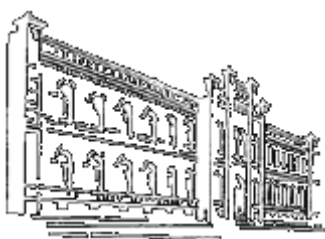


Riga State Gymnasium No. 1

INTERNATIONAL BACCALAUREATE DIPLOMA CAS HANDBOOK

2023-2025



THE PROPERTY OF	
HOMEROOM TEACHER	
EMAIL ADDRESS	
HOME PHONE NUMBER	

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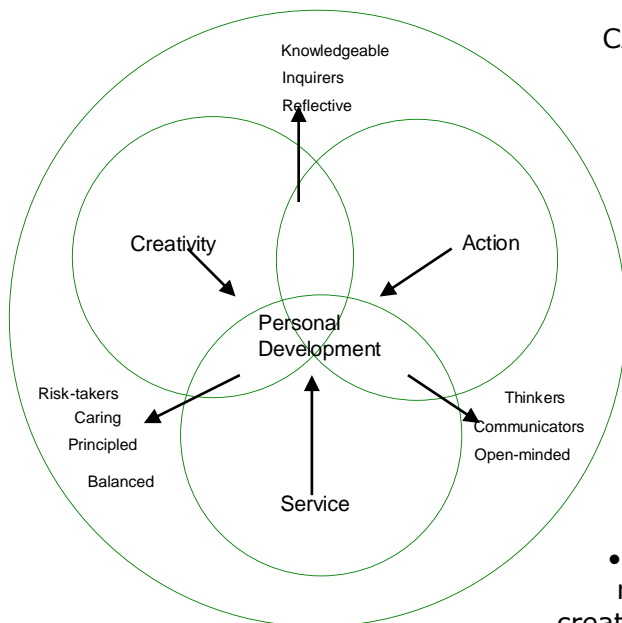
CAS stands for

Creativity

Activity

Service

I. The Aims Of CAS



CAS aims to develop students who are:

- reflective thinkers – they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- willing to accept new challenges and new roles
- aware of themselves as members of communities with responsibilities towards each other and the environment
- active participants in sustained, collaborative projects
- balanced – they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences

II. What Is CAS?

Creativity, activity, service (CAS) should involve:

- real purposeful activities, with significant outcomes
- personal challenge – tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning

The emphasis is on learning by doing real tasks that have real consequences and then reflecting on these experiences over time.

The most meaningful CAS experience comes from spending time with others to build relationships and develop the self-worth of both server and served. In the design and construction of your CAS schedules you are reminded of the equal importance of all three areas **CREATIVITY, ACTIVITY, SERVICE**. There must be a balance between the three. Appropriate activities might include:

- physical assistance to the elderly
- helping with rehabilitation at the local hospital
- establishing and coaching a sports team for disadvantaged children
- establishing and leading a music ensemble for visually impaired people
- involvement in a theatrical production to which children are invited
- environmental restoration and protection

Activities should be undertaken gradually, be appropriately adapted to the circumstances and take into account your aptitudes and preferences. Do not seek activities that will shock you as this would be counter-productive to the educational aims of CAS. Your activities should be rewarding and enrich all involved. When well carried out, your CAS experience should build your self-esteem, self-confidence and self-reliance.

Successful completion of CAS is a requirement for the award of the IB Diploma.

CREATIVITY

This aspect of CAS is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum, which include creative thinking in the design and carrying out of service projects. This could involve doing dance, theatre, music, or it could involve taking on a leadership role and designing a service project. You should try to be involved in-group activities, and especially in new roles, wherever possible; however, individual commitment to learning an art form **IS** allowed, where it respects the requirements for all CAS activities:

- that goals are set, and
- you reflect on progress

ACTIVITY

This aspect of CAS can include participation in expeditions, individual and team sports, and physical activities outside of the normal curriculum; it also includes physical activity involved in carrying out creative and service projects. Activity may involve participation in sport or other activities requiring physical exertion – such as expeditions, camping trips, or digging trenches for water, etc. Again, you are encouraged towards group and team activities, and undertaking new roles, but an individual commitment is acceptable where the general requirements of CAS are met:

- that goals are set, and
- you reflect on progress

Incorporating the service element can enhance both creativity and action. For example, if you become involved in the arts or physical activities you might consider coaching young children or seniors in residential homes.

SERVICE

Service involves interaction, such as the building of links with individuals or groups in the community. The community may be the school, the local district, or it may exist on national and international levels (such as undertaking projects of assistance in a developing country). Service activities should not only involve doing things **for** others but also doing things **with** others and developing a real commitment with them. The relationship should therefore show respect for the dignity and self-respect of others.

III. What Is NOT CAS?

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

- any class, activity or project that is already part of the Diploma Programme
- an activity for personal reward, financial or benefit-in-kind
- simple, tedious and repetitive work
- a passive pursuit, e.g. museum, theatre, exhibition, concert visits
- part of family or religious duty
- work experience that only benefits the student
- fundraising with no clearly defined end in sight
- an activity where there is no responsible adult on site to evaluate your performance
- activities that cause division amongst different groups in the community
- working in an old people's or children's home when you:
 - have no idea of how the home operates
 - are just making sandwiches
 - have no contact at all with the old people or children
 - actually do no service for other people

(The above example can be applied to many other activities purporting to be CAS)

IV Learning Outcomes

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

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

- **Identified own strengths and developed 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.
- **Demonstrated that new challenges have been undertaken, developing new skills in the process**
A new challenge may be an unfamiliar activity, or an extension to an existing one.
- **Demonstrated how to initiate and plan a CAS experience**
Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.
- **Demonstrated and recognized the benefits of working collaboratively**
Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project involving collaboration and the integration of at least two of creativity, action, and service is required.
- **Shown commitment and perseverance in CAS experiences**
At a minimum, this implies attending regularly and accepting a share of responsibility for dealing with problems that arise in the course of experiences.
- **Demonstrated engagement with issues of global significance**
You may be involved in international projects but there are many global issues that can be acted upon locally or nationally as well (for example, environmental concerns, caring for the elderly, etc.).
- **Recognized and considered the ethics of choices and actions**
Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisors.

To demonstrate these learning outcomes have successfully been met, you will need to present the evidence you have collected over the 18-months of your CAS program. This evidence will be in a variety of forms. For example, written reflections, photos, video, pod casts or any other suitable medium. You will be presenting this evidence through a digital portfolio of your learning (think ManageBac); visual presentation to your peers (think CAS Fair); or a panel interview with the CAS team.

V. Steps to Success in CAS - Your Responsibilities

Pre-planning

You must self-review at the beginning of your CAS experience and set personal goals for what you hope to achieve through your CAS programme. This will involve identifying your interests, strengths, weaknesses, and resources. (Complete questionnaires and forms provided to you during meetings (think CAS orientation before IB DP year 1) and/or homeroom time.

Create your CAS Plan

You must take part in a range of activities, including at least one project, some of which you initiate yourself. You should take part in activities that involve you in the school community, local community, national community, and the international community. You should plan on spending half a day at school week (three to four hours per week), with a reasonable balance between creativity, action and service.

Carry out your CAS Plan

You must plan your activities, carry them out, and reflect on what you have learned.

All activities must be pre-approved by the CAS Coordinator before you start an activity. If your preferred activity qualifies as a CAS activity complete the Activity Proposal Form (on ManageBac) for the CAS coordinator to review and approve. You will receive notification of approval within one week. Remember, CAS activities should continue on a regular basis for as long as possible throughout the programme.

Recording and Reporting

You must keep records of your activities and achievements, including a list of the principal activities undertaken and take photos whenever possible. You will be meeting with your CAS advisor for at least one interim review of your progress and again for a final review. You must provide evidence of your achievement of the eight CAS learning outcomes, (see page 5). This evidence can be in a variety of forms. You can make photo essays, videos/DVDs or just standard written reflections. Evidence and reflections will be stored electronically on ManageBac.

Reflections

You must reflect on your CAS experiences. Experiential learning is at the heart of CAS. Experiential learning involves much more than just planning and carrying out the activity itself. It also involves personal observation and reflection of your feelings and interactions, analysis of your perceptions, identifying your achievements, outstanding issues, personal strengths and challenges, evaluating your actions and thinking about your new understandings. During the project, you should note down your feelings, thoughts, and observations you have made. Once you have completed your meaningful reflections you should then apply this learning to the next activity or situation.

Reflections may not come naturally to you. To help you get started you should consider the following key questions:

- What did I plan to do?
- What did I do?
- What were the outcomes, for me, the team I was working with, and others?
- What this might change for you in the future?

Other questions to ask would be:

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

Reflect at the end of each experience, or after every 10 hours for longer-running experiences. An experience worth 20 hours would require 2 reflections. Reflections are a huge part of CAS and you will learn how to do it and how to improve.

VI CAS CALENDAR 2010-2012 – PROCEDURES AND MAJOR DEADLINES

DATE		DATE	
August 2023 (grade 11)	CAS Information Session	April (grade 11)	Make an appointment to see the CAS coordinator if you are not on track.
August – mid September	Study this handbook. See the CAS Coordinator to answer your questions about CAS.	May	Your CAS programme should be at least 1/2 complete by the end of this month. Plan summer CAS experiences
September (grade 11)	Your CAS programme starts on the first day of school. Experiences undertaken before August 15 cannot count for CAS.	June - August (grade 12)	Vacation – time for outside school CAS experiences. .
September	Undertake experiences, collect evidence and write reflections 1st CAS Plan discussion meeting	September	Undertake experiences, collect evidence and write reflections 3rd CAS Plan discussion meeting if needed
October	Undertake experiences, collect evidence and write reflections	October	Undertake experiences, collect evidence and write reflections
November	Undertake experiences, collect evidence and write reflections.	November	Undertake experiences, collect evidence and write reflections. Make an appointment to see the CAS coordinator to discuss progress
December	Undertake experiences, collect evidence and write reflections	December	Undertake experiences, collect evidence and write reflections
January 2024	2nd CAS Plan discussion meeting Review your balance. Try something else.	January 2016	You should be nearly done! Compile your evidence that you have met the learning outcomes
February	Undertake experiences, collect evidence and write reflections	February	Undertake experiences, collect evidence and write reflections Finalize everything this month
March	Make possible change to CAS plan if desired. Undertake experiences, collect evidence and write reflections	March	Final CAS Programme Presentation

Monthly:

Discuss your progress with your group members
Meet with your CAS advisor or CAS coordinator if necessary
Check that your reflections are up to date
Take photos, videos and keep your records

VII. Your CAS project

Requirements

Basic Project

Every CAS student must be involved in at least one CAS project of significant duration. An acceptable project satisfies the following basic requirements:

1. There is evidence of significant planning
2. Involves teamwork and collaboration
3. Integrates two or more of creativity, action and service
4. Is of sufficient duration
5. Has meaningful results
6. Reflects on the process and results

Reflection

Give examples of how you directed the project. Explain how your plans changed. Reflect on your learning throughout the process (definitely refer to the 8 learning outcomes that you can find in the CAS brochure on page 5) and remember to include some high-quality photos whenever applicable.

Your CAS project can be as meaningful as you wish to make it. Projects can vary in length and in the amount of commitment required of you, but none should be trivial. As with all your CAS experiences, you need to plan, act, and reflect on your learning.

Good luck and have fun.

Remember, it is your attitude towards your CAS experiences, and the reflections on your learning, which is important. The following points are meant as a guideline only.

- All CAS experiences must be pre-approved before you start an experience.
- No CAS experience should be trivial. You should be considering experiences that require a time commitment of between 10 and 20 hours. However, it is the quality of a CAS activity that is of most importance, not the hours spent on it.
- You should plan on spending three to four hours per week on CAS experiences, with a reasonable balance between creativity, action, and service.
- At least 30 hours worth of CAS involvement must be completed outside of the school community.
- CAS experiences can be undertaken in the summer between your grade 11 and 12 year. This is limited to 30 hours, however. You must have the supervisor's email address.

As a rough rule of thumb, you will be taking part in between six and eight substantial experiences over the 18-months CAS program, with at least two experiences, and no more than five, in each category.

Abrupt withdrawal from an experience is not encouraged. You may not be demonstrating perseverance and commitment to your experiences, which is a required learning outcome of the CAS programme.

Note: You may spend many more hours on an experience. That is commendable. Remember though, you should balance your commitments within the CAS programme.

GETTING STARTED – GUIDE TO STUDENT VOLUNTEERING

A personal inventory

Name: _____

List the subjects you like most in school.

List activities in which you participate regularly (sports, music, drama, etc.).

State your career interests.

List community/national/global problems that concern you the most.

What would you like to learn more about?

Consider all your current responsibilities. How much time do you realistically have to commit each week?

What skill would you like to use in your volunteer work?

What days and times are most convenient for you?

Do you want to work directly with people? If yes, would you prefer to work with children, adults, or the elderly?

How long do you plan on carrying out your commitment - three months, six months, one year?

COMPLETE THIS PAGE BY August 31st 2023

GETTING STARTED – CHECKLIST

This following checklist should help you to get started your CAS journey at RV1G. Sign your name in each box when you are sure that you have fully understood.

COMPLETE THIS PAGE BY August 31st 2023

	Sign your name	Date
I have carefully read through the information contained in this CAS handbook and I have fully understood the CAS requirements.		
I know who the CAS coordinator is and where the office is.		
I know that I can always discuss CAS issues and concerns with my CAS coordinator or a member of the CAS team.		
I must keep this CAS handbook clean and tidy.		
I am aware of the two-year CAS Timetable and I will follow it.		
I should have my own CAS plan for two years.		
I know that I must try and maintain a balance between Creativity, Action and Service.		
My parents/guardians are informed of the CAS program and its requirements.		
I will set myself goals for each activity and I will reflect carefully on each activity I undertake.		
I must fill in a Proposal Form on ManageBac, which must be pre-approved before undertaking any CAS activity.		
I have a responsible adult supervisor (not from my family) for each experience I undertake.		
Supervisors known at this time have read <i>A Letter to the Supervisor</i> and agreed to perform any responsibility required.		
I will maintain a log of my experiences.		
I will keep all the written records, photos, and newspaper or magazine clippings and scan them.		
I have the evaluation forms available for my supervisors to fill in (I know where to find them on Managebac).		
I know that I must fill in an evaluation form at the completion of each experience I undertake (I know where to find it on ManageBac).		
I am aware that I must present my evidence that I met the learning objectives in a panel interview, digital portfolio, or visual presentation.		
I clearly understand that without the satisfactory and timely completion of the CAS program, the IB Diploma will not be awarded.		

CHECKED BY THE CAS COORDINATOR _____

YOUR CAS PLAN (suggested)**Name:** _____

Your plan will most probably adapt over time as you reflect on your experience and your interests and preferences change. This plan therefore is not set in stone, but is an excellent place to start.

Which experiences will you get involved in? (You can place an experience in more than one box).

	Experience description	Date (month, year)	Approximate duration (in hours)
A group experience where you will collaborate with others			
An experience that combines two of creativity, action or service			
An experience that will be a new challenge to you			
An experience that will be an extension of an existing one			
An experience where you will learn a new skill			
Involvement with international projects (either locally, nationally, or internationally)			
An experience that will involve collaboration with others			
An experience that you will initiate			

Which experiences will be based at school?

Which experiences are further away from school but still in Riga?

Which international project will you be involved in? (Experience week and other projects)

List all your planned experiences mentioned above, in the appropriate column(s),
(There should be two in each category). You can include more experiences.

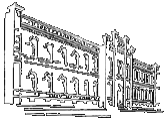
Creativity	Action	Service

Reflect on your plan. (Any questions, comments, or concerns. Where do you see problems arising? What will you need to do to make your experiences happen?)

_____ Date: _____
Student's Signature

_____ Date: _____
Parent's Signature

_____ Date: _____
CAS Coordinator's Signature



DOES AN EXPERIENCE QUALIFY?

Student Name: _____

You must have your CAS experiences approved in advance by the CAS Coordinator. This sheet will help you determine if your planned experience is suitable for your CAS portfolio. You only need to complete this sheet if your CAS coordinator asks you to.

Complete the guiding questions below and complete the CAS Activity Evaluation Rubric on the back of this sheet.

Activity title: _____

Is the activity a **new role** for me?

Is it a **real task** that I am going to undertake?

Does it have **real consequences** for other people and for me?

What do I hope to **learn** from getting involved?

How can this experience **benefit other people**?

How does this experience relate to the **Learning Outcomes**?

How can I **reflect** on this experience?

Have you found an adult supervisor yet?

email address is:

telephone number is:

name is:

(You cannot start this activity without this information)

DOES AN EXPERIENCE QUALIFY?

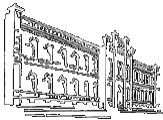
Circle the box that best describes your proposed experience and add together the points this indicates.

		1 point	2 points	3 points	4 points
A	Challenge	Attendance only required	Gives opportunity for student to extend him/herself	Presents a difficult and challenging target	Pushes student beyond previous limits
B	Opportunities for service, benefit to others	No benefit other than to student	Has some benefit to others	Outcome is directed towards benefiting others	Results in identifiable benefit to others
C	Acquisition of skills and interests rather than practising those already acquired	No level of skill required	Requires skills any student of this age would be expected already to have	Develops existing skills	Develops new skills
D	Initiation and planning by students	Experience organized by school	Experience organized by outside agency	Organized by group of students with adult leader	Planned, organized and run by student(s)
E	Establishing links with community and furthering international understanding	Does not involve working with others	Involves working within the school community only	Involves working with the community but may only be with student's own nationality or international community	Involves working with and within the local community and/or in the local language
F	Active rather than passive nature	No active participation	Student required to participate but not initiate	Requires active participation	Requires active participation and input from student
G	Project nature - combining a range of experience (Creative, Action and Service)	Experience 'one-off' of short duration only one type	Combines two experiences on more than one occasion or one for longer duration	Has elements of all three experiences on more than one occasion or two for longer duration	Has a good balance of three experiences combined into a long-term project

Total Points: _____

A high score indicates your experience may well qualify for your CAS portfolio.

Write a paragraph or two describing why this is a valid CAS experience. (Describe the goals you plan to achieve; reflect on your motivation for choosing this experience; and how you think this experience will affect you and others. Comment on anticipated difficulties and explain how the experience is in the spirit of CAS).



SUPERVISOR'S EVALUATION REPORT (Upon request)

*Please attach your business card
if available, thank you.*

Student Name: _____

Name of experience: _____

Supervisor's Name: _____

Date(s) of experience: _____

Thank you for supporting the CAS programme at RV1G. Please take the time to fill out this evaluation form. Alternatively, you can complete this via email. Email me at zeimanis@inbox.lv for an electronic version of this form.

Punctuality and attendance:

Effort and commitment

Other comments

Please check the box for the type/types of CAS experiences the completed experience suits the best.

Creativity

Activity

Service

This activity was ☐ **satisfactorily completed** ☐ **unsatisfactorily completed**

Supervisor's Name: _____

Telephone #: _____ Email: _____

Supervisors Signature _____ Date: _____

CAS COORDINATOR'S EVALUATION NOTES

Below is a sample of the forms the CAS Coordinator may use to assess your progress and completion of the CAS requirement of the IB Diploma Programme.

RIGA STATE GYMNASIUM No. 1

CREATIVITY
ACTIVITY
SERVICE

CAS PROGRESS FORM

Name of a student:

Name of CAS adviser:

Event	Date	Signature	Comments
Student has declared an acceptable plan for CAS experiences	Sept 2023		
First consultation between the CAS adviser/coordinator and the student	Sept 2023		
Second consultation between the CAS adviser/coordinator and the student	Jan 2024		
Student has submitted reflective forms	June 2024		
Third consultation between the CAS adviser/coordinator and the student	Sept 2024		
Student has submitted final reflections and completed the reflection on the viva voce	Mar 2025		

CAS INDIVIDUAL STUDENT COMPLETION FORM

There is evidence that _____ has:

Learning outcome	Achieved? (√)	Nature/location of evidence (for example, weblog, journal, progress form)
increased their awareness of their own strengths and areas for growth		
undertaken new challenges		
planned and initiated experiences		
worked collaboratively with others		
shown perseverance and commitment in their experiences		
engaged with issues of global importance		
considered the ethical implications of their actions		
developed new skills		

Name of CAS adviser: _____ CAS adviser's signature: _____ Date: _____