



**International School of Belgrade**

**Creativity,  
Activity, Service  
(CAS)**

**Guide and Handbook**

**2019-2020**



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# INTRODUCTION

Creativity, Activity, Service is a central part of the Diploma Programme. It is designed to assist your personal and interpersonal learning and to reaffirm your academic development through having you try new, challenging and interesting things, that are connected to but not a part of your DP subjects. In other words, CAS is a part of your DP program that encourages you to try out new things, work on developing the passions and talents that you already have, and think reflectively on what you have achieved. Furthermore, as you will find out, here at ISB there is a heavy emphasis on Service activities as the pivotal point of the CAS program.

As mentioned above, CAS is the central part of your Diploma Programme and the completion of the CAS program in its entirety is the absolute pre-requisite for you to graduate and get an IB diploma. Furthermore, CAS is also a compulsory part of the ISB education as well, meaning that it is compulsory for those students that are taking only IB certificates or are not taking the DP at all. This means that in order to graduate from the International School of Belgrade, you have to complete the CAS program. There is absolutely no discrepancy in requirements for the IB Diploma, IB certificate, or ISB diploma students.



Ideally, CAS activities that you choose to participate in, should always involve something that you actually like to do, or something that you are interested in doing. As soon as somebody has to force you into an activity, and either rewards or punishes you for it, it stops being a CAS activity.

# WHAT IS A CAS EXPERIENCE?

Your CAS program is composed of a number of CAS experiences, so we first need to make sure that you understand what CAS experiences are, so here are a few characteristics of a CAS experience:

1. A CAS experience is an activity which revolves around one or more of the following strands:

**Creativity**: exploring and extending ideas leading to an original or interpretive product or performance.

**Activity**: Physical exertion contributing to a healthy lifestyle.

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

2. A CAS experience must have a clear, challenging and measurable goal that is set in the planning stages of the activity.
3. A CAS experience reflects the IB learner profile and provides opportunities for self-determination, collaboration, accomplishment and enjoyment.
4. A CAS experience is a personalized and individualized activity which is designed for the student by the student, which means that you are the one deciding what you are going to do, how you are going to do it, and what you want to get out of it.
5. A CAS experience needs to be challenging to the student and push their limits so as to develop skills, test the student's talents, expose the student's limitations and strengths as well as be successful only through true dedication and perseverance. At the same time, a CAS experience must not be impossible to complete.
6. A CAS experience must be planned before you start doing the activity, needs to go through the 5 CAS stages, and finally has to be reflected upon as you do the activity. Please see page 7 for more detail about the 5 CAS stages.
7. A CAS experience needs to fit into the philosophy of CAS and needs to fulfill at least one – but preferably more – of the 7 learning outcomes. Please see page 11 for more information on the learning outcomes.
8. A CAS Experience cannot be a part of a DP curriculum – meaning it cannot be something that you have to do for class or get a grade for – nor can it be something that you do for material gain (get paid to do).

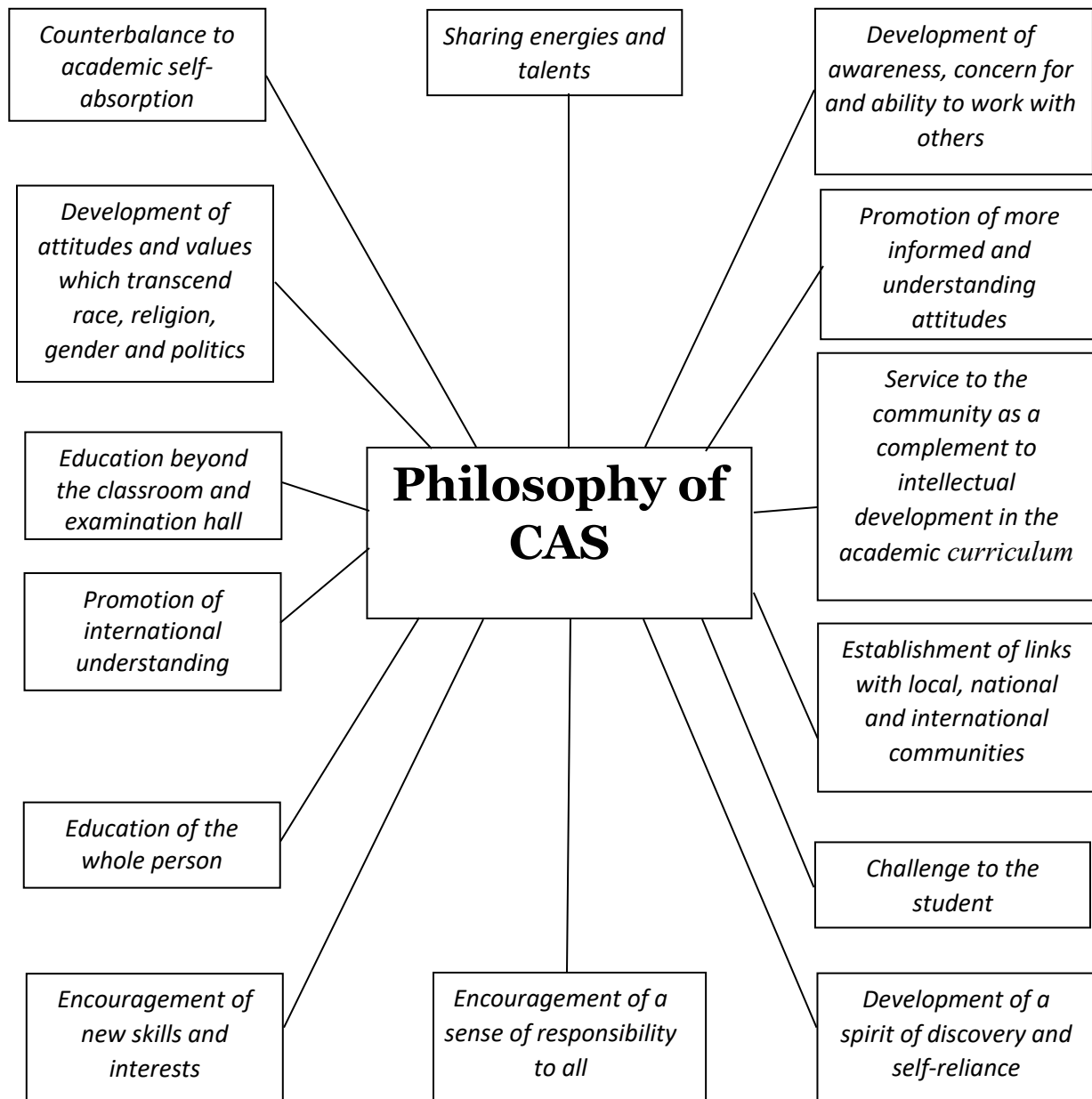
9. At ISB, the CAS experiences that will be considered for your portfolio need to be sustainable, meaningful, long-term projects, which require a consistent time commitment. Although there is no set duration for the project it should extend for at least over a month and should take you approximately 25 hours. Exceptions to this are definitely possible if the project excels in quality.
  
10. The Service-focused activities at ISB are one of the most important aspects of our CAS program, and will be the most scrutinized part of your portfolio. While you should be gaining personal growth and valuable understanding from these experiences, the main focus should be on serving and helping others. Hence, while doing a Service-focused activity, you should always be asking yourself: Am I helping in a meaningful and significant way to those that truly need help?

Currently at ISB, we have numerous opportunities for you to participate in a variety of Service activities, as well as various sports teams and clubs offering opportunities for you to work on all three strands of CAS. You may and are encouraged to find opportunities outside of school and fulfill your CAS requirement that way as well. Finally, you can work with other students, teachers or friends outside of school, and design and create your own CAS projects.

# HOW CAN YOU TELL IF AN ACTIVITY IS “CAS-WORTHY”?

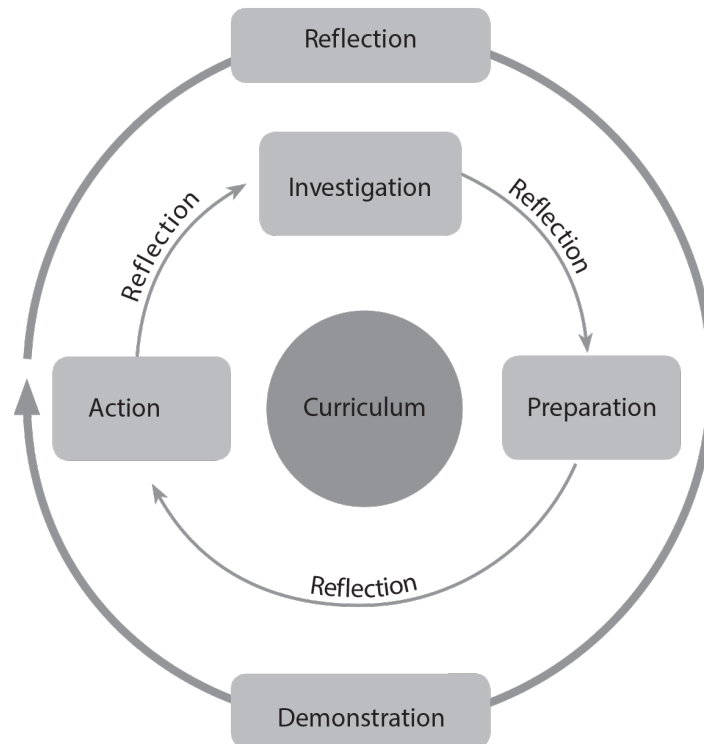
## Philosophy of Creativity, Activity, Service (CAS)

When choosing your CAS activity you need to think about a number of things. Primarily, you need to think about whether or not your activity fits into the philosophy of CAS.



## 5 CAS STAGES

While you go through your CAS experiences you need to be undergoing the 5 stages of CAS which are illustrated for you below. Each one of the 6 or more CAS project that you will undertake in the next two years, needs to go through each of the illustrated phases:



These stages are supposed to guide you in structuring each activity so as to gain as much personal growth through it as possible. In reference to the diagram above, you are supposed to investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what you have done along the way, and demonstrate your understandings and the process. To clear things up a little bit here are the definitions of each one of these 5 stages:

**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.

**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.

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

**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.

**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 response from others.

For each of your CAS projects, each of these must be undertaken and evident in your CAS portfolio.



# CAS STRANDS

## **Creativity**

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

Creativity in CAS provides you with the opportunity to explore your own sense of original thinking and expression. Creativity will come from your talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. You are encouraged to engage in creative endeavors that move you beyond the familiar, broadening your scope from conventional to unconventional thinking.

If you are accomplished in a particular creative form, for example, music, painting or acting, you may choose to extend your involvement and deepen your skill level. Within your field, you can define new challenges and objectives to fulfill creativity in CAS. For example, a musician may compose and perform a guitar solo; an artist may create a new sculpture or photographic series; an actor may present an original dramatic piece. By striving for new possibilities, students may discover ways to meet challenges and identify strengths that carry them forward with curiosity and continued innovation. When demonstrating creative expression, students may showcase their product or performance in a variety of ways, for example, through a recording, a presentation, an exhibition, social media or shared discussion. Creativity in CAS is not met by the appreciation of the creative efforts of others, such as attending a concert or art exhibition.

Creativity can be inspired and informed by your Diploma courses. For example, you can meet new challenges and objectives in creativity using the skills developed in the visual arts course, or find new ways of expression utilizing elements in the design technology course. However, creativity experiences must be distinct from, and may not be included or used in, your Diploma course requirements.

## **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. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle. You are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit.

If you regularly participate in suitable activity experiences you are encouraged to develop and extend your participation. You could expand personal goals, explore different training models to

enhance your existing sport or become involved in a new sport. For dedicated student athletes, maintenance of a planned rigorous training program is appropriate.

## **Service**

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

At ISB, Service Learning is a program which aims to provide experiential learning beyond the classroom for the students, while at the same time providing them with a way to demonstrate ISB's core values of Integrity, Responsibility, Respect and most of all Empathy. Service Learning pivots around the students' selfless dedication towards their community – both within and beyond the ISB walls – while developing a passion for learning and a growth mindset at the same time. In DP, Service Learning is most prominent in CAS through the Service strand, where students undergo the above stated process, while at the same time also focusing on fulfilling the IB's seven learning outcomes (i.e. developing strengths and areas for growth, undertaking new challenges to develop skills, planning and taking initiative, staying committed and persevering, developing collaborative skills, global engagement and considering ethical implications of their actions).

The aim of the “Service” strand is for students to understand their capacity to make a meaningful contribution to their community and society. Through service, you develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for your actions. Service is often seen as one of the most transforming elements of CAS by promoting students' self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness.

Service within CAS benefits all involved: you learn as you identify and address authentic community needs, and the community benefits through reciprocal collaboration. Service fosters development of abilities, attitudes and values in accordance with the IB mission statement and the IB learner profile. As such, CAS service experiences are unpaid.

When defining “community”, consideration must be made to situation and culture. The community may be the school; however, it is recommended that service experiences extend beyond the school to local, national and/or international communities. In fact, one of the requirements at ISB is for you to do at least one Service project which involves work within the community outside of the ISB walls. Community involvement includes collaboration with others, as you investigate the need, plan and implement your idea for service.

Local interactions allow for developing relationships, observing and participating in sustained change, and meeting challenges through collaboration. From the local context, you can extend your thinking and knowledge to understanding global issues. You can also extend local service to global impact through partnerships with CAS students in other cities and towns, countries and continents. Technology affords opportunities for networking, sharing of initiatives, partnerships and impact.

# LEARNING OUTCOMES

Below is the list of the learning outcomes that you need to achieve throughout the 2 years of the CAS program:

## **Identify own strengths and develop areas for growth**

Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

## **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 the student has not previously undertaken or through increased expertise in an established area.

## **Demonstrate how to initiate and plan a CAS experience**

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.

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

Students demonstrate regular involvement and active engagement in CAS.

## **Demonstrate the skills and recognize the benefits of working collaboratively**

Students 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**

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.

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

Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

It is important that each one of these outcomes is achieved at least once throughout the 2 years of CAS. Most of the activities which you will undertake will offer you opportunity to achieve multiple learning outcomes.

# **CAS REQUIREMENTS:**

## ***HOW DO WE EVALUATE CAS?***

Although we want the primary motivation in CAS to be your talents, interests and passions, there are a number of guidelines that you need to follow and some requirements which you need to fulfil. Nevertheless, as already mentioned, your passions, talents and interests should be the main criteria, and if those are lacking from an activity, the fulfilment of the criteria listed below does not make the activity a CAS experience.

In this spirit, your successful CAS program will be dependent on a variety of different criteria, which are as follows:

### **Number of activities completed**

You are required to complete at least 6 different CAS activities during the two years of the DP. As mentioned earlier, each activity has to be a sustained, meaningful, long-term project. Each of the projects should satisfy the criteria (outlined in the “What Is a CAS Experience?” section). This means that each of the activities should adhere to the Philosophy of CAS (outlined in “How You Can Tell if an Activity Is ‘CAS-Worthy’” section) as well as go through the stages of CAS (outlined in “5 CAS Stages” section). **It is also important that your CAS program spreads throughout the 2 years of the DP. This means that throughout the DP, you need to be continuously involved in various CAS experiences.**

### **Balancing your CAS profile between all of the 3 strands**

Another criterion for the completion of your CAS requirement is a good balance between the three strands of CAS. In fact, for each strand you have to have at least 3 activities that are connected to it, throughout the two years of the DP. This is possible to achieve through doing 6 activities in total but in case that you cannot fit all three strands, three times into those 6 activities, you will have to do extra activities to achieve this goal.

### **Serving your local community**

At least one of your CAS projects must be a Service-focused project dedicated towards working on a need of the community beyond the ISB walls. You are free to do as many of these as you like, but it is a requirement that you do at least one.

### **Achieving the learning outcomes**

Throughout your CAS program, you will have to make sure that you achieve each one of the learning outcomes (outlined in the “Learning Outcomes” section), at least once. On your proposal

for an activity, you will choose all of the learning outcomes that you hope to achieve, and will provide the evidence for achieving these outcomes as you reflect on your activity and provide material for your portfolio. This is a very important part of the criteria for the CAS requirement and you will not be able to fulfil it without completing all 7 learning outcomes.

### **Planning your activities**

All of your CAS activities need to be planned ahead of time. This means that you need to submit a proposal for an activity which you plan to do, to me before you begin doing the activity. If you begin doing an activity before planning it out and connecting it to CAS, it cannot be considered a CAS activity. For a more detailed explanation of what a proposal is supposed to look like, please refer to the “Recording your CAS experiences” section.

### **Reflecting on your activities and providing evidence**

Another requirement for your CAS program is the continuous, meaningful and adequate reflection of your experience. Providing evidence of reaching your goals, and achieving the learning outcomes is also a requirement for the completion of the CAS program. Please refer to the “Recording Your CAS Experiences” section for more information on reflecting and providing evidence.

### **CAS Coordinator interviews**

Every quarter I will ask you to schedule a meeting with me regarding your CAS portfolio. The purpose of these meetings is to plan out your CAS projects, look over your CAS portfolio, keep your work on track, and reflect on your experiences. These interviews are mandatory and you are expected to show up. There will be approximately 6-8 interviews in the 2 years of the DP.

Although there are a lot of criteria that you need to follow as you go through your CAS program, we want you to focus primarily on exploring your passions, interests and talents as you do your activities. Rooting your CAS experience in those is an absolute prerequisite for everything that you do in CAS. I am sure that if you start off from that point all of the other criteria will be quite easy to complete.

# RECORDING YOUR CAS EXPERIENCE

Recording your CAS activities is quite important as it allows us to monitor what you are doing and provides us with evidence that you are achieving the learning outcomes and your goals. It is also important as it provides you with the opportunity to look back on what you did and examine your actions. The process of planning and reflecting gives you the opportunity to find out your strengths and weaknesses, recognize the importance of the process itself and realize the importance of all of the 5 stages of CAS.

## Planning

Before you even begin a CAS project you need to plan out what you will actually do and what you hope to achieve. This will be done through a submission of a proposal through ManageBac. Below is a screen shot of the proposal section of ManageBac:

The screenshot shows the 'Add CAS Activity' form. It has a header 'Add CAS Activity'. Below it are several input fields and sections:

- Activity Name\***: A text input field with a 'CAS Project' icon to its right.
- Activity Type**: Three radio buttons labeled 'Creativity', 'Action', and 'Service'.
- Location**: Two radio buttons labeled 'Out-of-School' and 'In-School'.
- Start Date\*** and **End Date\***: Two date pickers, both showing 'September 8, 2015'.
- Description and Goals**: A large text area for entering details.
- Supervisor Name** and **Supervisor Title**: Two text input fields.
- Supervisor E-mail** and **Supervisor Contact #**: Two text input fields.
- Please select your targeted learning outcomes:** A list of checkboxes for 'Awareness', 'Initiative', 'Commitment', 'Ethics', 'Challenge', 'Collaboration', 'Global Value', and 'New Skills'.
- At the bottom right, there is a green button labeled 'Add CAS activity' and a grey button labeled 'Cancel'.

Besides the basic information like the duration of your project, which strands of CAS you will be involved in, and the name and contact of your supervisor, you will be asked to give a detailed description of the project. This is the part of the proposal on which you need to spend the most time on and which requires the most of your attention. The following is the list of the questions that needs to be answered for each of your activities:

- Describe in detail what will be happening during this activity?
  - If there are different stages describe them.
  - Will you be working on your own or with other people?
- What is your goal for the activity?
  - Is it clear?
  - Can you measure whether you have achieved it or not?
  - Is it challenging?
- Why is this a good CAS activity?

- What makes this activity challenging?
- Why did you pick the strands of CAS that you picked?
- How does this activity fit into the philosophy of CAS?
- Why did you choose the learning outcomes that you chose?
  - How do you plan on achieving each one?
- How will you prepare for this activity?
  - What are the difficulties and challenges that you anticipate and how do you plan on overcoming them?
  - What are the resources that you need?

For the activities that include the Service strand, you will also need to answer the following questions:

- Describe the cause/person/group/community your efforts are directed at helping.
- How did you identify the needs of this person/group/community?
- To what extent do you expect your actions to have an impact?

Thus, as you can see, each one of the activities which you plan on undertaking, involves a fair amount of time, thought, and dedication as a part of the planning process. Please make sure that when submitting a proposal you answer all of the above questions as the proposal is the integral part of your project. Also, make sure that you submit the proposal before starting the activity which you plan on including in your CAS portfolio.

## **Reflections**

We do reflections in order to enhance our experiences, deepen our learning, examine, in-depth, our strengths and weaknesses, and generate new ideas connected to what we have already done. In other words, reflections help us understand ourselves and what we are doing, in a better way. Below are some guidelines as to what you might include in a 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.
- *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.

In CAS, reflections are a required part of the program. Apart from the above stated reasons for reflections, in CAS you also need them to explain how you have reached your chosen learning outcomes.

Although you can keep a journal throughout the activity, you are encouraged to reflect in other forms as well. Below are some ideas as to how you can do your reflections in a variety of interesting ways:

- *Written:* You can write a short paragraph, keep a journal or write a short essay reflecting on your achievements.
- *Visual:* You can provide photos of the activity taking place, draw a picture, or film a video reflecting what went on during the activity.
- *Audio:* You can create a podcast of your reflections or make an audio recording of your reflections.

The IB encourages you to use different forms of reflection and even to use various forms of media as well (internet, newspaper, etc.).

You should be reflecting continuously on your progress through an experience, and the minimum of 6 reflection pieces per activity are necessary in order to for an activity to be complete.

### **Evidence**

Evidence can support your planning and reflection documentation. It should not be the evidence that you actually did the activity, but instead should be the evidence that you are reaching the chosen learning outcomes. In this section, you may include photographs, certificates, statistics, recordings, and any other piece of information that does not fit into the category of reflection but contributes to the record of your experience.

### **Completion Form**

At the end of the CAS experience, you will sit down with the CAS coordinator and will fill out a completion form for the activity, after which the activity will be marked as complete.



# CAS CLASSES AND CAS INTERVIEWS

## CAS Classes

In your first year of DP you will be required to enrol in one a CAS class. The class will be occurring once per rotation and will last for the duration of the entire DP year 1. During this class we will be discussing the concept of CAS in detail and will be discussing topics related to CAS. Furthermore, we will be using the time to plan for the upcoming CAS activities and to actually go on CAS activities as well. Finally, we will be using the time to work on your CAS profiles, conduct CAS interviews and reflect on our experiences from the CAS activities. Attendance to the class is mandatory, and your quarterly CAS evaluation depends in great part on your participation in the CAS class.

## CAS Interviews

Interviews with the CAS coordinator are an integral part of the CAS program at ISB. Every quarter, you will be required to meet once with your CAS coordinator during one of your free periods or during CAS class if there is time. Please note that the interviews are used for discussing your future plans in CAS, reviewing your CAS profile, reflecting on your experiences, and clearing up any concerns with the CAS coordinator. This being said, you need to come to every interview prepared, meaning that your profile has to be updated with the activities which you are currently involved in or plan on being involved in, you need to submit a sufficient number of reflections, and anything else that the CAS Coordinator requires of you. If you come to an interview unprepared, it will not be recorded and you will be required to have another interview for which you will come prepared.

## **“PASSING” CAS**

As is the case with your other subjects CAS will be evaluated throughout the program and your progress and success will be recorded on the report card. As mentioned before, you cannot pass either the IB program, or get an ISB diploma unless all of your CAS work is complete and in order.

Every quarter your success will be recorded on the report card either as “pass” or “fail”. A “pass” will be granted to all students who have fulfilled their obligations towards CAS for that quarter. Amongst the obligations that have to be fulfilled are the following things:

1. All of the experiences which you are participating at the time have to have a proposal submitted and approved by the CAS Coordinator.
2. All of the completed activities have to be marked as “complete” by the CAS coordinator. To achieve this, you must have the required reflections submitted, the activity needs to be reviewed by your CAS coordinator as well as your supervisor, and you have to complete a CAS Activity Completion form and post it within your reflections.
3. You need to have one recorded interview with the CAS Coordinator during the quarter which is being evaluated.
4. You need to be involved or have completed a proportional amount of activities by the time of the evaluation.
5. You need to fulfil any additional recommendations given by your Supervisor or your CAS Coordinator.

“Failing” CAS for one or more quarters does not mean that you cannot catch up by the next quarter. It simply means that you are not on track, and that there is a number of things that you need to do by the next evaluation period. However, it will affect your GPA to a degree so you should aim to get a “pass” on every quarter throughout the two DP years.

We strongly suggest that you begin planning what you will do throughout your two years of DP, as early as possible, and that you spread out your CAS activities throughout the two years of the DP. This way, you will be ensuring that CAS is not only something that you have to do in order to graduate, but also something that you enjoy and like doing. After all, we all should be doing CAS throughout our life as it ensures that we develop beyond the academic sphere and helps build the community around us.

If at any point during your CAS program you have any issues, concerns or difficulties please do not hesitate to talk to Mr Vladimir Stanojlovic. Furthermore, if you should come across a great idea for a CAS project, and need some assistance or guidance, feel free to discuss it with the CAS coordinator and consult in regards as to how best to achieve your goals.

Finally, remember: CAS should be fun and fulfilling, so try to approach it as a lifelong philosophy rather than simply as a requirement for the IB diploma.

Sincerely,

Vladimir Stanojlovic  
CAS Coordinator  
International School of Belgrade