his pack so he could go in and buy a battery for it. Not a huge request. I was glad to be able to help after the first man had treated him so rudely. This experience reminded me how important it is to stop, look, and listen."

"For one of my service experiences I wanted to help an elderly person as I realized that their problems are sometimes neglected or forgotten. That is why I turned to a nurse so that she could find a person in need of help and willing to be helped. I stayed in contact with the nurse and after a while she gave me the name and address of an old lady whom she described as lonely and having problems with walking. I was happy that I found the opportunity to offer my help to a person in need. On one day the nurse and I visited the elderly lady in her flat. Beforehand, the nurse had informed me that the lady used to work physically and retired early (at the age of 45 due to health problems). I got acquainted with her and from that day on I started visiting her regularly once a week.

"I went for walks with the lady and every week we went shopping to the nearest supermarket. However, the most important task turned out to be far more difficult than I had expected. I made the greatest effort to make the woman cheerful, to create a friendly warm atmosphere, but I noticed how reserved and depressed she was. She mentioned the fact that she had been lonely for a long time, and it stuck in my memory. It made me realize how loneliness affects human psyche.

# Expressing observations, thoughts and feelings by three different students

“At the beginning I found it very difficult to make her smile, because she was only saying how miserable her life was and complained about the problems that she faced. I tried to show my understanding and convince her that life is worth living regardless of the difficulties one faces, but it seemed to me that it did not speak to her.”

“Sometimes I wondered if my visits and help were bringing her anything good. Surprisingly, as time was passing by and we came to know each other better, I noticed a change in her and a change in the character of our interaction. I was very happy when on one day she confessed to me how grateful she was for my help. The experience gave me fulfillment and made me conceive how serious the problem of loneliness in life is and I realized the importance of attention that needs to be paid to lonely people.

“I have seen first-hand the harshness of the aging process. People who were once vibrant, bustling human beings are now confined and subdued by their deteriorating health. Jane has Parkinson’s disease and is inhibited by her soft speech and inability to use her hands. I know from the time we have spent together that she has so much to say and many interests but is slowed down and sometimes stopped by her illness. Anne’s only disease is effects of time and how it has affected her memory and hearing. Although she always recognizes me, she does not remember my name or hear much of what people say”

“As time went by, I began to realize that they had wonderful lives. Both have successful and large families, with interesting experiences throughout their lives. Now they are slowed down, but maybe because it is time for them to rest. I have learned a lot from them, about many things, but mostly about how to live with what you are given ... I hope when I am their age and in a similar situation I can have their attitude—life is what it is and the best thing to do is accept it and be happy.”



## Kreatywni i aktywni w „Kościszce”

Młodzi wolontariusze z II Liceum Ogólnokształcącego chętnie włączają się w charytatywne przedsięwzięcia. Równie chętnie dzielą się swoimi talentami z innymi

■ W wolontariat w II Liceum Ogólnokształcącym im. T. Kościuszki czynnie zaangażowały się dwie grupy uczniów – grupa ze szkolnego Teatru Drugiego oraz uczniów z klasy z maturą międzynarodową, która w ramach przedmiotu CAS (kreatywność, aktywność, wolontariat) organizuje różnego rodzaju akcje. Jedną z nich było wymyślenie gier i zabaw dla dzieci z Domu Dziecka. – Wyszliśmy z inicjatywą połączenia działalności tych dwóch grup. Dwa lata temu teatr grał już spektakl dla dzieci ze świetlic socjoterapeutycznych. Przy okazji współpracy ze świetlicą socjoterapeutyczną i Katarzyną Wdowczyk zakiełkował pomysł, by poza spektaklem zorganizować coś jeszcze. Uczniów nie trzeba było prosić dwa razy – podkreśla koordynatorka działań Anna Werbińska, nauczycielka w II LO.

**Tajemniczo dla dzieci**  
Uczniowie z teatru wystawili w Domu Dziecka spektakl zatytułowany „Tajemni-



Wolontariusze z II LO wyśmienicie potrafią wcielić się w role animatorów i zabawiać najmłodszych

ca diamentów”, a uczniowie z klasy z maturą międzynarodową przygotowali zabawy dla najmłodszych. Koordynatorką działań była wspomniana A. Werbińska. – Pomysł na zorganizowane zabawy wzięły się z... naszych talentów. Było zatem m.in. malowanie twarzy – podkreśla jedna z uczestniczek działań Joanna Zienkiewicz. – Wyszło lepiej, niż się wydawało. Dzieci nie były zmęczone. Wręcz prze-

ciwnie, przygotowane przez nas zabawy bardzo im się podobały – dodaje uczennica Dagmara Wardawy. – Spełniamy się w teatrze. To wyrażanie nas samych przez sztukę. Spektakl dla dzieci jest naszym gestem pomocy dla innych. Dzieci to specyficzna publiczność, która szczerze pokazuje swoje emocje, nie udaje – mówi Dorota Popiołek, również uczennica „Kościszki”.

Na tym nie koniec wolontariackich akcji uczniów. Jak podkreślają Błażej Krysztofowicz i Wiktoria Śledzińska, cały czas coś się dzieje. Uczniowie odwiedzają i wspierają schronisko dla bezdomnych zwierząt, przeprowadzili również zbiórkę odzieży. Są otwarci na wszelkie charytatywne działania i bezinteresowne niesienie pomocy osobom potrzebującym.

(ab)

reklama

## Stworzyliśmy osiedle,

# CAS portfolio

- The CAS portfolio is a tool for students to organize their CAS activities, reflect on their experiences, and compile evidence of their CAS involvement. It is not subject to formal assessment. The CAS coordinator/advisor will ensure that students regularly update and keep their CAS portfolio relevant, as it represents a comprehensive record of their CAS activities. Additionally, the portfolio can be a significant asset for students when applying to universities or seeking employment.
- During the three scheduled CAS interviews, the portfolio is reviewed, and students receive guidance and support. Notes and recommendations from these meetings should be briefly recorded and added to the CAS portfolio. Any concerns, particularly regarding a student's ability to successfully complete CAS, should be documented in the portfolio, with prompt action taken as needed.