

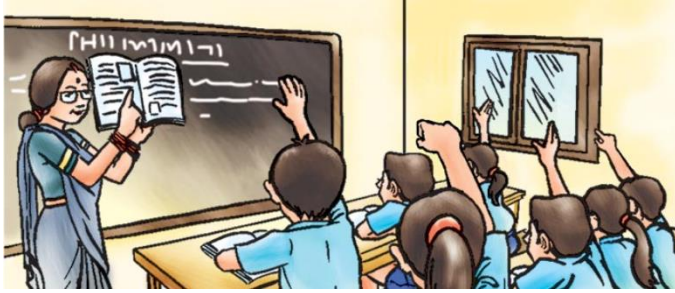
# CAS Handbook 2024-2026

## Hasseris Gymnasium & IB World School

The Core



## THERE IS A BIG DIFFERENCE between your subjects inside school



## and your CAS activities outside school



## CAS AND THE CORE

In school the main point is to gain knowledge on specific subject related issues. TOK (Theory of Knowledge), CAS (Creativity, Activity and Service) and EE (Extended Essay) form the center of the core and are coherently interrelated in terms of demands specifically for reflection. The aim of the core is to a) support the subjects, b) foster international mindedness and c) develop self-awareness and a sense of identity. In CAS your main point is to learn more about yourself as a whole person. Through voluntary work outside school, you must identify and challenge your weaknesses in relation to “The IB Learner Profile” (cf. Appendix 1). So, it is through voluntary work in your local community that you strive to pursue your own personal growth. We all have a place outside our comfort zone, and CAS is all about challenging that specific place, to achieve the best possible version of yourself. Essentially, CAS is an individual journey, individualized by the individual student’s starting point, their interests, skills, values and background.

## THE STRANDS

The voluntary CAS activities fall under three key areas or strands:

- **Creativity** which is *exploring and extending ideas leading to an original or interpretive product or performance*. For example: Drawing, writing, painting, singing, music, photos, dancing, filmmaking, the School Musical, blogging, weaving, sewing, design
- **Activity** which is *physical exertion contributing to a healthy lifestyle*. For example: Sports, volleyball, athletics, martial arts, hiking, cycling, running, dancing
- **Service** which is *collaborative and reciprocal engagement with the community in response to an authentic*. For example: Volunteer work, eco-awareness, trash collection, teaching, care for elderly, human rights, animal rights.

### Other CAS activities

#### C – Creativity

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

Voluntary Art  
Dance choreography  
Filmmaking  
The school musical

#### A – Activity

*Physical exertion contributing to a healthy lifestyle*

Volleyball  
Football  
Yoga  
Fitness

#### S – Service

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

Visiting the elderly  
Teaching assistants  
Charity shop volunteer  
Helping a sport organization

## THE CAS PORTFOLIO

From the beginning of IB1 you must make a draft to a CAS portfolio. In the end of IB2 this portfolio must contain:

- 1) **An introduction to you as a CAS student**
- 2) **An overview list of all your CAS activities**
- 3) **A short description of each activity on your list with documentation**
- 4) **An account for one meaningful CAS Project**
- 5) **A conclusion with your final reflections on CAS.**

## A CAS EXPERIENCE OR A CAS PROJECT

A CAS activity can be either an *experience* or a *project*. A **CAS Experience** lasts shorter than a month and can be a single activity. But it must cover at least one of “The seven learning outcomes” (cf. Appendix 2). In contrast to a CAS Experience, a **CAS Project** lasts at least one month and must consist of several CAS. It also must cover two or more of “The seven learning outcomes”. The learning outcomes is your platform to your reflections on how you have succeeded in challenging your weakness in relation to “The IB learner profile”.

In your descriptions of your CAS Project, you must use “The five-stage-model” (cf. Appendix 3). This model is a helpful tool that divide your activity into five stages: 1) investigation, 2) preparation, 3) action, 4) reflection and 5) demonstration. The demonstration stage is merely your documentation in your portfolio writing process. Learn more by watching “How to write your CAS portfolio” (cf. Important CAS Links).

## FIVE IMPORTANT CAS MILESTONES

During the four semesters you must be aware of four deadlines or breakdowns. Two in IB1 in January and May, and two in IB2 in January and April. On the following pages you can read more about each of the breakdowns.

- A. **IB1 CAS Intro (August)**
- B. **IB1 CAS Survey (January)**
- C. **IB1 CAS Mock exam (May)**
- D. **IB2 Pre-Hand-in (January)**
- E. **IB2 Final Hand-in (April)**

## A. IB1 CAS Intro (August)

In the beginning of year 1, the CAS coordinators will give an overview of CAS at Hasseris Gymnasium. We will have you survey your passions, brain-storm ideas for your CAS and give information about offers and contacts we already have, to help you design your CAS program.

By January, you should be able to give us insights into your plans and first progression.

## B. IB1 CAS Survey (January)

### 1. Make an introduction to you as a CAS student

Write a personal statement as an introduction. Profile yourself as a CAS student and align with the LP principles.

### Appendix 1: The IB Learner Profile

#### As IB learners we strive to be:

##### **INQUIRERS**

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

##### **KNOWLEDGEABLE**

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

##### **THINKERS**

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

##### **COMMUNICATORS**

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

##### **PRINCIPLED**

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

##### **OPEN-MINDED**

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

##### **CARING**

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

##### **RISK-TAKERS**

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

##### **BALANCED**

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

##### **REFLECTIVE**

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

## 2. Make an overview list of all your activities

List activities, use a scheme and tick of C/A/S and Learning Outcomes that applies to each, like this:

### Appendix 2: An example of an overview list

Activity	C	A	S	Learning outcome (nr.)
Drawing	✓			1,2,3,4
Playing guitar	✓			1,2,3,4
Learning korean	✓			---
Gym		✓		1,2,3,4,5
Skating		✓		---
Running		✓		-----
Tutoring	✓	✓	✓	1,2,3,4,5,7
CAS Speed dating with IB1	✓		✓	---
Carnival	✓	✓	✓	----
Christmas get together with elderly			✓	---
Elderly's home	✓		✓	
Charity run		✓	✓	
Posters for school event	✓		✓	

### Appendix 3: The Learning Outcomes

LO1	<b>Identify own strengths and develop areas for growth</b> The student is aware of own strengths and <u>weaknesses/is able to</u> undertake a thoughtful evaluation/is open to improvement and growth opportunities
LO2	<b>Demonstrate that challenges have been undertaken, developing new skills in the process</b> The student participates in an experience that is challenging; this could be a new or familiar experience
LO3	<b>Demonstrate how to initiate and plan a CAS experience</b> The student uses the CAS stages model/shows initiative by launching a new idea or process/suggests creative ideas, proposals or solutions/shows a responsible attitude to CAS project planning
LO4	<b>Show commitment to and perseverance in CAS experiences</b> The student demonstrates regular involvement and active engagement with CAS experiences and a CAS <u>project/is able to</u> overcome potential challenges
LO5	<b>Demonstrate the skills and recognise the benefits of working collaboratively</b> The student shares skills and knowledge/ listens respectfully to peers/makes a valuable contribution
LO6	<b>Demonstrate engagement with issues of global significance</b> The student recognises the global implications of local issues/ shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
LO7	<b>Recognise and consider the ethics of choices and actions</b> The student recognises ethical issues/shows accountability for choices and actions/ is aware of consequences of choices and actions regarding self, others involved and the community

## 3. Make a short description of each activity on your list with documentation

Include photos/screen shots as Documentation. It can be any trace of the event/project/activity. It could be a receipt, notes from a meeting, an email, a shot of your schedule with the activity, a link to a video.

### C. IB1 CAS Mock exam (May)

4. Make a short video presentation of yourself identifying your weaknesses and strengths using “The IB Learner Profile” (give only one example of each)

Thoroughly, account for one project.

- Remember that a project lasts at least one month (as opposed to an experience)
- It must consist of several activities
- It also must cover two or more of “The Seven Learning Outcomes”. The learning outcomes is your platform to your reflections on how you have succeeded in challenging your weaknesses in relation to “The IB Learner Profile”.
- Organize your statements using “The five-stage model” (cf. Appendix 4)
- Duration must be approximately 2-3 minutes
- [Tutorial: How to record](#)

#### Appendix 4: The five-stage model

##### 1. Investigation

Students identify their interests, skills and talents, as well as areas for growth and personal development. Students investigate what they want to do and determine the purpose for taking part in the CAS experience.

##### 2. Preparation

Students clarify roles and responsibilities, develop a plan of action to be taken, and acquire any skills needed to take part in the activity.

##### 3. Action

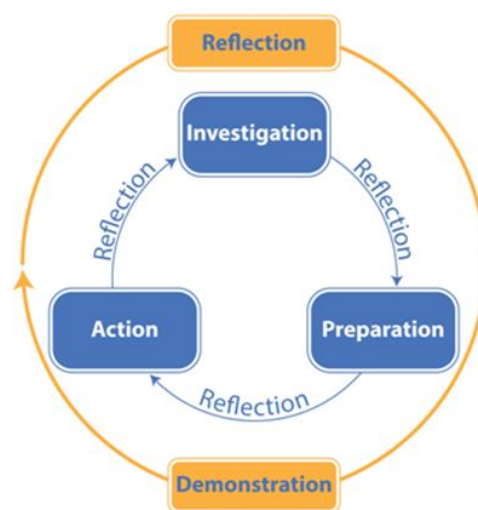
Students implement their idea or plan.

##### 4. Reflection

Students describe what happened, express feelings, generate ideas, and raise questions. Reflections can occur at any time during CAS to further understanding, to learn from experience, and to make connections between their accomplishments and the learning outcomes. Reflections may lead to new action.

##### 5. Demonstration

Students make clear what they have learned and what they have accomplished, by sharing their CAS experience through their portfolio or with others in an informal or formal manner. This enables students to solidify their understanding and evoke response from others.



This model is a helpful tool and should be used to help you select your CAS activities. When you decide to do your CAS project you must show that you have used the five-stage model in your portfolio.



## D. IB2 Pre-Hand-in (January)

The content must be the same as the CAS Survey the previous year but with an updated list with descriptions and documentation.

## E. IB2 Final Hand-in (April)

The content must be points 1-5 on page 3.

### Conclusion

Your final reflections on CAS. Summarize your overall CAS with a coherent conclusion to finish off your portfolio. Use the “Reflection prompts for the learning outcomes” below. You must reflect on a few special meaningful examples from all your CAS period.

### Appendix 5: Reflection prompts for the Learning Outcomes

- What affect has CAS had on me and the people I work with?
- To what extent does my CAS experience reflect a growing awareness of ethical concerns?
- What have I learnt about how I work with others?
- Did the experience turn out the way I planned? Why? Why not?
- How has my world view or beliefs been challenged?
- How does my CAS show my personality and me as a member of society?
- What experiences did I initiate and what did I learn about my role as a leader?
- Am I significant? Did I make a difference in someone’s life?
- How does my CAS demonstrate commitment?
- How can I improve upon this experience?
- How will this experience affect me after IB Diploma?
- What were the difficult decision, and how did I come to decision?
- How did you handle failure? What did you learn about yourself when you failed?
- How has CAS impacted/developed you as an IB student
- At a personal level and in a future perspective how can you benefit from having engaged in CAS – what will you take with you of discoveries?

### IMPORTANT CAS LINKS

Appendix 1: [Example of CAS portfolio.pdf](#)

Appendix 2: [CAS collaborate partners for inspiration](#)

Web site: [About CAS on the school's web page](#)

### IB CAS COORDINATORS



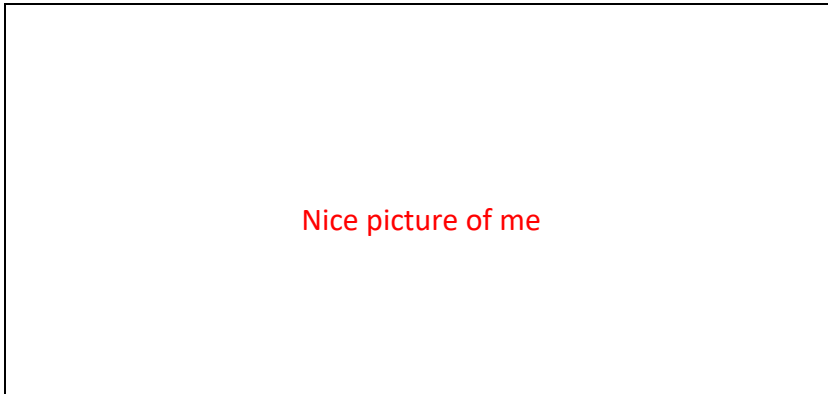
**IB Coordinator**  
Joen Kon Christensen  
[jc@hasseris-gym.dk](mailto:jc@hasseris-gym.dk)



**IB Coordinator**  
Charlotte Bisgaard Klemmensen  
[cn@hasseris-gym.dk](mailto:cn@hasseris-gym.dk)

# Appendix 1: Example of CAS portfolio

## Introduction to me as a CAS student



### Me and my family

- Who am I
- What is my current situation
- Where do I live
- Why did I choose the IB Education

### My interests and Hobbies

- In my spare time I like to...

### The goals I would like to achieve through CAS

- My strengths and weaknesses (refer to “Me and the IB Learner Profile”)
- My expectations to CAS (refer to the Learning Outcomes)

### Me and the IB Learner Profile

#### **Inquirers: 2/5**

- Curiosity is what motivates...

#### **Knowledgeable: 3/5**

- Personally, I believe that...

#### **Thinkers: 3/5**



- I think when people stop thinking, then they will make mistakes and

**Communicators: 3/5**

- Sometimes I struggle to...

**Principled: 2/5**

- I consider myself...

**Open-minded: 3/5**

- I see myself as a very open-minded person, but...

**Caring: 4/5**

- Caring is not a one sided thing...

**Risk-takers: 1/5**

- I am a really bad risk-taker. I tend to be stuck in my conform circle. It is a really big problem because though making mistakes are not fun, but we learn from mistakes and we learn from failure. I think I should improve this by taking challenges and really putting work into it.

**Balanced: 1/5**

- Im really not balanced when it comes to the physical and emotional aspects...

**Reflective: 3/5**

- Overthinking is a big part of my life and sometimes I tend to get too caught up in rethinking about things...

# Overview List

No.	Period	Project or experience	Creativity	Activity	Service	Learning Outcomes
1	21.07.18-18.08.18	Aalborg KFUM Football (project)			x	2,5,6,7
2	20.08.18-ongoing	Volleyball (project)		X		1,2,3,4,5
3	20.08.18-	Kettlebell-training (experience)		X		1,3,4
4	20.08.18-	Going to the gym (experience)	X	X		1,3,5
5	15.08.19-24.10.19	IB tutor (experience)	X	X	X	1,2,3,4,5,6
6	20.11.19	IB ambassador (experience)			X	1,2,3,5,6
7	16.09.19	"Stafet for Livet" (experience)		X	X	5,6,7
8	06.12.19	Psychology experiment (experience)			X	5,7
9	12.12.20-16.12.19	Math tutoring (experience)	X		X	1
10	20.12.19	"Julebazar" (experience)			X	3,5,7
11	20.12.19	"Guirlandebinding" (experience)		X	X	3,4,5,7
12	14.01.20	"KFUM Screening" (project)		X	X	5,6

## Description of each activity with documentation

### 1. Aalborg KFUM (Project)

#### Description

Of course, outside this 'event' being mandatory, I saw a lot of potential in developing both working and social skills in relation to communication and open-mindedness. Outside of developing personal skills, As a caring person I also knew that it would help out the club, and that they needed this voluntary work to keep their canteen running. On the other hand, it is also a partnership with Hasseris Gymnasium, to help the IB students complete their CAS. In the groups that decided to take part in this CAS activity, we of course needed at least one person who could speak and understand danish, to interact and take orders from customers. I knew that the CAS experience would take action in running the cafeteria, which included: handling the cash register/money, storing valuables for football players, interacting with customers, and at last make the food requested.

#### Demonstration

Some pictures of me in KFUM

2. Volleyball
  3. Kettlebell
  4. Going to the gym
  5. IB tutor
- and so on...

## Account for a meaningful CAS Project

Put in link to your mock exam video

## Conclusion

Doing CAS has ended up being a very enjoyable experience for me. Going into it, I had my reservations regarding whether it would be beneficial for me at all. Now, however, I can confidently say, without any reservations, that it has been a positive experience that has both taught me a lot on a personal and an academic level. Most of the CAS projects I have done, save the few that I do alone, have improved how I work in collaboration with other people; my sense of diplomacy has developed and so have my social skills. I believe that I have demonstrated perseverance both in my running and kettlebell training, but also in terms of developing my patience as an ambassador having to explain the same concept many times to people that are interested in the IB program. As a former scout, it felt good

to revisit the initiatives and projects that run as a way to promote the scout movement which is a network of communities throughout the world that work together to educate the youth on less academic matters and more social matters. To be able to advocate universally known missions in a little town in Denmark, has widened my perspective on what it means to make a difference. The same has the fund-raising projects I have been doing for the fight against cancer, which made something like fighting a nasty disease as taking a walk in the forest literally. Doing CAS throughout the two years I have been doing IB was not always easy. In fact, it has been hard to find a balance between doing my normal school work, doing CAS projects, and then actually reflecting on those projects. In some sense, this has improved my time-management skills more than the IB program would have done on its own. Now, although I am officially finished with my years in the IB and therefore my CAS projects, I will still engage in voluntary work and trying to better yourself as much as possible on an everyday basis is going forward. I can say with confidence that CAS has made me a more whole person and has bettered me unlike anything ever has.

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## Appendix 2: CAS collaborate partners

Aalborg KFUM Fodbold [anders@aalborgkfumfodbold.dk](mailto:anders@aalborgkfumfodbold.dk)

Lions Club [kija@UCNact2learn.dk](mailto:kija@UCNact2learn.dk)

Gestus Nord [serupvibeke@gmail.com](mailto:serupvibeke@gmail.com)

Sofiegaarden Plejehjem Anita Birkekær Vejen [avej-aeh@aalborg.dk](mailto:avej-aeh@aalborg.dk)

Historisk Museum [historiskmuseum@aalborg.dk](mailto:historiskmuseum@aalborg.dk)

Karneval Aalborg [frivillig@carnaval.dk](mailto:frivillig@carnaval.dk)

Otiumgaarden Lotte Lund Jakobsen, tel: 96 34 21 40/22784655, [lluj-aeh@aalborg.dk](mailto:lluj-aeh@aalborg.dk)

DGI Streetmekka, tel: 21700869, [josephine.gilbert@dgi.dk](mailto:josephine.gilbert@dgi.dk), [www.dgi.dk/nordjylland](http://www.dgi.dk/nordjylland)

DGI Streetattack, [www.dgi.dk/streetattack](http://www.dgi.dk/streetattack), tel: 21700869, [josephine.gilbert@dgi.dk](mailto:josephine.gilbert@dgi.dk)

Café Tusindfryd, Monday meetings [1000fryd@100fryd.dk](mailto:1000fryd@100fryd.dk)

Kattens Værn, present yourself in an email sent to: [aalborg@kattens-vaern.dk](mailto:aalborg@kattens-vaern.dk) if you wish to volunteer. Address: Kattens Værn Aalborg, Struervej 80, 9220 Aalborg Ø

Dfunk (Røde Kors) [mail@dfunk.dk](mailto:mail@dfunk.dk)

Kunsten, Helle Thorell, [hth@kunsten.dk](mailto:hth@kunsten.dk), Tel. 99 82 41 00/ Direct 31 99 41 58

Zonta Club, Karin Olesen, [ol@katedralskolen.dk](mailto:ol@katedralskolen.dk) olkatedralskolen.dk

Aalborg Atletik (DHL, World Firefighter Games, Hasserisløbet, Kvindeløbet), Julian Schlegel, [julian@aalborgatletik.dk](mailto:julian@aalborgatletik.dk), Tel. 24 85 64 16

Stafet for Livet (Rebild), Helle Kanstrup, [StafetforlivetRebild@outlook.dk](mailto:StafetforlivetRebild@outlook.dk), Tel. 40 98 84 16

De Frivilliges Hus, [frivillighuset@frivillighuset.dk](mailto:frivillighuset@frivillighuset.dk), Tel. 98 11 13 44

Sketch with me, Bastian Hougaard, <https://www.facebook.com/groups/2757124377860499>

Food Mekka Aalborg DFUNK x GAME <https://www.facebook.com/groups/400198964212522>

International Network Aalborg <https://www.facebook.com/groups/355548414515238>

Operation Dagsværk, <https://www.od.dk> local teacher, Anne Grove (AP)

Open Art Class, Hasseris Gymnasium, local contact, Pia Blendvig (PB)

Frivillig Idræt, Hasseris Gymnasium, local contact, Joen Kon Christensen (JC)

Frivillig musik, Hasseris Gymnasium, local contact, Erik Christensen (EC)

Jam Night, Hasseris Gymnasium, local contact, Erik Christensen (EC)

Film Club, Hasseris Gymnasium, local contact, Jesper Larsen (JL)

Bogklub, Hasseris Gymnasium, local contact, Lotte Prætorius (LP)

Musical, Hasseris Gymnasium, local contact, Vita Rud (VR)

Tutor, Ambassador, Hasseris IB, local contact, Karin Skals (KS)

Halloween decorations, Hasseris Gymnasium, local contact, Charlotte Klemmensen (CN)

Christmas decorations, Hasseris Gymnasium, local contact, Charlotte Klemmensen (CN)

Rasmus Klumpløbet, Børneulykkesfondet, Lotte Nørkær/local contact, Charlotte Klemmensen (CN)