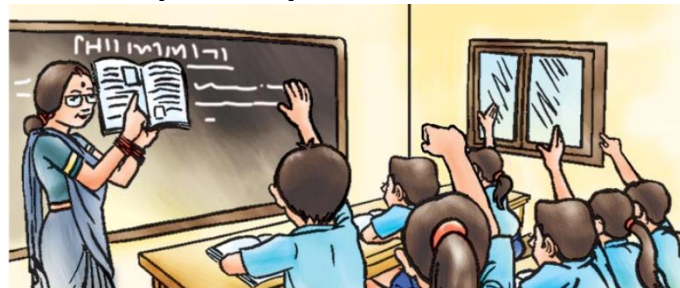


CAS for beginners

THERE IS A BIG DIFFERENCE

between your subjects inside school



and your CAS activities outside school



As part of the **IB Diploma**, every student is required to complete a **CAS Portfolio**. This portfolio presents the student's CAS profile, as well as it documents the students' activities and includes a personal reflection connected to the **Learner Profile** and seven specific **Learning Outcomes**. As an IB-student, you are required to fulfil CAS in order to pass your IB Diploma Programme.

Basically, from the start of IB1 towards the end of IB2 you will regularly be participating in extra-curricular activities primarily of your own choice within the three key areas of CAS.

- Creativity** *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** *Physical exertion contributing to a healthy lifestyle.*
For example: Sports, volleyball, athletics, martial arts, hiking, cycling, running, dancing.
- Service** *Collaborative and reciprocal engagement with the community in response to an authentic.* For example: Volunteer work (Red Cross, Gestus Nord, etc), eco-awareness, trash collection, teaching, care for elderly, human rights, animal rights.

In your CAS portfolio

CAS consists of several CAS activities and for each activity you must:

1. Write down specifics: First answer *why you* do CAS! Use the IB Learner Profile. Then answer *how you* do CAS (*what, when, where, whom*). Use the **five-stage model**
2. Reflect and connect to at least one of the seven **Learning Outcomes**
3. Provide evidence: snapshots, letters, e-mails, selfies

The seven Learning Outcomes

LO1	Identify own strengths and develop areas for growth The student is aware of own strengths and <u>weaknesses</u> /is able to undertake a thoughtful evaluation/is open to improvement and growth opportunities
LO2	Demonstrate that challenges have been undertaken, developing new skills in the process The student participates in an experience that is challenging; this could be a new or familiar experience
LO3	Demonstrate how to initiate and plan a CAS experience 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	Show commitment to and perseverance in CAS experiences The student demonstrates regular involvement and active engagement with CAS experiences and a CAS <u>project</u> /is able to overcome potential challenges
LO5	Demonstrate the skills and recognise the benefits of working collaboratively The student shares skills and knowledge/ listens respectfully to peers/makes a valuable contribution
LO6	Demonstrate engagement with issues of global significance 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	Recognise and consider the ethics of choices and actions 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

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.

The five-stage model



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