

CJD International School Braunschweig-Wolfsburg
CREATIVITY, ACTION, SERVICE HANDBOOK for the IB Diploma

Student Name

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IB Mission Statement

The International Baccalaureate Organization 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 IBO 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. (IBO 2015)

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world (IBO 2015). IB learners strive to be:

Inquirers - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable - They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers - They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators - They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded - They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring - They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced - They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective - They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Source: IBO 2015

INTRODUCTION

Why CAS?

The International Baccalaureate aims to develop internationally minded people who become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. CAS is at the heart of the Diploma Programme. You will be involved in a range of activities beyond the academic classroom. CAS enables you to enhance your personal and interpersonal development through experiential learning. It provides a counterbalance to the academic pressures of the rest of the Diploma Programme. It provides a personal journey of self-discovery while being challenging and enjoyable.

Aims

CAS allows you to:

- Be a reflective thinker – you develop an understanding of your own strengths and limitations, you identify goals and devise strategies for personal growth
- Be willing to accept new challenges and new roles
- Be aware of yourself as a member of communities with responsibilities towards others and the environment
- Be an active participant in sustained, collaborative projects
- Be balanced – you will enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.

*The nature of **Creativity, Action, & Service***

“ . . . if you believe in something, you must just think or talk or write, but must act.”

(Peterson 2003)

Creativity, action, service (CAS) is at the heart of the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities, are characterized as (IBO 2015) follows:

Creativity: arts, and other experiences that involve creative thinking.

Action: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.

Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

Source: IBO 2015

CAS should involve:

- Real, purposeful activities, with significant outcomes
- A personal challenge – tasks must extend you and be achievable in scope
- Thoughtful consideration, such as planning, reviewing progress & reporting
- Reflection on outcomes and personal learning.

STUDENT GUIDELINES

ALL PROPOSED CAS activities must meet these four criteria. CAS activities MUST continue on a CONTINUOUS basis over a MINIMUM of 18 MONTHS (IBO, 2015). CAS MUST continue until at least February of the senior year. CAS is required to be eligible for the IB diploma

Learning Outcomes

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

- Increased your awareness and identification of your own strengths and areas for growth
You are able to see yourself as an individual with various skills and abilities, some more developed than others, and understand that you can make choices about how you wish to move forward.
- Undertaken new challenges, develop new skills
A new challenge may be an unfamiliar activity, or an extension to an existing one.
- Planned and initiated activities
Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, as well as in small student-led activities.
- Worked collaboratively with others
Collaboration can be shown in many different activities. At least one project involving collaboration and the integration of at least two of creativity, action and service is required.
- Shown perseverance and commitment in your activities
At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.
- Engaged with issues of global importance
You may be involved in international projects but there are many global issues that can be acted upon locally or nationally. (For example, environmental concerns, caring for the elderly)
- Recognize & consider the ethical implications of your actions and choices
Ethical decisions arise in almost any CAS activity. Evidence of your thinking about ethical issues must be shown.

(IBO, 2015)

All seven outcomes must be present for you to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires that you have SOME evidence for each outcome.

This focus on learning outcomes emphasizes that it is the quality of a CAS activity (its contribution to your development) that is most important. As a guideline, the minimum amount of CAS activity is approximately the three to four hours per week, with a reasonable balance between creativity, action and service. It is the EXPERIENCE and REFLECTION upon the experience that counts. CAS is NOT a logging of hours exercise.

Apply Your Learning – Take Action

As CAS experiences are initiated by students, students must take the attributes of the IB Learner Profile and the CAS Learning Outcomes and come up with meaning full ways to get involved in CAS Experiences. Students are encouraged to be creative (out-of-the-box thinkers) about how they engage with CAS. Every year we have new projects that take global issues and apply it to our local community, e.g. the Vertical Farming Club or Student Government. Both clubs were initiated by students wanting to apply their learning and to get involved in a cause they felt mattered.

Responsibilities of the Student

The CAS programme is YOUR responsibility. You should "OWN" your personal CAS programme. You will receive guidance. However, the CAS experience is personal and only you can build a program that meets your needs. There are requirements that must be met.

You are required to:

- Self-review at the beginning of your CAS experience and set personal goals for what you hope to achieve through your CAS programme.
- Plan, do and reflect (plan activities, carry them out and reflect on what you have learned).
- Always Email or Meet with the CAS Coordinator or CAS Advisor prior to starting an experience. (Be prepared to explain the CAS experience, the relevant CAS strands and learning outcomes).
- Take part in a range of activities, including at least one project involving teamwork, some of which you initiated. It must include two of the three CAS components (creativity, action, service).
- Communicate with your CAS coordinator throughout the process over 18 months using the CAS forms and schedule interviews. See timeline below.

At least once a week , you will keep records of your activities and achievements, and show evidence of achievement of the eight CAS learning outcomes through journal entries.

Responsibilities of the Supervisor

The CAS Supervisor generally assists, coaches and monitors a student completing a CAS experience. In some instances, a student may not need a supervisor as the student may not need supervision or assistance. During the approval process, the student will be advised as to whether a supervisor is needed and the context for supervision. The CAS Coordinator is responsible in familiarizing the supervisors with programme requirements and expectations.

CAS Supervisors . . .

- will ensure the safety and risk management procedures
- will provide students with support, coaching and feedback on the experience
- will encourage reflection
- will comment on the student's engagement with the CAS experience (when relevant)

(Source: IBO, 2015)

Responsibilities of the CAS Coordinator

The CAS coordinator is responsible for working directly with students and the implementation of the program. Please consult the CAS Guide (IBO, 2015) for a full list of responsibilities and expectations for the CAS Coordinator.

Timeline Yr 11

Month/Date	CAS Coordinator/checks	Students Check/ Coordinator signature
Year 11 and 12 September 16 th	Check CAS topics/CAS talk to Year 11 and 12 orientation	
Year 11 and 12 September 23 rd	CAS proposals/CAS Coordinator oversee and guide students Initial Interview	
September 30 th Yr 11	CAS Coordinator's approval of activities	
November 11 th (Yr 11)	Monitor student progress/review of CAS journals	
27 th November (Yr 11)	Feedback from CAS Coordinator/CAS reflections	
12 th January (Yr 11)	Check status with CAS Coordinator/journal review	
16 th February (Yr11)	Presentation of long term projects	
May – June (Yr11)	Check status with CAS Coordinator/journal review Potential 2 nd Interview	

Timeline Yr 12

Month/Date	CAS Coordinator/checks	Students check/ Coordinator signature
September 16 th	Check with CAS Coordinator 2 nd Interview (2 nd Option) Journal review (No deadline extension)	
Year 12 September 23 rd	CAS proposals/CAS Coordinator oversee and guide students	
September 30 th Yr 12	CAS Coordinator's approval of activities	
November 11 th (Yr 12)	Monitor student progress/review of CAS journals	
27 th November (Yr 12)	Feedback from CAS Coordinator/CAS reflections	

12 th January (Yr 12)	Check status with CAS Coordinator/journal review	
February 16 th (Yr12)	Long term project report to be given to CAS Coordinator/Last deadline/ Strictly no extensions	
February 18 th – 10 th (Yr 12)	Final CAS Interviews Feedback about the status of students CAS given to parents	

Planning

Answer these questions:

- What do I plan to do? Describe your activity.
- Where will it occur?
- When will I participate?
- How will I be involved?
- Why am I going to be involved in this activity?
- What are my measurable goals?

Experiences

Choosing an Experience

You must choose carefully considering the CAS guidelines presented in this Handbook.

- All experiences **MUST** have **NEW, MEASURABLE** goals.
- You **MUST** learn **NEW** skills and meet **NEW** challenges.
- A CAS project **MUST** continue for a minimum of 4 weeks.
- Each project **MUST** be documented and verifiable.
- CAS is **MORE** than just **VOLUNTEERING**. You must have a plan.
- Proposed Activities/Projects must be approved by the CAS Coordinator

School Support : Clubs & Excursions

The school will offer a variety of clubs and trips to support CAS experiences and outcomes. Every year the school will offer a variety of clubs, activities and excursions.

Clubs: Model United Nations (MUN) Club, Chess Club, Ping Pong Club, TRX & Meditation Club, Yoga Club, Little Helpers Club, Calligraphy & Chinese Club, Repair Club, Go Green Club, Gardening Club, & Team Sports

Excursions: IB Class Trip to Geneva (CERN / Red Cross Museum / Alpine Hike), IB Class Trip to Dubai (school exchange and global issues symposium + debate), IB Class Trip to Bangalore (Model United Nations Conference & Outreach Project School for the Blind)

**** Note:** The listed clubs and excursions are past examples. Please note that the clubs and trips offered varies on yearly basis. Please consult the CAS Coordinator about the available clubs.

IS it CAS? – The Possibilities

It is CAS if it is a new experience for you and permits YOUR growth in one or more of the learning outcomes. Exceptions are: just volunteering, activities for pay, political activities which are divisive, an IB course for a grade, a religious activity involving only your own religion, a family responsibility, other activities deemed inappropriate by the CAS Coordinator. Activities designated for Creativity, Action, and Service may fall under multiple categories depending on the emphasis. Listed below are some possible options for consideration.

Creativity can be demonstrated in individual or group projects, through participation in school facilitated and extracurricular activities, and by originality in designing service oriented projects. Students will be encouraged to explore unfamiliar territory through creative endeavors. Examples include, but are not limited to:

School newsletter, School yearbook
 Orchestra, Band, Symphonic Winds, Jazz
 Band Clay Club (pottery club)
 Club for the Performing Arts
 Designing Cheerleading or Dance Team Performance
 Submission of entries to extracurricular writing competitions, local and national
 Science Fair Competition
 Scholastic Writing and Art Competition
 Mock Trial Competition
 Model United Nations

Action can be demonstrated through group or individual physical activities that extend outside of the established Physical Education requirements. Examples include but are not limited to:

Intramural and Club Sports
 Dance Team, Cheerleading, and Stage Crew
 Martial Arts: Aikido, Judo, Karate, Kendo, Kung Fu, Tai-Chi
 Extreme Sports that take place on land
 Competitive Running: 5-K, Marathon, ½ Marathon
 Maintenance and/or Restoration of specific physical sites
 Habitat for Humanity
 Exercise Class
 Assist Special Olympics Athletes
 Ski Club
 Youth Soccer Coach

Service can be demonstrated through the interactive process of working for and with others. This experience is intended to develop and foster a life-long desire and commitment to contribute time to others. Examples include but are not limited to:

School-sponsored fund-raising event for different projects
 Special Olympics
 Habitat for Humanity
 Boy Scouts, Girl Scouts
 S.T.I.L.E.S. (Students Teaching International Language to Elementary Students)
 Volunteering Opportunities: local hospitals, nursing homes, elementary schools Clothing Donation Center for Students)
 Environmental Projects, e.g., Beach Clean-Up
 Area Soup Kitchens

CAS Experiences Examples

Creativity

Learning to paint watercolour landscapes

New role: Artist

Real task: Painting in watercolour

Real consequence(s): Artwork for viewing of other people

Reflection: Responses to guiding questions

Performing Wieniawski's Violin Etude No. 3 on a Fender Stratocaster

New role: Musician

Real task: Interpreting a composition in an innovative way

Real consequence(s): Entertaining an audience

Reflection: Responses to guiding questions

Action

Joining a running club

New role: Cross-country running

Real task: Reconnoitring the area, laying the trail, and running

Real consequence(s): Getting physically fit in a social context

Reflection: Responses to guiding questions

Learning to scuba-dive

New role: Becoming a qualified sub-aqua diver

Real task: Acquiring the skills and knowledge necessary for safe diving

Real consequence(s): Safe, enjoyable diving in a team

Reflection: Responses to guiding questions

Gymnastics

New role:

Gymnast

Real task: Practicing in the gym

Real consequence(s): Developing skills and keeping fit

Reflection: Responses to guiding questions Service

Raising funds for Amnesty International/Greenpeace/World Wide Fund for Nature

New role: Fund-raiser/campaigner

Service

Real task: Administrative arrangements and fund-raising

Real consequence(s): Enhanced student awareness of human rights/environmental issues and enablement of the organizations to carry out their work

Reflection: Responses to guiding questions

Assisting victims of disasters

New role: Charity campaigner

Real task: Arranging collection and delivery of blankets, tents, food and medical supplies for victims

Real consequence(s): Practical help for people who have suffered the damage of a natural or personal disaster

Reflection: Responses to the guiding questions

Project Examples (Incorporates Two or Three of the CAS Elements)

In the School Community

Teaching children who have a disability to swim (action, service)

New role: Swimming Instructor

Real Task: To pass on knowledge and skills to others

Real Consequences: The children have fun, exercise and learn to swim

Reflection: Responses to the guiding questions

Coach the softball team (action, service)

New role: Softball coach

Real Task: To pass on knowledge and skills to others

Real Consequences: The children have fun, exercise and learn to play softball

Reflection: Responses to the guiding questions

Teaching the guitar to a younger class (creativity, service)

New role: Instrumental music teacher

Real task: Making music together

Real consequence(s): Improved individual and group proficiency in music

Reflection: Responses to the guiding questions

Designing and constructing notice boards for other students with messages that encourage reflection about important subjects (creativity, service)

New role: Designer

Real task: Creating the notice board

Real consequence(s): Effective communication of messages

Reflection: Responses to the guiding questions

Writing for a school newspaper (creativity, service)

New role: Journalist

Real task: Presenting and writing newspaper articles to deadlines

Real consequence(s): Publication of work

Reflection: Responses to the guiding questions

In the Community

Working with sick children to paint murals in their care institution (creativity, service)

New role: Mural painter

Real task: Drawing and painting the murals

Real consequence(s): Making the children's home attractive and providing them with an opportunity to do something artistic

Reflection: Responses to the guiding questions

Teaching a language to recently arrived immigrant children (creativity, service)

New role: Language teacher

Real task: Preparing lessons and teacher, providing materials

Real consequence(s): The immigrants learn to communicate in the language of the host country and find a link through the teachers

Reflection: Responses to the guiding questions

Exchanging artistic or musical skills with other students in a local school (creativity, service)

New role: Art or music teacher and learner

Real task: Visiting a local school and establishing positive rapport with the other

students Real consequence(s): The two groups of students learn new skills from each other, perhaps culminating in a joint exhibition/concert

Reflection: Responses to the guiding questions

Intergenerational learning and friendship (creativity, service)

New role: Friend and scribe

Real task: Regular visits to an elderly person who recounts the local history (of a family or region) which the student records and later presents as a book written by the elderly person

Real consequence(s): The elderly person makes a contribution to the recording of local history and feels valued for having done so

Reflection: Responses to the guiding questions

Leading a mountain expedition (action, service)

New role: Expedition leader

Real task: Planning and carrying out all the tasks necessary for reaching the summit

Real consequence(s): Satisfaction of having achieved a shared goal through a shared challenge

Reflection: Responses to the guiding questions

Organizing an open-air camp for younger students (action, service)

New role: Leader of a children's camp

Real task: Planning, carrying out and leading all the activities with the younger students

Real consequence(s): Providing a good experience for all the campers

Reflection: Responses to the guiding questions

Digging and laying foundations and constructing a simple building to house street children (action, service)

New role: Builder

Real task: Erecting a building in cooperation with street children

Real consequence(s): The street children will have a home in which to live

Reflection: Responses to the guiding questions

Clearing a beach of oil pollution, litter and jetsam (action, service)

New role: Environmental worker

Real task: Cleaning up the pollution

Real consequence(s): Environmental improvement

Reflection: Responses to the guiding questions

Organizing a "Walkathon" to raise money for guide dogs for people who are blind
(creativity, actions, service)

New role: Organizer, walk participant, assisting people who are blind

Real task: Planning and publicizing, walking with people who are blind, raising money

Real consequence(s): People who are blind are provided with guide dogs
Reflection:
Responses to the guiding questions

Providing a water supply in a village for leprosy patients (creativity, action, service)

New role: Civil engineer

Real task: Designing and construction a water supply in a village for patients

Real consequence(s): The villagers have clean, safe drinking water on tap, and no longer have to walk to the river and be exposed to danger

Reflection: Responses to the guiding questions

In the International Context

Organizing student participation in, and raising funds for, the Model United Nations (MUN) (creativity, service)

New role: Conference organizer/ politician

Real task: Administrative arrangements and fund-raising

Real consequence(s): Student involvement in the MUN, enhanced awareness of political and humanitarian issues, improved skill in debating and persuasive argument
Reflection: Responses to the guiding questions

Creating and managing a CAS web site (creativity, service)

New role: Web site designer

Real task: Designing and updating a web site to benefit students from other schools. Real

consequence(s): Sharing of ideas, attitudes and values on an international level
Reflection: Responses to the guiding questions

REFLECTION

Reflection is a skill that must be developed. Just as the kind of reflection that a critic applies to a work of art or literature, it is something that develops with time and experience. It requires guidance and practice

Ask yourself:

- What did I plan to do?
- What did I do?
- What were the outcomes for me, the team with whom I was working, and others? Did I meet my goals? Why or why not?

The difficulty lies in the complexity of the possible answers.

Writing is only one possible way to reflect. You may also choose to make scrapbooks, photo essays, or web logs. You may use journals or other varied portfolios.

Developing Reflection

Moving beyond the four questions above, experiential learners might consider, where appropriate, for you and others, and for each stage of an activity (before, during and after):

- How did I feel?
- What did I perceive?
- What did I think about the activity?
- What did the activity mean to me?
- What was the value of the activity?
- What did I learn from the activity and how might this learning be applied more widely?
- You may want to consider the ethical aspects by reflecting on:

What is service?

Why is service to the family not considered as a service?

Am I trying to help or empower people with a service?

What obligation do I have to the person who is being served?

How do I finish a service relationship?

What do I do if the person does not want my service?

RECORDING AND REPORTING

You must document your CAS activities, noting in particular reflections upon the experiences. This documentation may take many forms. Its extent should match the significance and depth of your involvement of the particular activity. You and your CAS Coordinator will decide how to document your program.

Failure to meet the CAS expectations on a MONTHLY basis will result in a referral. A second referral will place you on probation for remaining in the IB program. Parents will be notified and a plan to help you be successful will be developed. Failure to meet the outlined expectations will result in removal from the IB program. No college recommendations will be written for students who have failed to demonstrate progress in meeting the CAS Learner Outcomes by the end of the Year 11

EVALUATION

The most important aspect of evaluation is your self-evaluation.

You will be provided feedback on your progress by your CAS advisor and offered advice on your activities.

The school and CAS Coordinator makes the final decision on your completion of CAS and reports the completion to the IB regional office.

You **MUST** meet the minimum requirements in order to be eligible to receive the IB diploma.

CAS Interviews

We are required by the IBO to conduct at least 3 interviews during the course of the IB Diploma. We do this to get an idea of your progress, discuss your plans, and also suggest modifications. We will conduct 2 formal interviews in the first year and the discussion will be recorded and saved. We will also conduct one final interview in the second year of the DP.

The IB CAS Guide states the following regarding the 3 interviews:

The Initial Interview

This interview is conducted at the beginning of the Diploma Programme. The CAS coordinator/adviser ensures the student understands the requirements for CAS, explains the CAS learning outcomes and how the student might achieve these outcomes, discusses the student's interests and ideas for CAS experiences, determines what form the student's CAS portfolio should take, and reviews the CAS stages. If students are already aware of CAS, the CAS interview can be an opportunity to confirm their understandings and assist with any plans and ideas.

The Second Interview

This interview is normally held towards the end of the first year of the Diploma Programme. The main purpose of the interview is to assess the progress of the student in CAS. Of real interest in this interview is that the students have committed to a range of CAS experiences and they are achieving the CAS learning outcomes. Students at this stage may have completed or are planning to carry out a CAS project. The student's CAS portfolio is used as a reference in this interview and reviewed for gathered evidence including achievement of any of the seven learning outcomes.

The Third interview

This is the summative interview for CAS. It may well be just before the Diploma Programme finishes. In this interview the student outlines how they have achieved the learning outcomes for CAS. In addition, they discuss and evaluate their overall CAS programme and reflect on personal growth. The student's CAS portfolio is used as reference in this interview. This third interview may provide the opportunity for discussion on development of the CAS programme for future CAS students based on this student's personal experience.

(IBO, 2015)

CAS Project

Overview (as stated by the IB Creativity, Action & Service Guide)

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. 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 all three strands. The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project. All information from this section can be found on My IB.

(IBO, 2015)

The CAS portfolio

The CAS portfolio provides students with opportunities to record their diverse CAS experiences and summarize and celebrate their achievements. The CAS portfolio is a collection of evidence and reflections (for example: photographs, visual and audio recordings, documents, posters, programmes of events or performances) that demonstrate participation in CAS and achievement of the seven CAS learning outcomes. The CAS portfolio is to be discussed during the three formal CAS interviews. During an interview, students discuss their CAS experiences and progress. Students should be encouraged and assisted where necessary by the CAS coordinator/adviser to keep their CAS portfolio up-to-date. The CAS portfolio is valuable evidence of a student's CAS experiences and achievements.

(IBO, 2015)

A FINAL WORD

The beauty of the CAS programme is that it is an individual experience designed by you, for you. Yes, CAS is about reaching out to your local, national and global community, but it is also about reflecting upon your activities and actions. It's about becoming an active member of life and learning who you are. You should enjoy the journey! Your CAS Coordinator and the IB team at IS-Braunschweig-Wolfsburg will be here to advise and guide you through the adventure.

Daniele Mascia

IB CAS Coordinator

Works Cited

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