Robinson High School

CAS Handbook

For students graduating in 2017 and after

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Table of Contents

SECTION I: Rationale for CAS....4
SECTION 2: Guidelines for CAS....5
CAS Experiences....5
CAS Strands....5
CAS Stages....7
Approaches to CAS....8
What Is NOT CAS?....8
Goals....9
Risk Assessment....9
SECTION 3: CAS Requirements....10
Quantity....10
Timeline....10
Portfolio....10
Learning Outcomes....11
CAS project....11
Interviews....12
Reflection....13
Elements of reflection....13
Examples of questions answered in Reflection....13
Understanding Reflection....14
Time for reflection....14
Forms of reflection:....14
SECTION 4: CAS Procedures....15
Student Responsibilities....18
Parent Responsibilities....18
CAS Advisor Responsibilities....18
CAS Coordinator Responsibilities....18
DP Coordinator Responsibilities....19
Community Responsibilities....19
SECTION 6: Frequently Asked Questions....20
SECTION 7: Acknowledgements....22
Gratitude....22

Cited Sources 22
SECTION 8: Appendixes 23
Appendix A: Learning Outcomes Questions 23
APPENDIX B: Reflection Journal Prompts 23
Pre-Reflection: 23
Reflection & Follow Up: 23
Appendix C: CAS Activity Log 24
Appendix D: Interview 1 25
Appendix E: Interview 2 26
Appendix F: Interview 3 27

SECTION I: Rationale for CAS

IB Mission Statement:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
[Creativity, activity, service guide 2015, Page 6]

How CAS Benefits Students

CAS is the framework for experiential learning, designed to involve students in new roles. This is based on the philosophy that students benefit and learn the most from direct experience. Next to cognitive growth, physical and social activities are needed to build character. This process of doing and reflecting on the doing provides an excellent opportunity to extend what is learned in the classroom. When well carried out, CAS should build self-esteem, self-confidence, autonomy and self-reliance. The spirit of CAS should be considered at all times. CAS is meant to support the Diploma Programme curriculum through a variety of ways.

We believe CAS serves to round out a student's education. At its core, CAS is your excuse to "**have a life**" outside of IB. Since IB is the most rigorous curriculum we can offer in this school district, it's important for all students to have an outlet to constructively express themselves with experiences outside of school they enjoy.

The aim is that these experiences balance out the demands of the program. This channels out in two ways. On one hand, many students likely already participate in a variety of activities and we think that's wonderful. These activities probably count for CAS experiences. But for the sake of the IB Diploma, it's important that we capture those experiences in a meaningful way. This guide will explain these procedures. On the other hand, however, students who don't participate in many activities should see CAS as an opportunity to further challenge themselves and reach new heights they may never have thought were possible.

Furthermore, and more importantly, we believe CAS is an essential part of preparing students for life after high school. Colleges desire students who are well rounded and strong in more than just academics. Colleges look for lifelong learners that will positively contribute to the culture of their campus and possibly even bring notoriety to their university. To this, we often say that colleges want to know what you can do for them just as much as students ask what college can do for you. We feel it is just as important for our students to be able to answer this question as it is for their potential college choice.

Even beyond high school, CAS gives students an opportunity to have experiences that may prove useful later on in life as well. This is because CAS aims for all students to develop new skills and talents as well as develop and clarify their personal beliefs and values. This development is also mirrored in the learner profile.

SECTION 2: Guidelines for CAS

So what exactly is CAS anyway?

CAS Experiences

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. CAS experience can be a single event or may be an extended series of events.

A CAS experience must:

1. fit within one or more of the CAS strands
2. be based on a personal interest, skill, talent or opportunity for growth
3. provide opportunities to develop the attributes of the IB learner profile
4. not be used or included in the student's Diploma course requirements
5. Include elements of reflection and documentation

To further assist students in deciding on a CAS experience, the following questions may be useful for students to consider.

- Will the experience be enjoyable?
- Does the experience allow for the development of personal interests, skills, and/or talents?
- What new possibilities or challenges could the experience provide?
- What might be the possible consequences of your CAS experience for you, others, and the environment?
- Which CAS learning outcomes may be addressed?

[Creativity, activity, service guide 2015, Pages 14-15]

CAS Strands

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

1. *Creativity—exploring and extending ideas leading to an original or interpretive product or performance*
2. *Activity—physical exertion contributing to a healthy lifestyle*
3. *Service—collaborative and reciprocal engagement with the community in response to an authentic need.*

[Creativity, activity, service guide 2015, Page 8]

In further detail, some *examples* are listed below. **THIS LIST IS NOT EXHAUSTIVE**.

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

- Participation in RHS Band / Chorus /Orchestra, etc…
- Participation in RHS Drama / Starlets / Cheerleading, etc…
- Participation in any other community art program (Ballet, dance, etc.)
- Taking a sewing class
- Taking a cooking class
- Taking a painting or pottery lesson
- Private piano lessons
- Self-taught Guitar lessons

- Self-taught baking or cooking
- Engaging in another self-taught activity, within guidelines

ACTIVITY: physical exertion contributing to a healthy lifestyle

- Participation in ANY RHS Sport
- Participation in ANY community sport (Karate, West Florida Flames Soccer Club, etc…)
- Training for a 5k
- Taking a Zumba or yoga class at a community gym
- Working out at a community gym on the various equipment
- Riding your bike in your neighborhood
- Any volunteerism that does not meet the criteria for service
- Engaging in another individual sport, within guidelines

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

- Any work for a non-profit organization or charity
- Tutoring
- Volunteering at the animal shelter
- Volunteering at the YMCA, mentoring younger students
- Volunteering at a library or museum
- Feeding the homeless/ volunteering at a food pantry or homeless shelter
- Raising money for cancer research / participating in Relay for Life
- Picking up trash or recycling

Special notes about Service

In Hillsborough County, we encourage all students to meet criteria for the **Florida Bright Futures Scholarship**. Part of this involves community service hours. Neither Bright Futures nor IB has any rules against hours counting for both requirements. So we have aligned the requirements of both so they may count for both. As such, some rules in this Handbook are more specific to Bright Futures than they are to IB to allow students to meet both requirements.

Examples of volunteer categories:

• Animal Rights • At-Risk Youth • Disaster Relief • Education/Literacy • Access to education • Environment • Water Quality • Waste Management • Equality/Human Rights • Abuse, Violence	• Human Trafficking • Human Rights • Health Issues • Teen Pregnancy • Problems with health care • Addictions • Peace & Politics • Refugees • Censorship • Poverty/ Hunger

CAS Stages

These CAS stages represent a process and sequence that can assist students in many aspects of their life. They follow a process whereby they investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what they have done along the way, and demonstrate their understandings and the process. By applying these stages to CAS, students have a reliable yet flexible structure they can then apply to future situations with confidence.

The five CAS stages are as follows:

1. Investigation: Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
It is important to note here that students are required to learn about a CAS experience before engaging in it, as often as possible. This means students should already be thinking about:

- What are my goals?
- Who is my supervisor?
- What is involved in my risk assessment?

2. Preparation: Students 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.

3. Action: Students implement their idea or plan. This often requires decision-making and problem- solving. Students may work individually, with partners, or in groups.

4. Reflection: Students 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.

5. Demonstration: Students make explicit what and how they learned and what they have accomplished. For example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke a response from others**.**

Examples of demonstration may be showcasing your CAS experience on the school morning show, on social media, on a website, blog, newspaper article, or any other form of media or communication.

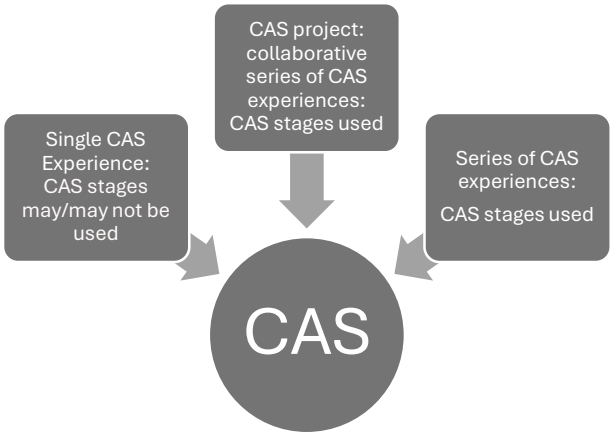
The CAS stages provide a framework that enables students to:

- increase self-awareness
- learn about learning
- explore new and unfamiliar challenges
- employ different learning styles
- develop their ability to communicate and collaborate with others
- experience and recognize personal development
- develop attributes of the IB learner profile

For singular CAS experiences, students may begin with investigation, preparation, or action. For ongoing CAS experiences, beginning with investigation is advised. In these ongoing experiences, the action stage may lead

students back to investigation or preparation as they develop, expand and implement new or related ideas. [Creativity, activity, service guide, 2015, Page 17]

When are CAS Stages Used?



Approaches to CAS

CAS experiences can be short-term or ONGOING. Sometimes you may not have even realized you've had a CAS experience until after it's over and you found yourself reflecting and realized it was pretty meaningful. Other times, your CAS experiences may last longer.

CAS experiences can be INDIVIDUAL activities or group based. We think you should have a variety here. Sometimes your experiences will be personal and individual. But there will definitely be opportunities for you to work with others and that will be important too.

CAS experiences can be SCHOOL-BASED or COMMUNITY-BASED. School organizations are wonderful opportunities for CAS. But it's also great to branch out and serve and learn from the community all around you.

What Is NOT CAS?

CAS is not a points-scoring exercise. It should be an interesting variety of activities that you find intrinsically worthwhile and rewarding, and which is mutually beneficial to you and to your community. Generally, CAS is not taking place when you are in a passive rather than an active role. There should be interaction. If you are passive, nothing of real value, either for you or for other people, results from what you are doing, and no real reflection is possible. Examples of activities, which at first sight would appear to be inappropriate, are listed below:

- Any class, activity or project that is already part of the Diploma Programme
- Any activity where the student is compensated for their work, monetarily or otherwise, including a personal reward or benefit-in-kind
- Passive, tedious and repetitive work, such as filing paperwork in an office
- A passive pursuit, e.g. museum, theater, exhibition, concert visits, other spectator events, or making a donation
- Part of family or religious duty, such as volunteering for a family-owned business
- Service club MEETINGS (like NHS meetings)
- Activities without an appropriate supervisor

Goals

IB desires for all of your CAS experiences to be goal-driven. Your goals can be big or small, short-term or long-term. But the purpose of CAS is to always be improving in some way, no matter how small. Goals for Creativity and Activity experiences will likely be more personal. Sometimes Service goals will also be personal, but sometimes your goal for a service experience will focus on the outcome of your involvement and be centered on the organization you are helping.

Your CAS interview and reflections are helpful here. Consider your ability in any given activity on a scale of 0 to 10. Your goal can be moving from a 0 to a 1 in a year, or your goal can be moving from a 7 to a 10 in 3 years. Either way, goals should be SMART (Specific, measurable, actionable, realistic, and timely).

Risk Assessment

The IB and the learner profile attributes encourage students to be risk-takers; however, this does not mean that students or teachers should be encouraged to take unnecessary risks or place themselves in danger. The key to safely taking risks is having the ability to fully understand the nature of the risk being taken and how to mitigate potentially dangerous outcomes where necessary.
[Creativity, activity, service guide, 2015, Page 39]

Conducting a risk assessment should always be part of your CAS experiences and it will be important to reflect on this often. With this risk assessment, students are asked to evaluate their safety and the safety of others while engaging in different CAS experiences. Any activity that is deemed unsafe is not encouraged. ***The IB requires that schools always comply with the pertinent local health and safety laws and regulations both in and out of the classroom.***

SECTION 3: CAS Requirements

All students are required to complete CAS experiences in order to satisfy graduation requirements. While IB does not require CAS until students officially enter the Diploma Programme in grade 11, we ask our RHS Pre-IB students to begin to explore service experiences in grades 9 and 10 to prepare them for the official CAS requirement. These experiences are essential in developing students' CAS activities so they may build strong foundations for the DP requirement.

Failure to complete CAS in grades 11 and 12 automatically disqualifies students from earning their IB AND high school diplomas.

Quantity

While IB requires a balanced CAS program for all students, IB does not officially "tally" CAS Hours. However, we have found that students welcome and benefit from structured guidelines in meeting this requirement.

RHS Pre-IB Students should aim to earn 40 Service hours by completing CAS experiences over the course of the first two years.

IB Diploma Students in grades 11 and 12 are required to log CAS experiences in all categories, aiming to earn 110 total hours over the course of two years. Of these 110 hours, students should aim for 60 service hours, 25 creativity hours, and 25 activity hours.

Timeline

IB Diploma Students: IB does not consider students to officially enter the Diploma Programme until they formally begin grade 11. Therefore, the timeline for the IB DP CAS hours may not begin until the after the last day of school of the sophomore year, and the hours are due in April of the student's senior year. (22 months)

RHS Pre-IB Students: Students may begin their RHS Pre-IB requirement the day after they complete 8th grade, and have until April of 10th grade to complete this school requirement.

Portfolio

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS and achievement of the seven CAS learning outcomes. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed. The CAS portfolio is used by students to plan their CAS programme, reflect on their CAS experiences and gather evidence of involvement in CAS.

The CAS portfolio can also reveal how students have developed the attributes of the IB learner profile. It could also be a valuable addition to a student's resume for a prospective employer or educational institution.

The CAS portfolio is used to showcase the student's CAS programme and should be a source of pride for the student.

[Creativity, activity service guide 2015, Pages 8 & 30]

At RHS, a CAS portfolio will be maintained through ManageBac. Students are encouraged to upload documents, files, photos, and other types of media to enhance their CAS portfolio and demonstrate an understanding of the learning outcome.

Learning Outcomes

To complete the CAS requirement, at the end of the programme, you must provide evidence that all seven learning outcomes described below have been met. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is evidence for every outcome.

As a result of your CAS experience as a whole, including your reflections, there should be evidence that you can:

LO 1	**Identify own strengths and develop areas for growth**
Descriptor	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
LO 2	**Demonstrate that challenges have been undertaken, developing new skills in the process**
Descriptor	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 the student has not previously undertaken or through increased expertise in an established area.
LO 3	**Demonstrate how to initiate and plan a CAS experience**
Descriptor	Students 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. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
LO 4	**Show commitment to and perseverance in CAS experiences**
Descriptor	Students demonstrate regular involvement and active engagement in CAS.
LO 5	**Demonstrate the skills and recognize the benefits of working collaboratively**
Descriptor	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
LO 6	**Demonstrate engagement with issues of global significance**
Descriptor	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
LO 7	**Recognize and consider the ethics of choices and actions**
Descriptor	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

[Creativity, activity, service guide 2015, pg. 10-11]

CAS project

A CAS project is a collaborative, well-considered series of sequential CAS experiences, lasting at least one month, engaging students in one or more of the CAS strands of creativity, activity, and service. CAS students must be involved in at least one CAS project during their CAS programme.

The primary purpose of the CAS project is to ensure participation in sustained collaboration. Through this level of engagement, students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making.

A CAS project involves collaboration between a group of students or with members of the wider community. Students work as part of a team, with all members being contributors. A CAS project offers students the

opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities for individual students to enhance and integrate their personal interests, skills, and talents into the planning and implementation of CAS projects.

All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met.

A CAS project can address any single strand of CAS or combine two or three strands. The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

- *Creativity: A student group plans, designs and creates a mural.*
- *Activity: Students organize and participate in a sports team including 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.*
- *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.*

All CAS projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS project. Students will likely identify more outcomes, or modify expected outcomes during the CAS project and/or at its completion. CAS projects of longer duration can provide even greater scope and opportunities for all participants and should be encouraged.

Students should aim to undertake their CAS project locally and, if possible, engage in more than one CAS project over the duration of their CAS programme.

As expected throughout CAS, students reflect on their CAS project experience. Due to the collaborative nature of the CAS project, having occasions to reflect with others can prove most informative and assist students in gaining insights into the process of their endeavor as well as personal growth.

[Creativity, activity, service guide 2015, Page 24]

Interviews

There are three formal documented interviews students must have with their CAS Coordinator or 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.
[Creativity, activity, service guide 2015, Page 9]

Interview 1: This interview is conducted at the beginning of the Diploma Programme. The interview will consist of the CAS Coordinator presenting the CAS requirements to the students. Students will also fill out a survey of their goals and interests for CAS. The goal of this interview is to ensure students understand CAS requirements and for them to outline a preliminary plan for their CAS experiences. Students will post their

plans in ManageBac for the CAS Coordinator, DP Coordinator, and CAS Advisor to review and reference with the student.

Interview 2: This interview will be conducted by CAS Advisors during homeroom at the end of junior year. The goal of this interview is to monitor students' progress and assist with any questions they may have.

Interview 3: This interview will be conducted by the CAS Advisors during homeroom towards the end of senior year. The goal of this interview is for students to reflect on their overall progress and verify CAS completion.

Reflection

Being reflective is one attribute of the IB learner profile: "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."

Reflection is central to building a deep and rich experience in CAS. Developing a culture of reflection helps students recognize and understand how to be reflective as well as deciding the best methods and appropriate timing. Student learning is enhanced by reflection on choices and actions. This enables students to grow in their ability to explore skills, strengths, limitations and areas for further development.

Through reflection, students examine ideas and consider how they might use prior learning in new contexts. Reflection leads to improved problem-solving, higher cognitive processes and greater depth of understanding in addition to exploring how CAS experiences may influence future possibilities.

Elements of reflection

Reflection is a dynamic means of self-knowing, learning and decision-making. Four elements assist in the CAS reflective process. The first two elements form the foundation of reflection.

Describing what happened: Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.

Expressing feelings: Students articulate emotional responses to their experiences. The following two elements add greater depth and expand perspectives.

Generating ideas: Rethinking or re-examining choices and actions increases awareness about self and situations.

Asking questions: Questions about people, processes or issues prompt further thinking and ongoing inquiry.

Examples of questions answered in Reflection

- 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?

Understanding Reflection

Reflection is:	Reflection is NOT:
• honest • personal • done in many different ways • sometimes difficult • sometimes easy • sometimes creative • building self-awareness • necessary for learning • what I did, combined with how I felt • surprising • helpful for planning • done alone or with others • about thoughts, feelings, and ideas • adding perspective	• forced • right or wrong • good or bad • marked or graded • difficult • copying what someone else said • predictable • to be judged by others • only a summary of what happened • done to please someone else • a waste of time • only written • only discussion • only led by teachers

Time for reflection

Students choose significant moments as the basis for reflection, for example, when:

- A moment of discovery is happening
- A skill is mastered
- A challenge is confronted
- Emotions are provoked
- Achievement deserves celebration

Forms of reflection:

CAS students should be able to identify forms of expression that have personal meaning and best enable them to explore their experiences. For example:

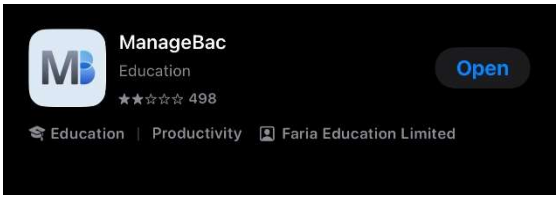
- A student might take photographs while hiking and use these to reflect in writing.
- Two students could compose a song describing how they helped children.
- A student might dramatize a poem to capture a feeling of creative endeavor.
- A student could produce a short video summarizing a CAS experience.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

[Creativity, activity, service guide 2015, Pages 26-29]

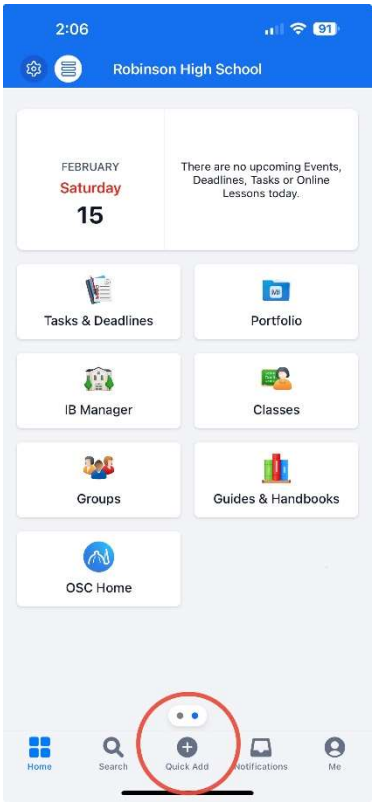
SECTION 4: CAS Procedures

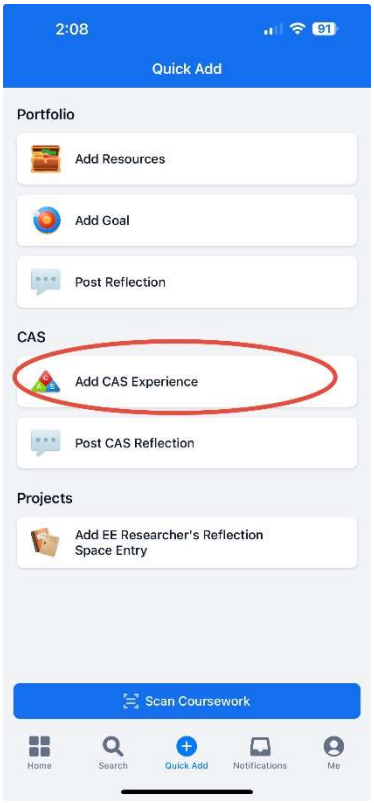
During the fall of your first year at Robinson, your CAS Coordinator should set up a Managebac Account for you. This is done using your email address, name, and student number. Once set up, you'll receive an email from info@managebac.com inviting you to set your password. This link expires after 30 days.

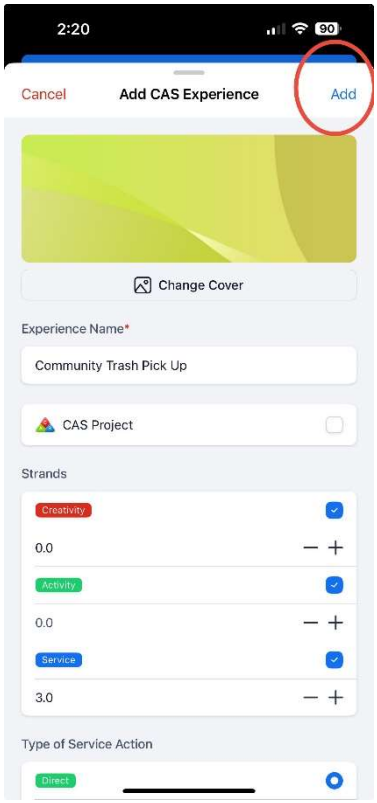
Once your password is set, you will use your email and password to login at https://robinsonhs.managebac.com or sign in with email using ManageBac app.



1. To add a CAS Experience from the home screen, click the Quick Add button and select "Add CAS Experience."







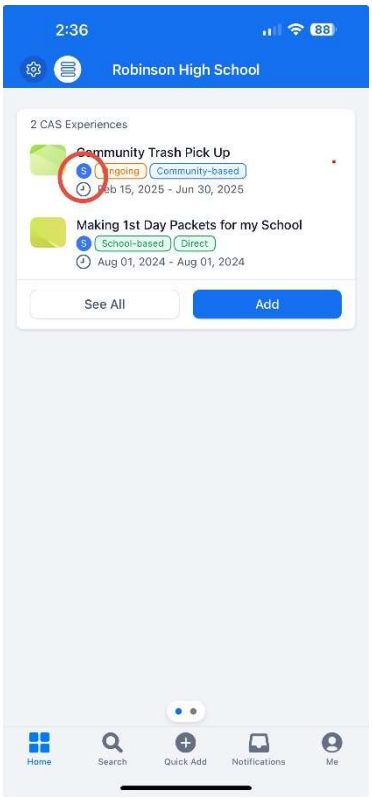
2. Fill out the form.
    a. Name of activity
    b. Whether it's a CAS Project or not (You should only have one CAS Project…)
    c. Approaches to CAS
    d. Start and end dates (Estimates are ok!)
    e. Description of activity and goals. This should be written in the FUTURE tense since they are plans.
    f. Planned hours in what category?
    g. Who will be supervising you? Plan ahead!
    h. Planned learner outcomes (Again, guess the best you can. Your selections can be changed.)
    i. Don't for get to hit "Add" in the top right corner!

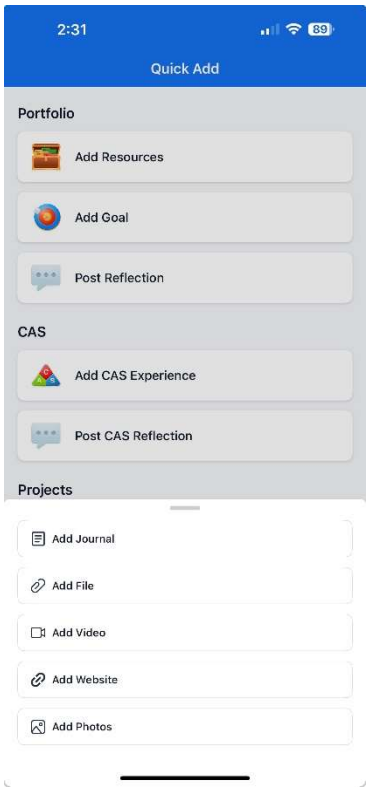
3. Once you've done that, you'll see the activity appear in your worksheet.
    a. The activity will show it needs approval (a clock symbol)
    b. The learner outcomes you entered on the previous page will need to be check marked.

4. Once your activity is approved by your CAS Advisor, or the CAS Coordinator, a blue "Thumbs up" will appear. That means you're all set to begin your activity.

5. Complete your activity
    a. Include periodic reflections
    b. Make sure to collect evidence as needed. Take photos and communicate with your supervisor to discuss a plan for their review of your activity at a later time.

6. Complete your reflection and add evidence
    a. You can choose to add a brief journal entry, a document or file of any kind, a video from the web, a website link, or photos. The more you add, the better! Remember, this is part of your CAS Portfolio.
    b. You must check off any learner outcomes you met somewhere in this reflection section.





Once a reflection or piece of evidence has been added, an indicator will be visible from the CAS Worksheet.

7. Get a supervisor to review your experience.

a. You can request this through ManageBac if you put their e-mail address in the indicated field. Just click the button. NOTE: This button will only appear AFTER you have started your CAS questions or Reflection. (Supervisors don't need a ManageBac account for this step)

ii. Once that's done, an icon will appear to show that it was sent.

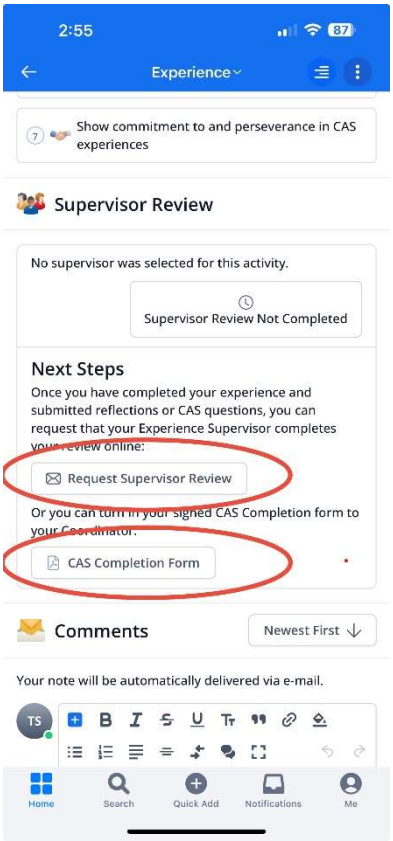
iii. Once they respond, ManageBac will tell you that the activity has been reviewed.

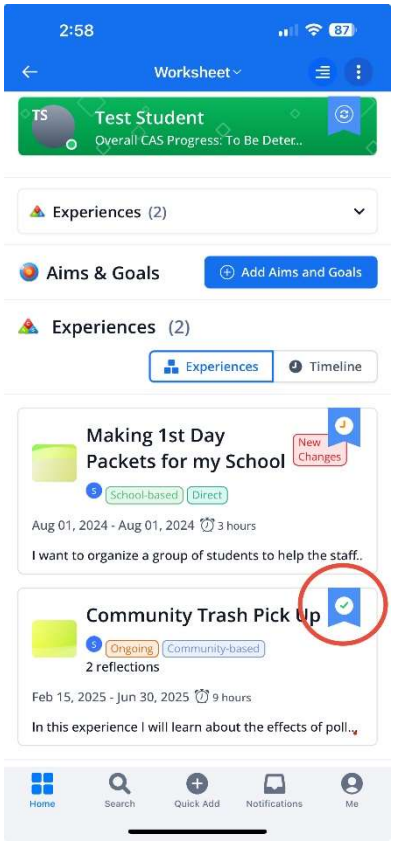
b. If your supervisor can't do the review by e-mail, we can verify it in other ways instead.

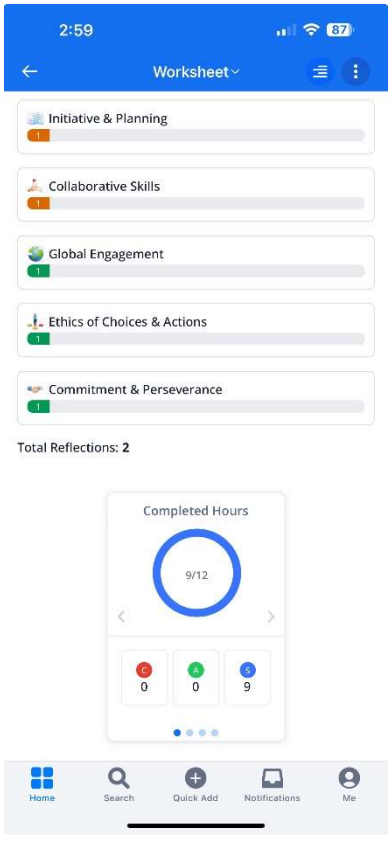
i. One option you have is to bring in some form of official documentation from the organization, such as a certificate or a letter on the company's letterhead. Remember, this must be SIGNED

ii. Another option is to use the CAS completion form. A CAS completion form can be generated on ManageBac at any time, even before the activity is approved. It is advised to print this out anytime you start an activity and are unsure of the person who may be supervising you.

iii. Whenever you bring in paper documentation to verify an activity, you must upload it as a file or photo in your reflection.







8. When the review has been completed, the activity will be verified manually by your CAS Advisor or CAS Coordinator for completion. Once you see the green check, THEN your activity is truly done. You should see the hours show as complete at the bottom of your worksheet too!

SECTION 5: Participant Responsibilities

Student Responsibilities

Overall:

- Approach CAS with a positive & proactive attitude
- Develop a clear understanding of CAS expectations and the purpose of CAS
- Set goals, explore personal values, attitudes, and attributes with reference to the IB learner profile and the IB mission statement
- Discuss plans for CAS experiences with CAS coordinator and/or CAS Advisor
- Understand and apply the CAS stages where appropriate
- Take part in a variety of experiences, some of which are self-initiated, and at least one CAS project and ensure a suitable balance between creativity, activity, and service in their CAS programme
- Maintain a portfolio which is a collection of student experiences via ManageBac
- Understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- Demonstrate accomplishments within their CAS programme
- Communicate with the CAS coordinator/Advisor and/or CAS supervisor in formal and informal meetings
- Behave appropriately and ethically in their choices and behaviors.

With Specific CAS Experiences:

- Get pre-approval
- Seek out opportunities
- Complete Risk Assessments
- Turn in all documentation
- Answer CAS questions
- Write reflections
- Make sure all activities are verified by a leader
- Log all CAS activities into ManageBac as outlined in this handbook

Parent Responsibilities

- Encourage students to complete their CAS experiences
- Ensure student safety
- Log on to ManageBac regularly and help track students' hours
- Support students' efforts with CAS (rides, registration fees, etc...)

CAS Advisor Responsibilities

- Pre-approve for their Homeroom students regularly
- Act as a supervisor when requested and reasonable
- Monitor student progress in ManageBac and verify completeness of documentation
- Mark activities as complete once documentation is verified as completed
- Share CAS opportunities with students regularly.

CAS Coordinator Responsibilities

- Track all students' CAS experiences/monitor progress via ManageBac
- Seek out and share CAS opportunities

- Support all stakeholders
- Conduct CAS Interviews

DP Coordinator Responsibilities

- Oversee the CAS Program and ensure students are fulfilling requirements adequately
- Maintain access to ManageBac

Community Responsibilities

- Act as a supervisor when appropriate. (No ManageBac account is required.)
- Monitor student safety and performance during CAS activities

SECTION 6: Frequently Asked Questions

1. *Do I need (both) the e-mail to the supervisor AND the CAS completion form?*
   No, as long as you have one or the other, this is sufficient.

2. *What if my activity doesn't have a supervisor? Can my parent be my supervisor?*
   While self-directed activities are permitted, a parent or family member still may NOT be a supervisor. In the case of self-directed activities, please allow your CAS Advisor (Homeroom teacher) to act as your supervisor. In cases like this, it is extremely important to include extra evidence in your reflection so that your CAS Advisor may act as your supervisor.
   Examples of extra evidence may include but are not limited to:
   - A map of a run/jog/bike ride you did, either printed from the internet, or a screenshot of an activity tracking app you use
   - A detailed account of a workout
   - Recipes used, or a description of the creative process of how a recipe was "created from scratch"
   - Photos or videos
   - An activity log

3. *What is an activity log and where can I find one?*
   An activity log is any document that tracks dates and times of a CAS activity. You can find a blank log in the on our website at https://robinsonhighib.com/cas-information/. Activity logs are NOT required for every CAS experience but are highly encouraged for ALL self-directed activities and for service activities as well.

4. *Is it good to earn extra hours than what is required?*
   It really depends on which strand of CAS the experience is under. In short, for Creativity and Activity experiences, no. But for service, YES! Let's look at why…

   Remember that CAS is IB-specific. And while service hours may be universally understood, Creativity hours and Activity hours are not recognized by IB or by colleges. So when colleges look at your application and examine your extra-curricular activities, they might see the value in some of your creativity and activity experiences without concern for the number of hours you logged. For example, which sounds better?

   Jane Doe logged 327 Activity hours playing basketball.
   -Or-
   Jane Doe has been playing basketball since 9th grade and she made the varsity team as a sophomore and is now captaining the team her senior year. During her time on the team, our school won district championships in 2012.

   See why the hours don't matter as much here? The best way to quantify differences between students is to describe the experience as a whole, and not just tally up hours. For example, some students who participate on a team or other long-term commitment may not put in as many hours as others but may still have a meaningful experience with it. Conversely, time invested doesn't always guarantee a meaningful experience. So the focus here is not to emphasize the numbers, but the experience as a whole.)

On the other hand, it is very important to keep a precise tally of service hours for scholarships and colleges. Extra hours are always good. Here's how that looks in an application or letter of recommendation.

Jane Doe earned 243 service hours volunteering for Relay for Life and Brandon Regional Hospital while at SCHS. With her time at Relay, last year our school raised over $22,000 combined towards the fight against cancer.

All service hours earned WILL show up on your transcript, and will count towards Bright Futures. The more you have, the better!

5. *What if I have a CAS experience that cover multiple domains? Can I split my time?*
   Again, it depends on the experience. Consider the difference between splitting and double dipping:
   - Splitting—I participate in Band:
     - Marching Band is both creative and active, so I log my 40 hours of practice and concerts as 20 hours of creativity and 20 hours of activity.
     - ALLOWED: The important thing when splitting an activity is to be sure to set both creative and active goals in the description of the activity, and to reflect on those goals after the experience has been done.
   - Double-Dipping —
     - I will recycle for 50 hours and earn 50 service hours AND 50 Activity hours (for 100 total hours).
     - NOT ALLOWED: you can't get duplicate credit for any activity.

6. *Where is the e-mail from ManageBac? I don't see it/my supervisor told me they didn't get it.* What happened? Sometimes ManageBac e-mails tend to go to Spam. Check your spam/junk folder. Once you find it, you can change your e-mail settings to allow the ManageBac emails to come through if you wish.

   When you receive the email, you have 30-days to activate your account. If you missed your window, contact your CAS Coordinator to request that a new welcome email be sent.

SECTION 7: Acknowledgements

Gratitude

Robinson High School acknowledges a special debt of gratitude to our colleagues at Strawberry Crest High School, Kelly Smith and Jamie Ferrario, who supplied most of the content for this handbook through a generous sharing of resources.

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SECTION 8: Appendixes

Appendix A: Learning Outcomes Questions

Learning Outcome	Prompt
Awareness	What did you learn about yourself? What new skills did you acquire? (2 to 3 sentences)
Challenge	Explain how you undertook a new challenge by doing this activity. What made this CAS experience challenging? (2 to 3 sentences)
Initiative	Explain how you planned and initiated activities through this experience. Which activities did you plan? To what extent were your actions your original thought? (2 to 3 sentences)
Collaboration	How did you work collaboratively with others? Which activities or tasks involved working with others? Who did you work with? How was the experience? How did your emotions affect your thoughts, your ability to perform, make decisions, or to reason in regard to your CAS experiences? (2 to 3 sentences)
Perserverance & Commitment	How did you show perseverance and commitment in this activity? How long did it take? Did you face any challenges that made it tough to continue? How did your emotions affect your thoughts, your ability to perform, make decisions, or to reason in regard to your CAS experiences? (2 to 3 sentences)
Global Values	Describe the social issue that you addressed and explain how it has global value. To what extent were you aware of this global issue? How did this CAS experience address the global issue? Be specific! (2 to 3 sentences)
Ethics	To what extent did you consider the ethical implications of your actions? What ethical concerns came up in this activity? How did you handle it? (2 to 3 sentences)
All Outcomes (11th & 12th Grade)	How did you investigate and prepare for this activity? What steps were required before you could begin? Did you PUBLICLY demonstrate this CAS experience through social media or some other platform? (These questions relate to the DP CAS Project.)

APPENDIX B: Reflection Journal Prompts

Pre-Reflection:

- What have you planned about your activity?
- What have you learned already?
- What are your expectations?
- What are your fears?
- What risks might be involved?

Reflection & Follow Up:

- What do you want to share about the activity itself? (What happened?)
- What do you think and feel about the activity? Did you enjoy it? Would you do it again? Why?
- How did the activity compare to your initial expectations?
- What does the activity mean to you? What value does the activity have?
- What did you learn from this activity, and how might you extrapolate from this to apply any lesson to your life more generally?
- What kinds of feelings and emotions can you identify in yourself regarding your CAS experience?
- How do you think your CAS experiences made others feel?
- What knowledge did you acquire? And how did you acquire it?

Appendix C: CAS Activity Log

CAS ACTIVITY LOG
International Baccalaureate Progam
Robinson High School

Student Name_____

Student Number_____ **CAS Advisor (HR)**_____

Name of Activity_____

Date	Duration	C, A, S	Activity Description

Total Hours_____

Supervisor Name and Title (please print)_____

Supervisor Signature (only if applicable)_____

Contact Info (phone or email)_____

Appendix D: Interview 1

CAS Interview #1

(To be completed at the beginning of junior year)

Name:_____CAS Advisor: _____

1. Based on what you learned about CAS today, please rate your understanding of CAS:

Very confused 1 2 3 4 5 Very confident

2. Please reflect on your initial opinion of your CAS experience:

Very nervous 1 2 3 4 5 Very excited

3. Please describe your biggest concern(s): (Check all that apply)

_____Time- School keeps me too busy
_____ Transportation
_____ Money
_____ Can't find activities to do
_____ None
_____ Other: _____

4. What are your ideas for completing your CREATIVITY experiences?

5. Please rate yourself on your comfort with CREATIVITY experiences:

No experience 0 1 2 3 4 5 6 7 8 9 10 Very experienced

6. What are your ideas for completing your ACTIVITY experiences?

7. Please rate yourself on your comfort with ACTIVITY experiences:

No experience 0 1 2 3 4 5 6 7 8 9 10 Very experienced

8. What are your ideas for completing your SERVICE experiences?

9. Please rate yourself on your comfort with SERVICE experiences:

No experience 0 1 2 3 4 5 6 7 8 9 10 Very experienced

10. What are your goals for CAS?

Appendix E: Interview 2

CAS Interview #2

(To be completed by the end of junior year)

Name:_____CAS Advisor: _____

1. Please rate your progress on CAS at the moment.

In your rating, consider activities you have planned but haven't started, or completed, but need to finish documentation on. Also consider your progress in all three CAS strands.

Haven't really started 1 2 3 4 5 Almost done!

2. How many hours have you earned so far? (Copied from ManageBac)

	Creativity	Activity	Service
Planned Hours			
Completed Hours			

3. What CAS experience have you enjoyed the most so far?

4. Please list your Creativity experiences:

5. Rate how difficult you feel it was/is/will be for you to earn CREATIVITY hours:

Very difficult 1 2 3 4 5 Very easy

6. Please list your Activity experiences:

7. Rate how difficult you feel it was/is/will be for you to earn ACTIVITY hours:

Very difficult 1 2 3 4 5 Very easy

8. Please list your Service experiences:

9. Rate how difficult you feel it was/is/will be for you to earn SERVICE hours

Very difficult 1 2 3 4 5 Very easy

10. What struggles do you face with completing CAS? (Check all that apply)

_____Time- School keeps me too busy
_____ Transportation
_____ Money
_____ Can't find activities to do
_____ None
_____ Other: _____

Appendix F: Interview 3

CAS Interview #3

(To be completed by the end of senior year)

Name:_____CAS Advisor: _____

1. Please rate your overall opinion of your CAS experiences:

Boring 1 2 3 4 5 Exciting

2. Please describe your biggest challenge(s): (Check all that apply)

_____Time- School keeps me too busy
_____ Transportation
_____ Money
_____ Can't find activities to do
_____ None
_____ Other: _____

3. Please rate yourself on your comfort with CREATIVITY experiences:

No experience 0 1 2 3 4 5 6 7 8 9 10 Very experienced

4. How does this compare to your initial CREATIVITY rating?

5. Please rate yourself on your comfort with ACTIVITY experiences:

No experience 0 1 2 3 4 5 6 7 8 9 10 Very experienced

6. How does this compare to your initial ACTIVITY rating?

7. Please rate yourself on your comfort with SERVICE experiences:

No experience 0 1 2 3 4 5 6 7 8 9 10 Very experienced

8. How does this compare to your initial SERVICE rating?

9. Reflecting back on your initial goals for CAS, describe your progress. Did you meet your goals? Why or why not? Describe any challenges you faced.

10. What was your favorite part about CAS?

11. Are your CAS hours completed? YES or NO