

CAS handbook

Viborg Katedralskole

2020-22

IB mission statement

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

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

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”



IB learner profile



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.

As IB learners 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.

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.

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.

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.

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.

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.

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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

CAS and the Diploma Programme

CAS – a core subject

CAS is at the core of the Diploma Programme along with Theory of Knowledge (ToK) and the Extended Essay (EE). The skills learned through CAS are crucial in making you the type of responsible people described in the Mission Statement and IB Learner Profile.

CAS and the subjects

Each subject group can contribute to CAS as inspiration. CAS can increase subject understanding and knowledge, and links will be made between subjects and CAS when appropriate, either by teacher or student initiative. However, **CAS experiences must be distinct from the regular subjects** and cannot be used or included in course requirements.

CAS and ToK, can also contribute to each other. Each and everyone of us draw knowledge from personal knowledge and shared knowledge. Individual CAS experiences will help students increase their personal knowledge, and collaborating with fellow students or partners in the community will increase understanding of how shared and personal knowledge are constructed. CAS will also provide opportunity for reflection about ways of knowing. Similarly, when planning CAS experiences, it is important to consider the ethics in the choices made. In this way CAS supports ToK discussions of ethical systems.

CAS aims

The CAS programme aims to develop students who

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

The nature of CAS

The CAS strands

CAS is organized around the three strands creativity, activity and service.

- 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 enables you to demonstrate attributes of the IB learner profile in real and practical ways, to grow as a unique individual and to recognize your role in relation to others. A meaningful CAS programme is a journey of discovery of self and others. Each of you has a different

starting point and different needs and goals, and the CAS programme is, therefore, individualized according to your interests, skills, values and background.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity, and service. At Viborg Katedralskole the CAS term is from 1 September 2016 to 31 March 2018, which means a period of 19 months.

As a CAS student you are expected to maintain and complete a **CAS portfolio on ManageBac** as evidence of your engagement with CAS. The CAS portfolio is a collection of experiences, reflection and evidence; it is not formally assessed, but the CAS coordinator has the authority to approve or reject an activity or a project.

Creativity: 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. Creativity in CAS is **not** met by the appreciation of the creative efforts of others, such as attending a concert or art exhibition.

Activity: Physical exertion contributing to a healthy lifestyle

The aim of the "Activity" strand is to promote lifelong healthy habits related to physical well-being. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit.

Service: 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. As such, CAS service experiences are unpaid.

"Community" may refer to both the school, the local community in Viborg or your hometown. Community involvement includes collaboration with others, as you will investigate the need, plan and implement their idea for service.

From the local context, students can extend their thinking and knowledge to understanding global issues. You can also extend local service to global impact through partnerships with CAS students in other cities and towns, countries and continents. There are plenty of opportunities for networking, sharing of initiatives, partnerships and impact online.

N.B. The following experiences CANNOT be service

- helping within the family, i.e. chores such as cleaning your room or mowing the lawn.
- kitchen duty etc. at the Kollegium and similar duties.
- random holiday experiences like walking around cities
- random unplanned homework assistance
- religious missioning

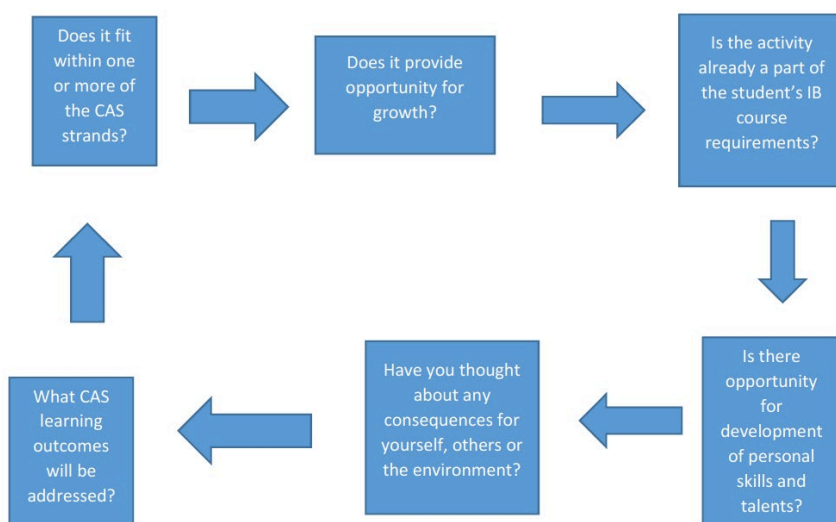
The CAS experiences

A **CAS experience** is a specific event in which the student engages with one or more of the three CAS strands.

CAS experiences may incorporate one or more of the CAS strands. For example:

- Going for a mountain hike could be a single experience within the “Activity” strand.
- A student plans a number of visits to a nursing home resulting in a series of CAS experiences within the “Service” strand.
- A group of students plan and stage a basketball tournament for the local community, resulting in a series of CAS experiences involving the strands of “Activity” and “Service”.

The following model can be used to establish if something is CAS:



It is CAS if students can answer the questions in the boxes affirmatively except if the experience is already a part of the course requirements of one of the subjects.

The CAS stages

Any series of CAS experiences and the CAS project should be planned according to the five CAS stages:



Explanation of terms:

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.

Preparation

Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.

Action

Students implement their idea or plan.

Reflection

Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS.

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.

The CAS project

Framework

You must undertake a CAS project of at least one month's duration that challenges you to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands. The CAS project must be carried out in collaboration with fellow IB students. You must use the five **CAS stages** above as a framework for CAS experiences and the CAS project.

CAS project examples

The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

- | | |
|---|---|
| Creativity: | A band rehearses and performs 1-5 pieces of music (depending on their skills) |
| Activity: | Students train for and participate in a half marathon or triathlon including making progress plans, diets etc. |
| Service: | Students set up and conduct tutoring for people in need, e.g. with the Youth Red Cross or Dansk Flygtningehjælp |
| Creativity and activity: | Students choreograph a routine for gymnastics team
Students organize the biannual school musical. |
| Service and creativity: | Students plan and participate in the annual Green Week as members of the student organization Green VK. |
| Activity and service: | Students coach and participate on a sports team including organizing matches, contact with parents etc. |
| Creativity, activity, and service: | Students plan and participate in live action role plays (LARP) |

The learning outcomes

In the course of the 18 months of the CAS programme, each student must meet the following seven learning outcomes:

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

Recording and reflecting

ManageBac

In CAS we use Manage Bac to register and document your CAS projects and activities at <https://vk.managebac.com>. It is crucial that you get used to the ManageBac programme from the beginning. Here you can upload forms and other documents, pictures, links and so on. You can always ask your CAS coordinator for help.

Reflection

Reflections should give the possibilities to

- deepen learning
- consider relevance of experience
- explore personal and group values
- recognize the application of knowledge, skills, and attributes
- identify strengths and areas for development
- gain a greater understanding of self and others
- place experience in a larger context
- generate relevant ideas and questions
- consider improvements in individual and collective choices and actions
- transfer prior learning to new situations
- generate and receive constructive feedback
- develop the ongoing habit of thoughtful, reflective practice.

You must document and reflect on experiences within 3 weeks of creating the experience, or the experience will be deleted by your CAS coordinator.

Elements of reflection

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. The last two add greater depth and expand perspectives.

1. Describing what happened: You must retell your memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
2. Expressing feelings: You can articulate emotional responses to your experiences.
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.

Purposeful reflection is about quality rather than quantity. The appropriate occasion, amount and method is your decision. You are not expected to reflect every time you do CAS, but there must be some reflection for every CAS experience; especially when you identify moments worthy of reflection. Reflection is most meaningful when recognized as a personal choice.

Forms of reflection

Reflection can appear in countless forms. You should be able to identify forms of expression that have personal meaning and best enable them to explore your experiences. For example

- taking photographs while hiking and using these to reflect in writing.
- composing a song describing how to help children.

- dramatizing a poem to capture a feeling of creative endeavor.
- producing a short video summarizing a CAS experience.
- creating a poster highlighting aspects of a shared experience with some of your fellow students.

Understanding reflection

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

Interviews

In the course of CAS, your CAS coordinator will conduct three interviews. The first one will be in September in IB1, the second one will be in May at the end of IB1, and the final interview will be in March in IB2.

The purpose of the interviews is to get you started, to evaluate and make sure you are on the right track. At each interview you are requested to update your CAS worksheet including reflections and evidence on ManageBac.

Contacts

The list is not exhaustive

At school

School contacts may be contacted on Lectio.

If in doubt: contact Rikke Bramming (CAS coordinator).

Creativity

Musical: The planning committee on Lectio

Spring event – school concert and art exhibition: teacher Karen Guldberg

Activity

VK Running Club: Teacher Christian Kapper

<https://www.facebook.com/groups/582000161910086/>

The gym: teacher Stine Aagaard Vangkilde

Kolle BK (European football for people living at the boarding school): Education manager Anders Høgenhaug Johnsen.

Service

Novus

Grøn VK/Green VK

Radio Wad up at VK

Morning assembly committee

Global VK

Student council (the Senate)

School party committee (Minerva)

Café committee

IB ambassadors: IB coordinator Mads Fedder Henriksen

In the community

The following is to be considered as a list of ideas; it is not exhaustive. Additional information can be found at the individual websites or by asking CAS coordinator Rikke Bramming

Creativity

Kulturskolen Viborg (drama, art, music, writing): <https://www.kulturskolenviborg.dk>

Activity/service

Gymnastics:

Gymnastikforeningen KVIK: <http://www.kvik-viborg.dk>

Viborg Gymnastikforening: <http://www.vgf.dk>

Swimming

Viborg Svømmeklub: <https://viborg-svømmeklub.dk>

Horseback riding

Viborg Rideklub: <http://viborgrideklub.dk>

European football

Viborg FF: www.viborgff.net

Eastside: <http://www.eastsideviborg.myfc.dk>

SIK: <http://www.sik-fodbold.dk>

American Football:

Viborg Bullets: <http://amerikanskfodbold.dk/klubber/viborg-bullets/>

Midwest Musketeers: <http://www.midwest-musketeers.dk>

Golf:

Viborg Golfklub: <http://www.viborggolfklub.dk>

Badminton:

Viborg badmintonklub: <http://www.viborgbadmintonklub.dk>

Handball:

Viborg håndboldklub: <http://vhkforening.dk>

SIK: <http://www.sik-haandbold.dk>

Tennis:

Viborg Lawn Tennisklub: www.vlth.dk

Dancing:

Viborg sportsdans: <http://viborgsportsdans.dk>

Dance project: <http://danceproject.dk>

Service

Old people's homes in Viborg: <https://kommune.viborg.dk/Borger/Seniorer-og-pensionister/Boliger/Plejeboliger/Oversigt-over-pleje-og-omsorgscentre/Blichergården>

Vestre skole (homework assistance): <http://veskole.skoleporten.dk/sp>

Nordre skole (homework assistance): <http://no.skoleporten.dk/sp>

Søndre skole (homework assistance): <http://soendreskole.skoleporten.dk/sp>

Overlund skole (homework assistance): <http://overlundskole.skoleporten.dk/sp>

Viborg International school at VPR (homework assistance): <https://viborgrealskole.dk/vpr-international/>

De frivilliges hus/House of volunteers: <http://www.frivilligeshus.dk>

The Red Cross (sorting clothes, volunteering in second hand store): <http://www.viborg.drk.dk>

The Youth Red Cross (tutoring etc.): <https://www.urk.dk/urk-viborg>

Dansk Flygtningehjælp (tutoring): <http://dfhviborg.dk>

Børnehaven Lupinmarken (kindergarten):

<http://bhlupinmarken.viborg.dk/FrontEnd.aspx?id=157814> (leader Lise Bech Madsen)

CAS coordinator

Rikke Bramming: Check Lectio for office hours.

Supervisor report template

To be filled in and signed by your supervisor and then uploaded to ManageBac.

Student name:

Class of:

Supervisor:

Brief description of the activity/CAS experience:

CAS learning outcome	Exceeds expectation	Meets expectations	Needs development	Not applicable
1. Strengths and areas for growth				
2. Try new experiences				
3. Initiating and planning				
4. Show perseverance				
5. Collaboration skills				
6. Issue of global awareness				
7. Ethics/consequences of planning and actions in this activity				

We would appreciate your comment on the personal development of the student's development through your activity:

Date and supervisor's signature:

Date and student's signature:

Questions should be addressed to:

Rikke Bramming
CAS coordinator
Viborg Katedralskole

Email: rb@vibkat.dk

Phone: 22661128

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