



CAS (Creativity- Activity-Service)

Nature of the Subject

The Creativity, Activity, Service (CAS) program is a **core** component (along with EE and ToK) of the International Baccalaureate Diploma Programme (IBDP) that encourages students to actively engage in the world around them through **creative, physical, and service-based** experiences. CAS is a mandatory component of the Diploma programme. Successful completion of CAS is a requirement for awarding the IB Diploma. In the IB Diploma Program, students engage in out of classroom experiences to explore their interests, contribute to communities, and foster personal growth. It's a chance for students to follow their passions, try new activities, and positively impact both local and global communities.

Requirements

All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS programme formally begins in September of IB year 1 and continues regularly, **on a weekly timetabled teaching period**, until March of year 2, with a reasonable balance between creativity, activity, and service. Students engage in **CAS experiences** involving one or more of the three CAS strands. Further, students undertake a **CAS project** of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. There are three formal documented **CAS interviews** students must have with their CAS advisor. 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 emphasizes on **reflection** which is central to building a deep and rich experience in CAS. Completion of CAS is based on student achievement of the seven **CAS learning outcomes**. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Prior Learning

There isn't a specific "prior learning" for CAS in the sense of academic prerequisites. However, it's important for students to approach CAS with an open mind and a willingness to engage in a diverse range of activities outside the classroom.

Objectives

Having followed the CAS Diploma Programme, students will be encouraged to: explore and develop their creative potential, promote physical well-being and a healthy lifestyle through participation in a variety of physical activities while also develop a sense of social responsibility and an understanding of the impact of service on both the giver and the recipient.

In practice

All IB DP students are assigned to a **CAS meeting group** that is scheduled to meet on a weekly basis throughout the academic year. Through diverse CAS experiences, students identify and reflect on their strengths and weaknesses, gaining a deeper understanding of their abilities and areas for growth, leading to the acquisition of new skills. Students learn to work effectively in a team, appreciate diverse perspectives, and understand the importance of collective efforts in achieving common goals. Engagement in long-term CAS activities promotes commitment and perseverance. Students are prompted to think critically about their experiences, examining the impact on themselves and the communities they engage with and to reflect on their actions, fostering an understanding of ethical values and principles. A CAS supervisor assists, offers guidance and oversees the students' CAS experiences when needed. Additionally a CAS advisor is assigned to each CAS meeting group to provide personalized support and guidance. **CAS advisors** assist students in setting goals, planning their CAS activities, and reflecting on their experiences. They offer feedback, monitor progress, evaluate their performance based on the established engagement criteria and help students align their activities with the CAS learning outcomes. The **CAS coordinator** serves as a point of contact for students, CAS advisors, and supervisors, and is responsible

for overseeing the CAS program, coordinating activities, and assisting students, CAS advisors, supervisors and IBDP teachers in understanding the CAS requirements and processes.

Assessment

While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes. Assessment in the CAS program at Anatolia - Pinewood IBDP program involves the evaluation of student participation and engagement in CAS experiences, consistent reflections and evidence in their CAS portfolio, and the achievement of CAS learning outcomes. The school utilizes a set of CAS engagement criteria aligned with the CAS learning outcomes, to assess students' involvement and progress in the CAS program.