



CAS GUIDE



Creativity

Activity

Service



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Aims of the CAS Program

After completing the requirements of the CAS program, you should be able to demonstrate:

- Self-confidence
- Attitudes and values which respect human dignity and which transcend barriers of race, class, religion, gender and politics
- An awareness of humanitarian and environmental issues, and the development of an ethical position on them from a local, national and international perspective
- A willingness to interact meaningfully with others
- A sense of responsibility towards all members of the local, national and global communities, and a commitment to be of value to those communities
- Personal qualities of curiosity, honesty and self-criticism
- An ability to reflect on and to learn from experiences
- A spirit of discovery, commitment, initiative, determination and perseverance
- The ability to meet challenges and an awareness of personal limitations
- Practical skills that can be used in community engagement and in a future career.

IB Diploma Programme



What is CAS?

...a medium for personal
and interpersonal



International
Baccalaureate

development.

CAS is at the heart of the Diploma Program. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning that may have occurred prior to the entry of the Diploma Program.

CAS is organized around the three strands of **creativity**, **activity** and **service** defined as follows.

Creativity

exploring and extending ideas leading to an original or interpretive product or performance

I feel creative! I enjoy the arts, reading or writing. I like to make things

Activity

physical exertion contributing to a healthy lifestyle

Being active is most important to me. I love playing sports or being challenged physically

Service

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

Helping people makes my day. Supporting my friends, colleagues or strangers gives me a sense of purpose.

CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. In other words, CAS allows for the development of the whole person, not simply the academic side.

Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives.

CAS complements a challenging academic program in a holistic way, providing opportunities for **self-determination, collaboration, accomplishment** and **enjoyment**.

CAS encourages personal and interpersonal (social) development. This also means that a meaningful CAS program is individualized according to student interests, skills, values and background.

Students can fulfil part of their CAS requirements through extra-curricular activities at GIBS (gibscore, music, choir, schoolband, concerts), EYP (European Youth Parliament), Model United Nations, Human Rights Course... but many will also undertake activities on their own initiative or participate in activities outside of school.

Requirements for CAS

- 6-8 experiences have to be completed
- 1 collaborative project (at least for one month) has to be completed
- the CAS stages have to be used for the project
- all three strands have to be used at least once
- all 7 learning outcomes have to be met
- max. 3 learning outcomes per activity can be used
- documentation online or in a binder : your CAS portfolio
- reflections have to be connected to the chosen learning outcomes
- 1 reflection per learning outcome has to be done
- 3 CAS interviews have to be done with your CAS Coordinator
- active engagement has to be fulfilled over 18 months
- hand in the "Project Proposal Form" to your CAS Coordinator latest by the end of semester 1 in year 7

CAS Learning Outcomes

CAS is not formally assessed, however you need to provide evidence from your overall CAS experience to show that you have achieved all of the following seven learning outcomes - ***you should aim only for 2 or 3 per activity, as well as achieving each of these outcomes at least once over the 18 month period:***

- **Identify your own strengths and develop areas for growth**

You are able to see yourself as an individual with various abilities and skills, of which some are more developed than others, and understand that you can make choices about how you wish to move forward based on your understanding of your own capabilities.

- **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.

- **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 knowledge and awareness by building on a previous experience, or by launching a new idea or process.

- **Show commitment to and perseverance in CAS experiences**

You demonstrate regular involvement and active engagement in CAS. This may be a weekly commitment, a whole season or a whole year. You should aim to have some activities that continue for the entire 18 months.

- **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.

- **Demonstrate engagement with issues of global significance**

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

- **Recognize and consider the ethics of choices and actions**

You are able to show awareness of the consequences of choices and actions in planning and carrying out CAS experiences. In other words, what is right and wrong? What are the consequences of the decisions you make? Ethical decisions arise in almost any CAS activity, including on the sports field, in developing a stage production and in relationships with others on a service activity. You will need to show evidence of your thinking about ethical issues through your reflections and in discussions with your CAS Coordinator.

How do I show I have achieved a Learning Outcome?

Reflection forms the main body of evidence for achieving an outcome. But reflection does not just mean writing. Here are some ideas for how to reflect - more details about reflections will be discussed later in the guide.

- 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 might dramatize a poem to capture a feeling of creative endeavor.
- A student could produce a short video summarizing a CAS experience.
- A group of students create a poster highlighting aspects of a shared experience.
- You can lead a group reflection after an experience and record it

Some other CAS Info and Requirements...

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

CAS experiences may incorporate one or more of the CAS strands. Here are some examples:

- You plan a number of days of activities for a charity - this is a series of CAS experiences within the "Service" strand
- You found a club at GIBS and regularly attend meetings and organize projects etc. This is a series of CAS experiences within the "Creativity" strand
- A group of you plan and stage a basketball/hockey/soccer tournament - this is a series of CAS experiences involving the strands of "Activity" and "Service".

As a part of CAS you will need to participate in a balance of experiences across the three strands. Some may be easier for you to complete than others, so it is best to plan at the beginning of year 7 how you will adequately complete all the strands.

You will also need to balance a combination of single and series of CAS experiences.

You also need to ensure your participation in CAS lasts for **18 months**. This means you cannot complete all your experience in the first semester of year 7!

Therefore, you should create a plan to participate in some CAS experience for at least a couple of hours each week. Sometimes, you will do more than this, for instance if you participate in a sports Team, but there will be times you will do less - so plan ahead to ensure you can demonstrate commitment over the whole 18 months!

The 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 one CAS project during their CAS programme.

The primary purpose of the CAS project is to ensure participation in a sustained collaboration. The project therefore challenges you to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making.

This CAS project involves collaboration between a group of students or with members of the wider community. You will work as a team, with all members being contributors. That means you will need to work out roles within your group - it's ok that not everyone is the leader for every part of the project! This means everyone though does have the opportunity to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects.

CAS projects can focus on one strand, or combine two or even all three strands.

What makes a CAS Project different from a CAS experience?

A CAS project requires a minimum duration of one month from planning to completion. However, CAS projects even longer than a month may be even better! If possible, the CAS project should be completed locally - but of course, if you have another idea, please check with your CAS Coordinator.

Some examples of possible CAS Projects:

- Creativity: A group of students plan, design and create a mural.
- Service and Activity: Students organize and participate in a sports tournament, including training sessions and matches.
- Creativity, Service and Activity: Students rehearse and perform a dance production for a community Elder Care home/kindergarten/primary school.
- Organization of a soccer/volleyball/table soccer tournament for GIBS students

An important thing to remember is you must begin with at least one learning outcome articulated at the beginning of the CAS project, as it needs to have a designated purpose and goal. However, as you progress through the CAS project, you may add outcomes or modify them as appropriate.

It is also important to remember that if you chose to do a CAS project in the strand of Service it must take into account the opinions and expectations of others involved, while also focusing on meaningful and authentic needs. Thus, the service project needs to have a compelling benefit for all those involved, including the recipients of the service!

The CAS stages

The idea of the CAS stages is to allow you to investigate an area of interest, prepare by learning more about it, take some form of action, reflect what you have done along the way, and demonstrate your understanding and the process.

There are five stages:

1. **Investigation:** Here you identify your strengths, talents, skills and interests. These can be starting points for CAS experiences, as well as allowing you to identify areas for your personal growth. Here you also investigate what you want to do for CAS experience and what its purpose will be. If this is a service experience, you will also need to identify the need.
2. **Preparation:** Here you state your roles and responsibilities, develop a plan of action, identify any resources you will need to complete your experience, as well as acquire any skills you will need.
3. **Action:** Here you actually implement your plan - this may be on your own, with a partner or in a group.
4. **Reflection:** Here you describe what happened, along with your feelings throughout the project. You may also generate new ideas and raise any questions about the experience. Reflection does not only occur at the end of the process, in fact it is best if it happens at different times throughout the experience, as it allows you to adjust the experience to truly meet your desired outcome.
5. **Demonstration:** Here you make explicit what you have learned and accomplished.

It is important to remember that not all stages may be necessary for every CAS experience. In a CAS project, you will be expected to use all stages, yet in other experiences, you may even wish to begin at the action stage!

CAS

Creativity



Exploring and extending ideas leading to an original or interpretative product or performance.

This aspect of CAS is designed for you to explore original thinking and expression. This means it covers a wide range of arts and activities outside our normal curriculum, that demonstrate creative thinking in the design and carrying out of projects. This could involve any of the Fine and Performing Arts, but could also include experiences that involve creative thinking such as organising an event or competition or designing lessons.

Individual commitment to a continued participation in an activity will only be accepted as a CAS experience if it fulfils the purpose of CAS, which is to provide a challenge, that some aspect of the participation is new to you, that goals are set and you can reflect on your progress.

Therefore, if you are continuing to be involved in learning the piano for instance, in order for it to be acceptable for CAS, you would need to set yourself a challenge such as taking a Piano Exam, performing in a concert for a larger audience or composing a piece of music for the first time.

Activity



Physical exertion contributing to a healthy lifestyle.

The aim of the "Activity" strand is to promote lifelong healthy habits related to physical well-being. These may include team or individual sports, aerobic exercises, dance, outdoor recreation or fitness training. You must commit to participating on a regular basis, in a way that is challenging and provides genuine benefit.

Individual commitment to a continued participation in an activity will only be accepted as a CAS experience if it fulfils the purpose of CAS, which is to provide a challenge, that some aspect of the participation is new to you, that goals are set and you can reflect on your progress.

Therefore, if you are continuing to be involved in the soccer team for instance, in order for it to be acceptable for CAS, you would need to set yourself a challenge such as setting yourself a target for a particular event, or taking on a new role in the team.

Both strands could be fulfilled in activities within GIBS.

Service



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

The aim of the "Service" strand is for you to make a meaningful contribution to our community and society. The community may be the school, the local areas, or it may exist on national and international levels, such as undertaking a project in a country with a need or in your home country.

This is normally the strand that is the most transformative for students. There is also a large variety of opportunities to be involved in at GIBS, and you are also welcome to plan some new service experience as long as the need can be justified.

Direct service: This is where you interact directly with other people, the environment or animals. This may include experiences such as volunteering at a soup kitchen (CARITAS Marienstüberl) or visiting an animal shelter (Arche Noah).

Indirect service: While you may not interact with the recipients of your service directly, you have verified that your actions will benefit the community or the environment. This may include developing a website for an NGO, organising a fundraising concert for an NGO, or joining an environmental cause such as Earth Hour or helping organize events for Fridays for Future.

Advocacy: This is where you speak up for a cause or concern to promote action on an issue of public importance. This may involve joining an "Awareness Club" and developing an awareness campaign, initiating a campaign against bullying or creating a video about animal abuse or climate change.

Research: This is where you focus on a particular issue of public interest, collect information from a variety of sources, then synthesize it to produce material that can be used to influence change in practice or policy. This may include collecting data on the use of energy at GIBS, or produce a report on the effectiveness of service programs at GIBS.

There are also different approaches to Service including:

- Ongoing service: where you commit to a service project that has an action plan that is implemented over time.
- School-based service: where you are benefiting other students in the school, such as offering peer tutoring.
- Community-based service: where you participate in a community-based service opportunity (CARITAS shelter, SOS Kinderdorf community house near Auster, Lerncafe CARITAS Eggenberg)
- Immediate need service: where you respond to needs following a disaster (e.g. refugees, floods,)
- Fundraising: where you raise money for a participate project or action (Caritas)
- International service: where you participate in a service project internationally, which may include a project in your home country or perhaps one you will visit (e.g. *La voix de l'enfant*, Tunisia).
- Service arising from curriculum: perhaps you studied something in biology, or geography and you wish to follow this up with a project in our local area.

The CAS Portfolio

All CAS students are expected to keep a CAS profile to demonstrate your engagement in, and achievement of the CAS Learning Outcomes.

The CAS Portfolio tracks your progress, and you should be attending to this regularly. This means, you should not wait to until you have finished your activities to start your reflections. For instance, if you are playing basketball, add photos throughout the season, along with adding a short reflection when you have overcome a challenge you have set for yourself, such as learning to score better (3 points), which may not have occurred at the end of the season.

Profile

The first section of your CAS Portfolio will be the creation of your Individual CAS Profile. You will need to answer some questions about your interests, skills, current activities and plans. You will complete these in your initial CAS meeting with the CAS Coordinator.

The completion of this document will then be used as part of your initial interview with your CAS Coordinator. During this interview you will begin to plan your CAS program.

Plan and Goals

Before you begin any CAS experience you will need to identify how it fits into your CAS plan - in other words, what learning outcomes you will aim to cover with this experience (remember, aim for 2-3 learning outcomes per experience) - and articulate your goals. These goals must be something tangible (such as a specific event you plan to organise, or a specific skill you wish to improve upon or gain), but also can be something that is difficult to measure, such as growing more confident or being a more active participant in community service, or even developing more empathy for people in need. This can often be something useful in articulating goals for Creativity, which may involve the goals of demonstrating more emotion in pieces, or becoming more open to the involvement of others in your process.

Experiences

This section is where you demonstrate your achievement of the learning outcomes and your journey through CAS. All throughout CAS, you can add reflections regarding your on-going progress, personal development and self-awareness.

The CAS stages can also be addressed through this section. By detailing your experiences in CAS, you demonstrate your commitment, as well as how actively engaged you are in your CAS program.

Evidence

This part of your CAS Profile is where you collect and show your evidence for your involvement in and achievements in CAS. This evidence can come in a variety of forms, including planning documents, letter or emails from external supervisors or service organisations, photographs, videos, screenshots of websites, reflection pieces.

Reflections

Your CAS Portfolio must include reflections. Experiential learning is at the heart of CAS, and this type of learning involves much more than just planning and carrying out the activity itself. It also involves personal observation and reflection of your feelings and interactions, analysis of your perceptions, identifying your achievements, outstanding issues, personal strengths and challenges, evaluating your actions and thinking about your new understandings. During your CAS experiences, you should note down your feelings, thoughts and observations you have made. This is because your reflections do not only need to come at the end of your experience, but whenever it is appropriate for the activity.

Reflections may not come naturally to you, so here are some questions to consider:

- What did I plan to do?
- What did I do?
- What were the outcomes, for me, the team I was working with, and others?
- How successful was I in achieving my goals? What difficulties did I encounter and how did I overcome them?
- What did I learn about myself and others through this experience/project? What abilities, attitudes and values have I developed?
- Did anyone help me to think about my learning during this experience/project? If so, who helped and how did they help?
- How did this experience/project benefit others?
- Did I maintain full attendance? How would I summarize my effort and commitment?
- What might I do differently next time to improve?
- How can I apply what I have learned to other life situations?
- What have I learned about development issues that are evident in our local community? How do I feel about this? What are my views on these issues? What have I done to address these issues?
- See appendix "Good reflections"

Some opening sentences you may use could be:

- In this experience/project, I did the following things.
- I hope my programme ...
- One thing I love about this experience/project is ...
- During this experience/project, I feel really good when ...
- One thing that frustrates me about my experience/project is ...
- During this experience/project I feel really sad when ...
- One word that describes my programme is ...
- In this experience/project I would like to learn ...
- When I disagree with my friends working with me in my experience/project I ...
- The people I work with would describe me as ...
- One way I've tried to make this experience/project better is by ...
- One way I've tried to make this experience/project different is by ...
- I have learned that ...

And also you can check some prompting vocabulary for interpretation

For me, the (most)	meaningful	aspect(s)	was/were
	significant	element(s)	arose from
	important	experience(s)	happened when
	relevant	issue(s)	resulted from
	useful	idea(s)	
		learning	

Previously,	I	thought (did not think)
At the time,	I	felt (did not feel)
At first,	I	knew (did not know)
Initially,	I	noticed (did not notice)
Subsequently,	I	questioned (did not question)
Later,	I	realized (did not realise)

Alternatively,	this	might be...	because
Equally,	this	is perhaps...	due to
		could be	explained by
		is probably	related to
This	is similar to	because	
	Is unlike		
	reveals		
	demonstrates		

Prompting vocabulary for outcomes

	read		feel
	experienced		think
Having	applied	I now	realise
	discussed		wonder
	analysed		question
	learned		know

Additionally,

Furthermore, I have learned that

Most importantly,

Remember: Reflect Early and Reflect Often!

Important details to remember:

1. Each reflection should just address ONE learning outcome. You must articulate which learning outcome you are addressing, and the reflection should match it, specifically stating that what you have learned from this experience related to the learning outcome.
2. Reflections *do not* need to be in writing. While most reflections are written, they can be in many forms (e.g. a piece of art, a photo collage, a video, poetry or other forms that address your ability to reflect on the learning outcomes).

CAS is about quality rather than quantity...

CAS is not about counting hours of experiences. However, it is important to recognize you should be planning on devoting a few hours a week to a variety of activities over your year 7, and at least the first half of year 8.

Most students at GIBS are actively engaged regularly in a variety of experiences outside the classroom. Therefore, for most of you completing CAS will be about ensuring you are covering all three strands of CAS (Creativity, Activity and Service) and identifying goals that you can set for yourself within already existing activities.

However, it is also important to challenge yourself and participate in new experiences or challenge yourself to lead activities you have previously participated in.

Remember, your CAS Coordinator is available to help you identify experiences you can be involved in to cover the three strands.

CAS cannot include activities for which you are getting Diploma course credit. However, you might be able take a different class at GIBS course system! If this is not being used for your Diploma, it may be included as a CAS experience. Remember the key is to be able to articulate goals - you must be able to achieve something through your involvement for it to be able to "count" as a CAS experience.

CAS Paperwork

- Each of your CAS experiences should have an **adult advisor** (not your parents!). If you are taking part in a school-based activity the advisor will be the teacher or staff member leading the activity. If the activity was self-initiated or part of an organised event/activity outside of school, you will have to nominate an advisor who can witness and verify your participation. It is also possible to discuss activities with the CAS Coordinator.
- As a rough rule of thumb you should take part in between **six to eight substantial experiences** over the two-year CAS programme, with a balance of experiences between the three categories.
- Interviews with your CAS Coordinator where you discuss on your progress will be held at scheduled meetings during the CAS programme. There will be three meetings with your Coordinator - please feel free to be in contact them more often than that!
- To assist you in successfully reaching the CAS requirements, a number of CAS deadlines have been set.
- Towards the end of your final year (January till the end of March/ beginning of April) you will be asked to present your CAS Portfolio and take part in a final interview with your CAS Coordinator. The school will then inform the IB whether or not you have successfully completed CAS.
- Collect EVIDENCE and store them immediately !

Important CAS Dates and Deadlines

Month	year 7	year 8
September/October	<ul style="list-style-type: none"> • Introduction to CAS and CAS handbook (already handed out in June) • Complete CAS planning documents (Oct 15) • Begin experiences • CAS Interview 1 with CAS Coordinator 	<ul style="list-style-type: none"> • Reflections and evidence of first three experiences uploaded • CAS – evidence planned for all learning outcomes ! • CAS talk – brief scheduled talk with CAS Coordinator in class
December	<ul style="list-style-type: none"> • at least two CAS experiences should be completed. If the experience is on-going, one reflection has been completed 	<ul style="list-style-type: none"> • CAS – at least five CAS experiences should be completed and uploaded
February / March	<ul style="list-style-type: none"> • CAS Project plan should have begun Project form handed in/ signed and approved by the coordinator (end of March) 	<ul style="list-style-type: none"> • All learning outcomes have to be completed
March/April	<ul style="list-style-type: none"> • Two to three experiences are either completed or ongoing 	<ul style="list-style-type: none"> • Complete CAS- hand in one hard copy and/or upload portfolio a week before your • Interview 3 with CAS coordinator
May	<ul style="list-style-type: none"> • CAS project preparation or involvement must be shown 	<p>****CAS DEADLINE: End of March/ beginning of April</p>
May/June	<ul style="list-style-type: none"> • CAS & CHOIR event: presentation of projects (and/or experiences) • CAS Interview 2 • 3-4 experiences finished 	

Getting Started

Choosing CAS Activities

Answer these points and use them to justify your CAS Programme Design Plan when you meet with your CAS Coordinator.

COMPLETE THIS PAGE BY October 15th

and bring it along to your FIRST CAS INTERVIEW

- List activities in which you participate regularly(sports, music, drama...)
- List community/national/global issues that concern you the most
- How could you be involved in an activity that would address these?
- What would you like to learn more about?
- What skills would you like to develop?
- How could your current activities be altered so that they can become adequate CAS experiences? (new skills, challenging, collaborative, etc.)
- What current school activities exist that would be acceptable CAS experiences?
- Which CAS experiences have you already started?
- Have you already thought about your future career?

Appendix 5 – Project proposal form

CAS Project Form

Student project leader(s)	
Members	
Title of project	
Focus of project	
How are you following the CAS stages?	For each CAS stage, describe either what has been done or what you plan to do.
• Investigation	
• Preparation	
• Action	
• Reflection	
• Demonstration	
Name of organization the project is organized with or for (if applicable)	
Contact person at organization, contact phone and email (if applicable)	
Teacher or other external supervisor (if applicable)	
Dates of CAS Project	
Three Learning outcomes met	
Risk assessment required?	Yes No
Student signatures	
CAS coordinator/ signature	

Appendix 2 – Good reflections

Examples of good reflections from the International School of Panama

1. Volunteer at the Minneapolis Children's Hospital – Service"

The children were very open in accepting me. They were always the ones who made this brief interaction between two strangers seem comfortable. Through the compassion I constantly saw in these very sick children I was exposed to an amazing outlook on life. One of the false assumptions I made about working at Children's was that as a result of my work I would feel good about myself for giving my time to these children. In fact, I did feel good about myself but it was not because of what I had given. Instead it was the children who gave to me. From them I learned how positive and selfless people can be...

2. "Volunteer at Walker Methodist Centre – Service"

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 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, Anne does not remember my name or hear much of what people say to her. 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 its 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 their situation like theirs that I can have their attitude – life is what it is and the best thing to do is accept it and be happy.

3. "Writing poetry –Creative"

For the past two years I have kept a journal of poetry and stream of consciousness pieces that I have written. It now contains about 30 works. I write in it rather sporadically, either as ideas come to me that I feel would make good poems, or I feel the need to vent my emotion on paper.

I have shown this journal to certain teachers and friends, and I have submitted several of them to Mosaic. For me this journal is a way to stay sane, sort of catharsis for my soul. By writing poetry about situations that I am in I can think

through my options and how best to deal with them. Similarly, it helps me to understand better what I am feeling. And if someone else can benefit from my writing through Mosaic, all the better. After all, art is not only beneficial for the artist, but also for the observer of that art.

4. "Service Activity"

As one of my service activities I wanted to help an elderly person as I realized that their problems are sometimes neglected or forgotten. That is why I turned to an environmental 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 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. 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 activity gave me fulfillment and made me conceive how serious is the problem of loneliness in life and I realized the importance of attention that needs to be paid to lonely people."

Appendix 3 – List of possible activities

CAS and the Diploma Programme (taken from the CAS teacher support material)

Studies in language and literature

CAS experiences that could be derived from this subject group include:

- creative writing
- producing audiobooks for an organization serving people who are blind (or the audiobook library, Mariahilferplatz).
- writing articles about CAS or CAS projects for school, local newspapers, GIBS homepage.
- raising awareness about issues treated in literature
- teaching younger students how to debate
- writing a movie/play script and making a movie/play.

Language acquisition

CAS experiences that could be derived from this subject group include:

- developing pen-pal networks (email contacts)
- providing language lessons to those in need (refugees ...)
- developing language guides using technology (link: GIBS homepage)
- creative writing in the language being studied
- writing articles on the culture of the language studied
- producing materials explaining CAS in the language being studied
- raising awareness of the culture of the language being studied through articles, a website or other forms of communication.

Individuals and societies

CAS experiences that could be derived from this subject group include:

- creating displays and planning an assembly on history, particularly of the area around the school
- recording the oral histories of people living in a retirement home and creating family memoirs
- raising awareness of recycling within the school
- mapping resources in the local area, such as recycling centres, youth organizations or social enterprises, and initiating CAS experiences that extend and support these resources
- researching development projects in the community and supporting initiatives such as the construction of a community centre or a school

- working with local initiatives that support the United Nations Sustainable Development Goals
- arranging a simulation, a game or a school debate addressing local or global political issues for other students
- investigating ways of contributing to strengthening peace and peaceful behaviours in and outside of school
- raising awareness of human rights issues through international and local organizations
- supporting asylum seekers and migrants in integration in the culture and community of the new home country
- creating a social enterprise addressing a community need
- researching the philosophy of CAS
- discussing and investigating ways of supporting the role of active citizenship in the local community
- initiating a campaign that replaces bullying with respect for all within the school
- building a garden for those in need.

Sciences

CAS experiences that could be derived from this subject group include:

- forming an astronomy club for an elementary school to encourage younger students to be more aware of the universe
- raising awareness after testing local water quality
- raising awareness by monitoring air quality around the school
- raising awareness by monitoring traffic close to playgrounds
- creating and maintaining a nature reserve on campus
- helping remove invasive species of plants from the local environment
- helping to clean the beach or river foreshore and developing a plan to keep the trash from returning to the area
- advocating healthy eating habits with younger students
- engaging with the school canteen to promote healthy school meals and develop initiatives for healthy eating and drinking
- helping maintain a local nature reserve
- raising awareness of local nature reserves through a blog or website
- collecting data on school waste to inform future policy
- forming an environment club to investigate local issues such as recycling, domestic waste disposal, sourcing of food in supermarkets and reducing energy use at school
- promoting environmental initiatives such as eliminating the use of disposable plastic bottles on campus
- forming a club to promote awareness of global environmental issues
- forming a local collaborative project with another school to address environmental issues
- helping measure fitness of athletes in school sports teams

- promoting participation in physical exercise, for example, “walk to school” groups.

Mathematics

CAS experiences that could be derived from this subject group include:

- teaching younger children to overcome mathematics challenges
- maintaining financial accounts for a local charity
- assisting students with learning support requirements in mathematics
- assisting a sports club or team with pre- and post-fitness assessment statistical analysis
- hosting a series of mathematics events for parents and the community to build an appreciation for mathematics
- creating a video series of “mathematics adventures” for younger children
- assisting a local organization in developing a business plan
- learning how to do tax preparation and offering free services for elders or low-income populations
- designing and painting a mural celebrating mathematics through the ages
- planning a “mathematics scavenger hunt” at school to reveal all the places mathematics is part of everyday life.

The arts

CAS experiences that could be derived from this subject group include:

- attending and performing at an International Schools Theatre Association festival
- creating artworks to donate to hospitals, aged-care facilities or refugee centers
- creating community projects such as performances or photo exhibits for hospitals, aged-care facilities or refugee centers
- creating a performance for local schools with an educational message, for example, how to better protect the environment
- competing in external theatre competitions
- organizing a flash mob
- creating a mural or public sculpture for a children’s hospital, local childcare or community centers
- creating a social blog with a public purpose for other students
- creating performances for local theatre, community and cultural festivals
- collaborating with charities and organizations to design posters for their causes and special events
- creating posters for not-for-profit organizations with an educational message
- organizing and participating in “The Big Draw”.
- designing theatre spaces for local communities
- creating the lighting and/or set for theatre productions
- establishing an exhibition for the work of local schoolchildren

- establishing a production company/festival for staging performances for the school and/or community
- establishing a virtual, online exhibition to exchange student artwork with other schools around the world
- establishing an inter-school festival staging pieces of theatre or a series of events that includes both training and performance elements
- establishing and running ongoing art classes in a particular media, style or technique for the benefit of the school and/or community
- establishing and running ongoing training in a particular style for the benefit of the school and/or community
- filming theatre performances and sports events
- forming a band and performing at a function
- offering design and promotional services to support school or community productions
- offering services in technical theatre, back stage and front of house, to support existing productions or curriculum productions
- ongoing training in a physical performance style or training methodology
- ongoing training in art-making media, styles and/or techniques with external visual artists or providers
- ongoing training in theatrical styles and training methodologies with external theatre companies or providers
- organizing a photo exhibition
- participating in external visual arts exhibitions or competitions
- performing to raise funds for charity
- performance and technical production opportunities with amateur and professional-amateur theatre companies or groups
- producing a film on working with a charity/group in need
- production design or set/costume/properties construction for school or local theatre, musical or dance productions
- taking dance lessons that lead to theatrical performance.

Appendix 4 – Unacceptable Experiences

Things not to be considered to be genuine CAS experiences

- any class activity or project which is already part of the student's DP course
- student gets paid
- any activities in connection with our GIBS Maturaball (Cookies, Jazzbrunch.... money!)
exception: choreographing: Mitternachtseinlage
- a passive pursuit, such as a visit to a museum, the theatre, art exhibition, concert or sports event, unless it clearly inspires work in a related activity
- all forms of normal duty within the family
- religious devotion
- political party
- fund-raising with no clearly defined end in sight
- an activity where there is no leader or responsible adult on site to evaluate and confirm student performance
- activities which cause division amongst different groups in the community
- hosting visiting teams or school groups
- getting a driver's license
- trivial and mundane services such as dog sitting, baby sitting, dog walking, car washing, apartment cleaning, which are really part of daily responsibilities



CAS is one of the three elements of the IB core Diploma Programme, along with TOK (Theory of Knowledge) and the Extended Essay.

CAS offers students a range of enjoyable and significant **experiences**, as well as involving them in a CAS **project**.

CAS is organised around three **strands of creativity, activity and service**.

CAS complements a challenging academic programme in a holistic way, providing opportunities for independent goal setting, collaboration, accomplishment and enjoyment.

Successful completion of CAS is a requirement for the award of the IB Diploma. Students reflect on their experiences and provide evidence of



achieving the **seven learning outcomes**.

Our first cohort of IB students, 8i, was engaged in a variety of experiences and projects.

Many of them were school-based (thanks to the great support of our GIBS staff), some of them community-based and others individual experiences.

Here are a few examples:

Creativity:

Producing a film (Karambolage), analogue photography, yearbook design & layout, choir (Uni Graz), organising a carnivalparty for year 1, artistic roller skating, martial

arts , yoga lessons, climbing hall, school merchandise, producing a film about the exchange in St. Petersburg, playing the piano and performing at piano concerts, YouTube channel: producing videos and art, taking Serbian lessons, poetry slam, theatre TAO, beats on the computer, writing poetry, computer programming courses

Activity:

Canoeing, figure skating (course), table football tournament, dance workout classes, herding (dog training), track training, sword fighting techniques, weight lifting, going to the gym (plan), ultimate frisbee tournament, hiking challenge, playing badminton for a semester, soccer training for juniors, tennis challenge

Service :

GIBS care projects: Aktion Herz, Laufwunder, Human Rights Course activities. Tafel Österreich, Vinzidorf, ski championship organization, path improvement and book box in local community, welcome activities for year 1 students, Switch, Eurolingua, European Youth Parliament, Human Right's Day activities, Tutoring (students 4 students @ GIBS), preparation course for Kangaroo, Christmas volleyball and soccer tournaments, buy an acre of rainforest, school merchandise products, organization: silent break @ GIBS; dog therapy, volunteering at " Kleine Wildtiere in Gefahr", GIBS movie club, organizing Antenne Schitag, volunteering @ GIBS summer school, Fundraising (fleamarket...) for Tunisia: " La Voix de L'enfant", organising movie and debating clubs

At our annual CAS & CHOIR event in June, our IB students present their projects and introduce CAS to the GIBS community.

It's been a fantastic first year for CAS and I am very proud of our first IB cohort. The students have deftly juggled CAS in addition to the very challenging task undertaking the Austrian Matura and the IB- DP constantly demonstrating their dedication to their studies.

Being part of the GIBS community means being part of a group of students, teachers and parents who... CARE. That's what CAS is all about.

Brigitte Greimel-Wasner, 2019

CAS coordinator @ GIBS



CAS

Final Interview

Questions @ gibs

At the end of your CAS experience, you will meet with your CAS Advisor for a final interview. To be prepared, it is recommended that you are able to discuss the following questions:

1. Which of the IB Learning Outcomes meant the most to you?
2. Now that you have finished the CAS Experience, what did you gain from the process?
3. Are there any activities you see yourself continuing with?
4. Which project was your favorite and why? Which was your least favorite and why?
5. How have you grown? How have you helped others to grow?
6. Have you developed any new skills or found new interests that you previously were unaware of?
7. Did you learn anything from actively reflecting on your experiences?
8. How have your preconceived notions changed?
9. How did you feel supported through the process and what would you change?
10. What advice would you give new IB students about to begin the process?

This booklet is based on information from the International Baccalaureate Organisation CAS Guide:

John Cannings, Maria Ines Piaggio, Peter Muir and Tom Brodie, *Creativity, Activity, Service (CAS)*. Cambridge University Press. 2015

Additional input by Alexander Grubich, Vienna International School. 2017



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