



# Bladins

International School of Malmö



## **International Baccalaureate Diploma Programme** *Creativity, Activity and Service (CAS) Handbook*

**Academic Year 2018-2019**

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# OUR MISSION AND VISION

## The Bladins International School Mission Statement:

*The mission of Bladins International School is to fully develop the students' intellectual, aesthetic, emotional, physical and moral potential and, as a school, serve as an example of educational excellence.*

As responsible citizens within society, Bladins students:

- Respect the value of others and have personal values
- Have self-understanding and positive self-image
- Have ethical attitudes towards work and social relations
- Have sound decision-making skills
- Think and act critically, creatively and independently
- Lead a positive and healthy life-style.

As learners with an international perspective, Bladins students:

- Learn how to learn.
- Discover the joy of learning.
- Develop the capacity to solve problems independently and in co-operation with others.
- Acquire knowledge and sensitive awareness of universal ethical and moral issues.
- Develop capabilities in the arts.
- Understand modern technologies and use them wisely and effectively.
- Attain depth and breadth of academic knowledge and understanding.
- Are well prepared for the demands of higher education and of life.

## The International Baccalaureate 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.

# INTRODUCTION TO THE IB DIPLOMA PROGRAMME

## What is an IB Education?

The IB continuum of international education for 3 to 19-year olds is unique because of its academic and personal rigour. We challenge students to excel in their studies and in their personal growth. We aim to inspire a quest for learning throughout life that is marked by enthusiasm and empathy.

The IB aspires to help schools develop well-rounded students with character who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and are prepared to apply what they learn in the real-world, complex and unpredictable situations.

IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success.

## What is the IB Diploma Programme?

The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.

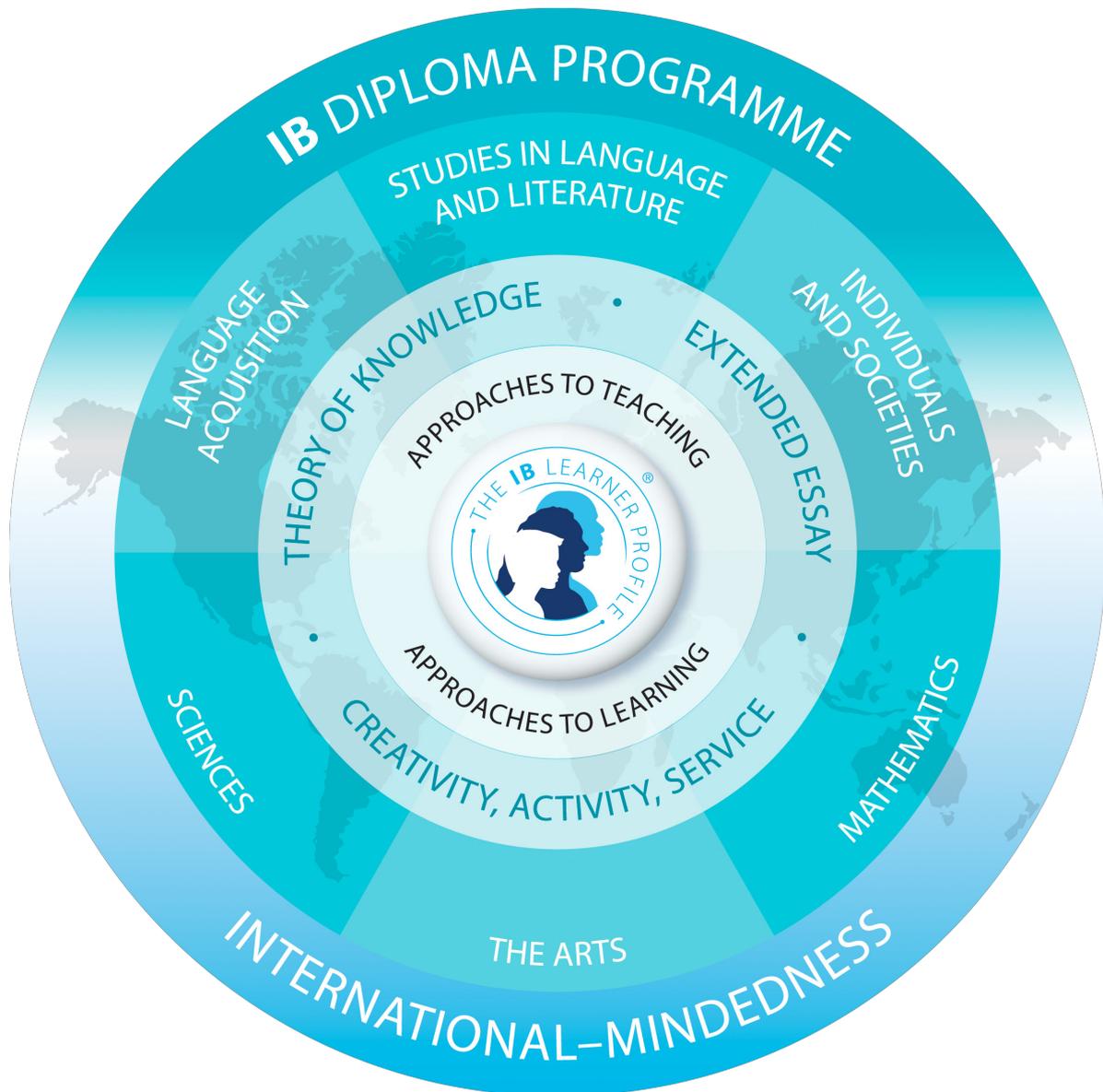
The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- Develop physically, intellectually, emotionally and ethically.
- Acquire breadth and depth of knowledge and understanding, studying courses from six subject groups.
- Develop the skills and a positive attitude towards learning that will prepare them for higher education.
- Study at least two languages and increase understanding of cultures, including their own.
- Make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique Theory of Knowledge course.
- Undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay.

- Enhance their personal and interpersonal development through creativity, action and service.

## What is the IB Diploma Programme curriculum?

IB Diploma Programme students are required to study 6 subjects from one of the 5 or 6 subject groups outlined in the Diploma Programme model below:



# THE IB LEARNER PROFILE

At the centre of every IB Programme of Study is the student. The aim of all IB programmes is to develop internationally minded people who – recognising their common humanity and shared guardianship of the planet – help to create a better and more peaceful world. The qualities embodied in the IB Learner Profile represent essential, transferrable, lifelong skills which are valued by universities, employers and society in general, and are equally applicable to all members of our school community, from students to teachers to principals to parents and support staff.

**As an IB learning community, we strive to be:**

## **Inquirers:**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life

## **Risk-takers:**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## **Principled:**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## **Open minded:**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## **Caring:**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## **Thinkers:**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## **Knowledgeable:**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.



**Balanced:**

We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective:**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**Communicators:**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

# INTRODUCTION TO CAS

## CREATIVITY, ACTION AND SERVICE (CAS)

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Creativity, activity, service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the Primary Years Programme (PYP) and Middle Years Programme (MYP).

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.

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

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

CAS aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

### CAS Experiences

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events. A CAS project is a collaborative series of sequential CAS experiences lasting at least one month. Typically, a student's CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than just a series of unplanned/singular experiences. Students must be involved in at least one CAS project during the programme.

### CAS Portfolio

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and student reflections. Bladins International School uses ManageBac to keep track of all students' CAS portfolios. The portfolio is not formally assessed.

### CAS Learning Outcomes

Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome. Some learning outcomes may be achieved many times, while others may be achieved less frequently. In their CAS portfolio, students provide the school

with evidence of having achieved each learning outcome at least once through their CAS programme.

The seven CAS learning outcomes are:

- Identify own strengths and develop areas for growth.
- Demonstrate that challenges have been undertaken, developing new skills in the process.
- Demonstrate how to initiate and plan a CAS experience.
- Show commitment to, and perseverance in, CAS experiences.
- Demonstrate the skills and recognize the benefits of working collaboratively.
- Demonstrate engagement with issues of global significance.
- Recognize and consider the ethics of choices and actions.

**NOTE: A student who fails to fulfil the CAS requirements of the programme will not be eligible for award of the IB Diploma.**

# DEFINITIONS OF KEY TERMS USED

## **LEARNING OUTCOMES:**

Learning outcomes articulate what a CAS student is able to do at some point during his or her CAS programme. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

## **EXPERIENCE:**

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

## **PROPOSAL:**

A CAS proposal is the formal offer of a description of an experience or project (which may include a goal) which may be included in the student's CAS portfolio.

## **REFLECTIONS:**

Reflection is a process of considered exploration of personal thoughts (cognition) and feelings (affect) that informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts. Reflection can occur in varied formal and informal ways.

## **EVIDENCE:**

Documents or files which form part of your CAS portfolio. Evidence could form part of your planning and preparation, they could also provide additional information about the CAS experience itself. Evidence may document the action which took place during an experience (photos or video), or it could be feedback provided by people involved in the experience. Evidence should be an important part of planning and proposal writing, as it dramatically improves the finished product in your portfolio.

## **PROJECT:**

All CAS students undertake a CAS project involving teamwork that integrates one or more of the strands of creativity, activity and service. Duration is a minimum of one month. The project provides opportunities to develop and advance skills particularly related to collaboration and sustained relationships, and enables students to develop and refine plans in response to any problems that arise, and to reflect on their progress and outcomes.

## **INTERVIEW:**

An interview is a formal dialogue and exchange of information. During CAS, there are three formal documented interviews that students have with their CAS coordinator or adviser: at the beginning of the CAS programme, at the end of the first year and at the end of the CAS programme.

## **ADVISORS:**

Teachers or other school staff whose role is to provide ongoing support and advice to individuals or groups of CAS students in relation to their CAS programme.

**SUPERVISORS:**

The CAS supervisor assists, offers guidance and oversees the students' CAS experiences when needed. A supervisor may not be necessary if a student is able to undertake a CAS experience without assistance or supervision.

# CAS REQUIREMENTS

Your completed CAS portfolio will include the following features (which are explained in more detail later on in this handbook):

- It will include experiences which involve one or more of the three CAS Strands:
  - Creativity
  - Activity
  - Service
  
- It will include experiences which demonstrate one or more of the seven CAS Learning Outcomes:
  - LO 1 Identify own strengths and develop areas for growth.
  - LO 2 Demonstrate that challenges have been undertaken, developing new skills in the process.
  - LO 3 Demonstrate how to initiate and plan a CAS experience.
  - LO 4 Show commitment to and perseverance in CAS experiences.
  - LO 5 Demonstrate the skills and recognize the benefits of working collaboratively.
  - LO 6 Demonstrate engagement with issues of global significance.
  - LO 7 Recognize and consider the ethics of choices and actions.
  
- It will include a minimum of one project which will be at least four weeks in length and will involve collaboration with other people (the project will also relate to one or more CAS strands and at least one Learning Outcome)
  
- You will take part in three formal CAS interviews
  
- The CAS portfolio will contain evidence of a collection of experiences, formal proposals and reflections which span 18 months

## What is a CAS portfolio?

CAS is an opportunity for self-development within the IB diploma. Whilst a lot of your efforts will be devoted to your academic studies, your CAS portfolio is an opportunity to demonstrate who you are as a person, and hopefully challenge yourself during your time as an IB Diploma student in such a way that will allow you to demonstrate your involvement in rich and diverse experiences outside of the classroom.

The CAS programme aims to develop students who:

- Enjoy and find significance in a range of CAS experiences.
- Purposefully reflect upon their experiences.
- Identify goals, develop strategies and determine further actions for personal growth.
- Foster a sense of international mindedness, develop self-awareness and a sense of identity.
- Explore new possibilities, embrace new challenges and adapt to new roles.
- Actively participate in planned, sustained, and collaborative CAS projects.
- Understand they are members of local and global communities with responsibilities towards each other and the environment.

Your CAS portfolio can include activities you have already committed to as a result of your involvement in the community outside of the school. It can include extra-curricular activities that you are involved in within the school. It should also include experiences or activities that you plan yourself, or as part of a group of IB students.

Your CAS portfolio cannot include the following things:

- Paid work, or work training which leads to employment.
- Any part of the assessed work in your IB Diploma.
- Experiences that involve hazards or risks which could lead to harm.
- Unethical activities such as hunting for sport.
- Some activities which actively promote religious organisations

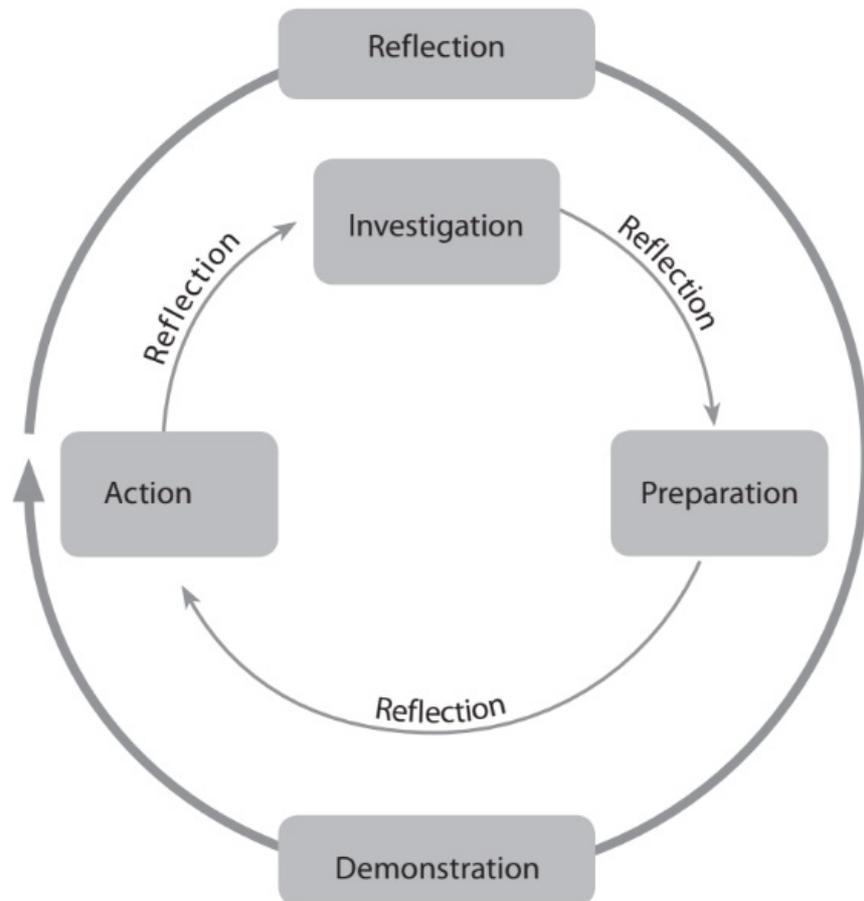
## CONNECTING CAS WITH THE SYLLABUS

Teachers can assist students in making links between their subjects and their CAS experiences where appropriate. This will provide students with relevance in both their subject learning and their CAS learning through purposeful discussion and real experiences. It will motivate and challenge the students, strengthen subject understanding and knowledge, and allow students to enjoy different approaches to their subjects. However, CAS experiences must be distinct from, and may not be included or used in the student's academic course requirements.

In TOK the knower draws knowledge from two sources: personal knowledge and shared knowledge. CAS experiences are an important source of students' personal knowledge, providing students with the opportunity to gain awareness of the world in a range of diverse and challenging situations. Shared knowledge extends the idea from how individuals construct knowledge to how communities construct knowledge. In CAS, students might draw on TOK discussions that deepen understanding of different communities and cultures. Their CAS experiences may allow for a deeper personal knowledge through active learning.

In the Extended Essay the student chooses a topic upon which a research question directs a process of research and critical thinking relating to a particular subject area. It is possible for students to find links between their EE topic and CAS in order to deepen their understanding of the knowledge field that their EE relates to.

# THE CAS STAGES



Student's CAS efforts should follow the CAS stages. As each idea is formed into a CAS experience, students should proceed through repeated cycles of Investigation, preparation and action. Through reflection, each of these cycles should be refined and improved upon. It should become clear that a CAS portfolio is strengthened by careful planning and preparation before any experience is carried out, and that any success or failure will provide a learning opportunity for subsequent CAS experiences to benefit from.

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.
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 response from others.

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.

## FINDING CAS OPPORTUNITIES

Each CAS experience starts with an idea. To figure out if an idea could be part of your CAS portfolio you will need to spend some time on planning and preparation.

Some questions to get you started:

- Does your idea fit within one (or more than one) of the CAS strands?
- Does your idea allow you to demonstrate one (or more than one) of the CAS Learning Outcomes?
- Is the idea practical and achievable?
- Is the idea safe?

Once you think you have a potential CAS experience you will need to submit a proposal on ManageBac in order to get it approved by your CAS advisor or the CAS co-ordinator.

There are many ways to generate ideas for CAS experiences:

<b>Look at the IB Learner Profile Attributes:</b>	<ul style="list-style-type: none"> <li>• How can you extend these attributes within yourself?</li> </ul>
<b>Understand who you are as an individual, and explore your personal interests, talents and abilities:</b>	<ul style="list-style-type: none"> <li>• Are you able to demonstrate existing interests, talents or abilities?</li> <li>• Are you able to develop new interests, talents and abilities?</li> </ul>
<b>Use your linguistic abilities:</b>	<ul style="list-style-type: none"> <li>• If you know more than one language, how can this skill be used to benefit others?</li> <li>•</li> </ul>
<b>Support inter-cultural understanding:</b>	<ul style="list-style-type: none"> <li>• Does your life experience allow for other people to gain a deeper understanding of different nationalities or cultural groups?</li> <li>• How can you learn about cultures other than your own, and what actions could this lead to?</li> <li>•</li> </ul>
<b>Facilitate global engagement:</b>	<ul style="list-style-type: none"> <li>• Are you able to educate or inspire others to get involved in issues that are globally significant?</li> </ul>
<b>Find a genuine need within your local community:</b>	<ul style="list-style-type: none"> <li>• What do you know about your local community?</li> <li>• Is there a way in which you are able to assist others who need support?</li> </ul>

## MAKING LINKS WITH THE COMMUNITY

The following list provides a starting point for the various groups of people who may provide a focus for a CAS experience, or support in your efforts as you develop your CAS portfolio:

- Parent Association
- Friends of Bladins
- Alumni
- Other schools, feeder schools
- Universities
- Local Library
- Local government
- Not for Profit organisations
- Charity organisations
  - Swedish Red Cross ([www.redcross.se](http://www.redcross.se))
  - Emmaus Bjorka ([www.emmausbjorka.se](http://www.emmausbjorka.se))
  - Erikshjälpen ([www.erikshjalpen.se](http://www.erikshjalpen.se))
- Local business
- Sports associations

# CAS STRANDS

## CREATIVITY:

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Exploring and extending ideas leading to an original or interpretive product or performance. Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression. Creativity will come from the student's 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. Students are encouraged to engage in creative endeavours that move them beyond the familiar, broadening their scope from conventional to unconventional thinking.

There are different approaches to creativity that a student may consider:

- Ongoing creativity
- School based creativity
- Community based creativity
- Individual based creativity

## ACTIVITY:

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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. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit.

There are different approaches to activity that a student may consider:

- Ongoing activity
- School based activity
- Community based activity
- Individual based activity

## SERVICE:

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Collaborative and reciprocal engagement with the community in response to an authentic need. 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, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their 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. Use of the CAS stages in developing a service experience is recommended for best practice.

The four types of service action:

It is recommended that students engage with different types of service within their CAS programme. These types of action are as follows.

- **Direct service:** Student interaction involves people, the environment or animals. For example, this can appear as one-on-one tutoring, developing a garden in partnership with refugees, or working in an animal shelter.
- **Indirect service:** Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment. For example, this can appear as re-designing a non-profit organization's website, writing original picture books to teach a language, or nurturing tree seedlings for planting.
- **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest. For example, this may appear as initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.
- **Research:** Students collect information through varied sources, analyse data, and report on a topic of importance to influence policy or practice. For example, they may conduct environmental surveys to influence their school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

There are different approaches to service that a student may consider:

- Ongoing service
- School based service
- Community based service
- Immediate need service
- Fundraising
- International service
- Volunteering
- Service arising from the curriculum

# CAS LEARNING OUTCOMES

## **LO 1: IDENTIFY OWN STRENGTHS AND DEVELOP AREAS FOR GROWTH**

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

The student:

- is aware of own strengths and weaknesses
- is open to improvement and growth opportunities
- is able to propose activities according to own interests and talents
- is willing to participate in different activities
- is able to undertake a thoughtful self-evaluation
- is able to see themselves as individuals with various abilities and skills, some more developed than others.

## **LO 2: DEMONSTRATE THAT CHALLENGES HAVE BEEN UNDERTAKEN, DEVELOPING NEW SKILLS IN THE PROCESS**

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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.

The student:

- participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences
- is willing to become involved in unfamiliar environments and situations
- acquires new skills and abilities
- increases expertise in an established area
- shows newly acquired or developed skills or increased expertise in an established area.

## **LO 3: DEMONSTRATE HOW TO INITIATE AND PLAN A CAS EXPERIENCE**

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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.

The student:

- is able to articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences
- demonstrates knowledge and awareness by building on a previous CAS experience
- shows initiative by launching a new idea or process
- suggests creative ideas, proposals or solutions
- integrates reflective thoughts in planning or taking initiative
- is aware of roles and responsibilities when designing an individual or collective CAS experience
- shows responsible attitude to CAS project planning
- is able to develop a coherent action plan considering the aim or purpose, activities and resources.

#### **LO 4: SHOW COMMITMENT TO AND PERSEVERANCE IN CAS EXPERIENCES**

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Descriptor: Students demonstrate regular involvement and active engagement in CAS.

The student:

- demonstrates regular involvement and active engagement with CAS experiences and CAS project
- is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
- demonstrates adaptability to uncertainties and changes
- gets involved in long-term CAS experiences and CAS project.

#### **LO 5: DEMONSTRATE THE SKILLS AND RECOGNISE THE BENEFITS OF WORKING COLLABORATIVELY**

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Descriptor: Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

The student:

- shares skills and knowledge
- listens respectfully to proposals from peers
- is willing to take on different roles within a team
- shows respect for different points of view and ideas
- makes valuable contributions
- is responsible for participating in the group
- readily assists others

- is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences.

## **LO 6: DEMONSTRATE ENGAGEMENT WITH ISSUES OF GLOBAL SIGNIFICANCE**

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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.

The student:

- recognizes the global implications of local issues
- is able to identify global issues in the local or national community
- shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
- gets involved in CAS projects addressing global issues in a local, national or international context
- develops awareness and responsibility towards a shared humanity.

## **LO 7: RECOGNISE AND CONSIDER THE ETHICS OF CHOICES AND ACTIONS**

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

The student:

- recognizes ethical issues
- is able to explain the social influences on one's ethical identity
- takes into account cultural context when making a plan or ethical decision
- identifies what is needed to know in order to make an ethical decision
- articulates ethical principles and approaches to ethical decisions
- shows accountability for choices and actions
- is aware of the consequences of choices and actions regarding self, others involved and the community
- integrates the process of reflection when facing an ethical decision
- shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.

# 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 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.

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

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.

A minimum of one month is recommended for a CAS project, from planning to 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.

A CAS project provides the best opportunity for students to collect quality evidence, especially in relation to Learning Outcomes 1 to 5:

1. Identify own strengths and develop areas for growth.
2. Demonstrate that challenges have been undertaken, developing new skills in the process.
3. Demonstrate how to initiate and plan a CAS experience.
4. Show commitment to and perseverance in CAS experiences
5. Demonstrate the skills and recognize the benefits of working collaboratively

A CAS project should generate a lot of evidence in relation to planning and organising efforts, as students work toward the goals of the project. It is a good opportunity for students to take the time to work on a risk assessment (where necessary) and to add this to the collection of planning and preparation evidence of the project.

Whilst other CAS experiences may require a risk assessment, the CAS project is unique in its longer time frame and collaborative nature, and as such, may demand more from students in regards to ensuring the safety of all people involved.

# DOCUMENTING CAS USING MANAGEBAC

IB Diploma Programme Students at Bladins International School of Malmö Diploma have the advantage of being able to use ManageBac to organise their CAS portfolios. DP Teaching Staff will spend some time helping you to become more familiar with the workflow associated with using this learner management system.

Experience and project proposals will need to be uploaded onto ManageBac for approval. Reflections and evidence will need to be uploaded onto ManageBac for review by the CAS Coordinator and/or DP Coordinator as relevant. Learning Outcomes and CAS strands will be linked to proposals, as well as to reflections, on ManageBac. The final evaluation of each student's CAS portfolio will be based on what is included on their ManageBac account.

Each student's ManageBac account has a specific CAS section which can provide support for students as they upload CAS proposals, compose CAS reflections, and evaluate their progress toward meeting the requirements of the CAS portfolio.

## CAS REFLECTIONS AND EVIDENCE COLLECTING:

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### CAS REFLECTIONS

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

1. Describing what happened: Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes. CAS reflections should not only contain this sort of content. They should also address the Learning Outcomes attached to the experience or project.
2. Expressing feelings: Students articulate emotional responses to their experiences. This aspect of reflection writing encourages students to describe the process of expanding one's self-knowledge and examining their self-identity.

The following two elements add greater depth to CAS reflections and expand the range of perspectives that can be explored through the process of reflection writing.

3. Generating ideas: Rethinking or re-examining choices and actions increases awareness about self and situations.
4. Asking questions: Questions about people, processes or issues prompt further thinking and ongoing Inquiry.

Reflections can be the starting point for a new CAS experience, one whose goals are related to previous CAS experiences.

Good quality reflections in your CAS portfolio should explore attitudes, feelings, values, principles, motivation, emotions and self-development.

It is good practice to provide a written reflection which is dedicated to one particular Learning Outcome. This makes the approval process much easier and provides a focus for your reflection writing.

## **CAS EVIDENCE**

Evidence can take many forms and can be varied in nature. Its form is often linked to the type of experience which is being undertaken.

The most common form of evidence includes video or photographic evidence of an experience **as it is taking place**. However, evidence can also be collected during the planning and preparation phase (i.e. before an experience), as well as after an experience takes place.

For a **creative** experience, the product or performance could be documented in the form of video or photograph.

For an **activity** experience, evidence could include documents which are involved in the planning and preparation phase could involve research, scheduling and booking and the collection of equipment and clothing.

For a **service** experience, evidence could include the collection of feedback from people who were the target of the service experience. The feedback could evaluate the extent to which the student reached the goals of the service experience.

All students should take time to complete risk assessments as part of their CAS portfolio. This is an essential part of ensuring that safety forms part of a student's self-development as they proceed through the IB Diploma Programme.

## **RISK ASSESSMENTS: MAKING YOUR CAS PORTFOLIO SAFE**

Safety is an important aspect of the CAS portfolio. It is an obvious consideration, but needs to be directly addressed within your CAS portfolio. During your investigation and preparation phase one of the things that needs to be considered is the potential hazards that may be present during a CAS experience. Careful planning will include identifying hazards and clearly and successfully describing what will happen in order to minimise the risk of a hazard causing harm to people or property during a CAS experience. This is particularly important during the CAS projects, as the plan for keeping people safe needs to be clearly communicated and shared with the group so that awareness is raised about potential hazards, discussion takes place in relation minimising risks, and agreements are reached about the best method of keeping people safe. By documenting this process, students create valuable evidence of their self-development in relation to managing events and experiences in a safe and sensible manner.

Staff will provide time to explain the process of filling out a risk assessment form, and these forms should be checked by staff, before being approved for following during an experience and uploaded as part of the evidence collecting for an experience. This effort should be carefully considered and approached in a mature manner in order for it to be effective. It is possible that during the process of filling out a risk assessment form, a decision could be made to abandon an experience as a result of it being too dangerous to carry out.

# CAS INTERVIEWS

There are three formal documented interviews students must have with their CAS coordinator/adviser during the course of the IB Diploma Programme.

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 (i.e. after a full 18-month CAS programme has been completed).

## **INTERVIEW 1:**

The focus of this interview is to ensure that the student's portfolio is getting off to a good start, and provides an opportunity for any queries or concerns to be clarified, especially in relation to the CAS requirements.

Typically, these questions as well as other relevant discussion points are covered during this interview:

- Do you have any questions or concerns about CAS?
- What are your main interests? How can you incorporate these interests into your CAS programme?
- What would you enjoy doing for Creativity? Activity? Service?
- How would you summarise the learning outcomes?
- Have you thought of how you will keep evidence (and the types of evidence) that you are engaging with CAS and are meeting the CAS outcomes?

## **INTERVIEW 2:**

The focus of this interview is to evaluate the progress of the student's portfolio; to celebrate and discuss the successes that are evident, and to identify any means of support that a student might need as they work toward the completion of their CAS portfolio

Typically, these questions as well as other relevant discussion points are covered during this interview:

- What has been most enjoyable and beneficial for you thus far in CAS?
- What have been the biggest challenges for your CAS involvement, and how have you overcome them?
- What have you learned from your involvement in CAS?
- Outline a skill that you have strengthened or developed from engaging in a CAS experience.

### **INTERVIEW 3:**

The focus of this interview is to ensure that all requirements of the CAS portfolio have been met and to spend time celebrating the success of the portfolio. This interview provides reciprocal benefits to both the student and the CAS coordinator: the student's efforts are recognised and acknowledged, and the CAS programme is evaluated and analysed for strengths and weaknesses, which provides an ongoing benefit for future cohorts.

Typically, these questions as well as other relevant discussion points are covered during this interview

- What did you most enjoy about CAS?
- What have you achieved through CAS?
- What has the role of reflection been in your whole CAS programme? Describe any way your experience with reflection has been helpful and memorable.
- What did you learn about yourself and others?
- Did CAS help you to consider issues of global importance? How?
- What could be improved about the way CAS is organized in school?
- What advice do you have for upcoming CAS students regarding making CAS enjoyable, sustained over time and meaningful?

# CAS ADVISORS

For the academic year 2018-19, the CAS Coordinator is Andrew Brickhill ([Andrew.Brickhill@bladins.se](mailto:Andrew.Brickhill@bladins.se)). He is supported in this role by two CAS advisors, who are Daniel Nordin Baker ([Daniel.Nordin.Baker@bladins.se](mailto:Daniel.Nordin.Baker@bladins.se)) and Rosa Ordonez ([Rosa.Ordonez@bladins.se](mailto:Rosa.Ordonez@bladins.se)).

## **THE ROLE OF A CAS ADVISOR:**

The CAS advisor is a person who can provide support and advice about a range of things, such as:

- Whether an idea you have can be included as a CAS experience or CAS project.
- Whether a proposal you have is adequate, or if it needs to be adjusted
- Whether a Strand or Learning Outcome is appropriate
- Whether evidence or reflections are appropriate

They can also provide advice about:

- Planning
- Collaborating with other students
- Collaborating with staff
- Your involvement in potential school-based calendar events which could form part of your CAS portfolio

# CALENDAR OF IN-SCHOOL CAS EVENTS

## ACADEMIC YEAR 2018-19:

<b>EVENT:</b>	<b>DATE:</b>	<b>CONTACT PERSON:</b>	<b>SUGGESTED ACTIVITIES:</b>
Participation in annual sporting events in the community e.g.: Blodomloppet, Midnattloppet, Toughest, Colour Run, etc.	Ongoing Various	Offsite activity.	Participant or volunteer to assist in the running of the event.
Buddy Reading.	August	Andrew Brickhill	Reading with PYP students, discussing summer reading and literacy skills.
Breaktime activities.	Ongoing	Andrew Brickhill	Board games, tournaments during morning break, etc.
Involvement in CARE peer mediator programme	Ongoing	Isolde Wanegård	<i>To be confirmed.</i>
Responsible use of technology presentation to MYP1 students	October	Andrew Brickhill	Present information and advice to MYP mentor groups about safe, responsible use of phone, laptop, social media, etc.
PYP Cross Country	September	Daniel McClair	Marshalling the race. Serve as timekeeper or track marshal. Provide first aid to injured students.
Parent teacher interviews / Student Led Conferences	October March May	Alex Rankin	BISM Ambassador: Greeting parents, welcome them to our school and direct them to the correct rooms. Provide refreshments to teachers and parents.
MYP Halloween Disco	October	Ross Levesque BISM Parents' Association	Help MYP students to raise money for good causes and have fun helping them organise and run their annual Halloween disco.

Arts Exhibition Night	November March	Clare Conway	BISM Ambassador: Greeting parents, welcome them to our school and direct them to the correct rooms. Provide refreshments to teachers and parents.
Student Council	Ongoing	Ross Levesque	Serve as a member of the BISM Student Council to make sure DP students have their voice heard and make a positive difference in our school.
Model United Nations	Various	Erik Ryberg	Be a delegate at one of the regional or international MUN Conferences.
Friday Night Raids	Monthly events	Daniel McClair	Various supporting (Service) and participatory (Activity) roles.
PYP Winter Concert	November	Erika Pápai-Nikolic	BISM Ambassador. Stage hand / behind the scenes
Instrument Programme / Music Recital	December May	Erika Pápai-Nikolic	BISM Ambassador: Greeting parents, welcome them to our school and direct them to the correct rooms. Provide refreshments to teachers and parents.
Christmas Fair	December	BISM Parents' Association	Set-up/run stalls. Organise an event or fundraiser.
Lucia Celebrations	December	Erika Pápai-Nikolic MYP Music Department	Create a performance or assist with the organisation of the event.
Book Week	Week 7 (February)	Upper School Librarian	Contribute to an organised event to take place, or decorate the main halls and entrance, create reading resources; books, bookmarks, etc.
Swimming Carnival	February	Daniel McClair	Various roles, including participant (activity), runner, time-keeper, announcer (service), etc.

Pink Day (Anti-bullying awareness)	February	<i>To be confirmed</i>	Promotion and raising awareness of an important issue within the Bladins community.
PYP Musical	March	Erika Pápai-Nikolic	BISM Ambassador. Stage hand / behind the scenes
Sports Day	May (DP1 only)	Daniel McClær	Various roles including participant (activity), runner, time-keeper, announcer, marshal, (all service), etc.
Spring Festival	May	BISM Parents' Association	Various roles including setting up stalls, organising raffles or events, decorating, etc.
MYP Showcase	May	Alex Rankin	BISM Ambassador. Stage hand / behind the scenes
Nordic Network	Ongoing	Daniel McClær	Various roles including participant (activity), runner, time-keeper, announcer, marshal, (all service), etc.
PYP Sports Day	June	Mark McGourty	Various roles including runner, time-keeper, announcer, marshal, first aid (all service), etc.
DP2 Graduation	June	Daniel Nordin Baker	Stage set-up, lighting, sound, preparation of venue, welcoming of guests, waiting tables, serving refreshments, cleaning up, etc.