



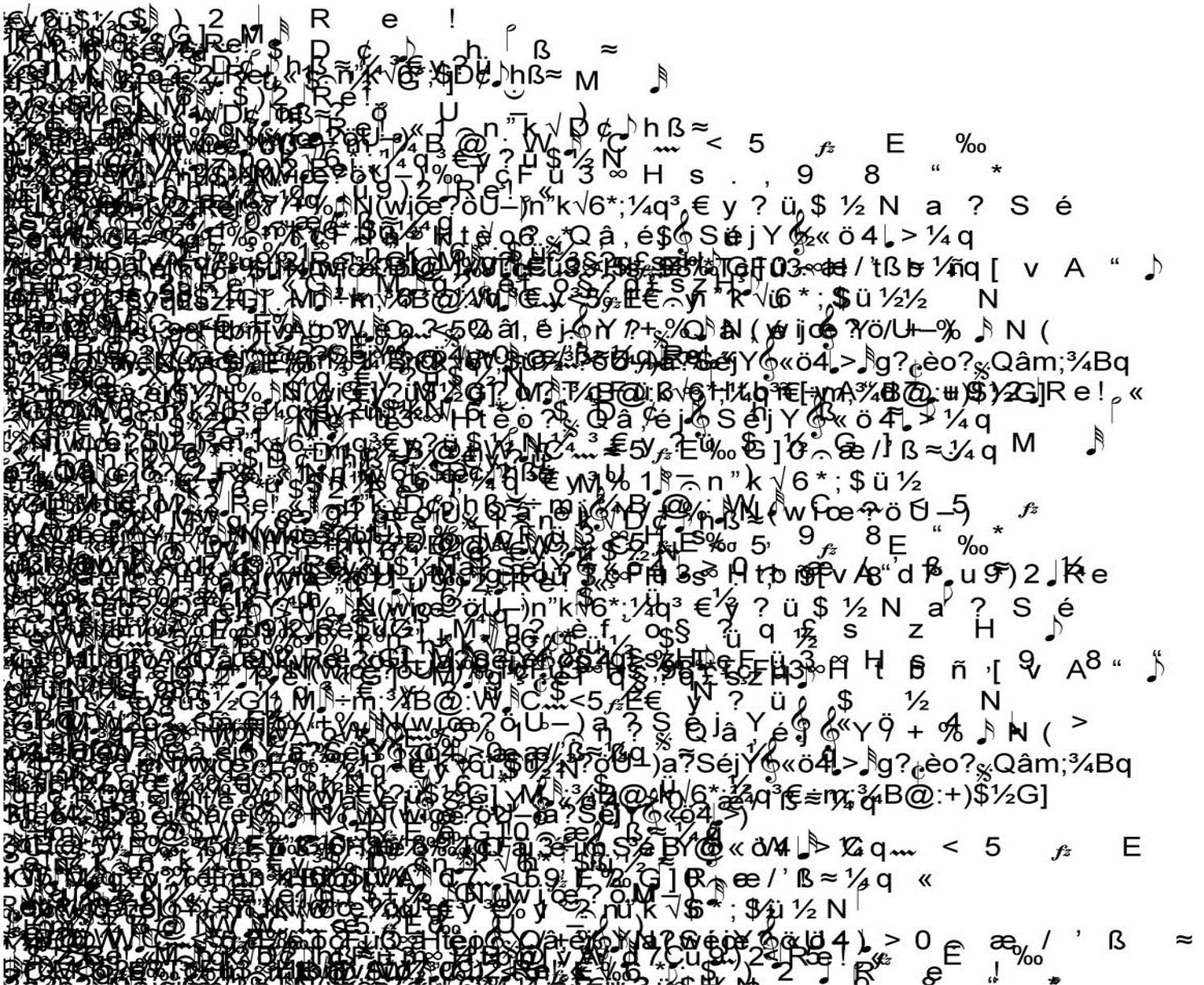
Erziehungsdepartement des Kantons Basel-Stadt

Mittelschulen und Berufsbildung

Gymnasium Bäumlhof

# CAS Handbook for IB Students

2021-23



## Introduction

Basel, December 2020

Dear IB students,

As the IB Diploma Programme starts, so will your CAS programme. CAS (Creativity - Activity - Service), together with Theory of Knowledge and the Extended Essay, form the core of your IB programme and will give you many opportunities for extracurricular learning experiences. We hope that these opportunities will enhance your development as you strive to become independent young adults whilst taking on more and more responsibility.

In this handbook you can find out the most important information on the CAS programme at the Gymnasium Bäumlhof. Please read it through carefully as all the requirements for CAS are explained in detail and most – if not all - of your questions should be answered on these pages.

The CAS Coordinator and the CAS advisers are here to support and advise you in your CAS programme. Please don't hesitate to contact us if you have any questions regarding CAS or if anything is unclear in the handbook.

I wish you a great start in the IB DP and am looking forward to hearing about all your CAS experiences and CAS projects!

Kind regards,

Andreas Leuthardt  
CAS Coordinator

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All the information is taken from:

International Baccalaureate. 2015. *Creativity, activity, service guide*.  
For students graduating in 2017 and thereafter. IB Publishing Ud., The Hague.

## 1. What is CAS?

Creativity-Activity-Service (CAS) is one of the central elements of the IB Diploma Programme. It ensures that you do not only focus on your academic skills but also work towards a more **balanced lifestyle** where creative thinking, physical exercise and personal involvement in the community are a counterbalance to the pressure of the rest of the IB programme and the other subjects for the Matura. You involve yourself throughout the Diploma Programme in meaningful activities, which enrich your **personal or interpersonal development** through hands-on experiences.

Because CAS experiences are supposed to be personally challenging, the choice of activities is a very individual one. Every student has a different starting point, different interests and also different aims in their personal development.

As you can put together your CAS programme yourself, you have to set yourself apart from the rest of the class. This is what makes your IB Diploma special and individual. It will also stand out in any further applications you will write after graduating: universities or employers will look at what you have done in your free time, because this tells a lot about who you are and what you can personally achieve. The idea of CAS is not to overload students who are already participating in a very demanding academic schedule, but to ensure that they have a balanced, fulfilling overall learning experience.

You won't be assessed on your CAS involvement as the learning experience is mostly personal and cannot be graded. However, you will have to show your commitment and involvement in CAS to fulfill the seven learning outcomes on the next page.

Remember: CAS is an integral part of the Diploma Programme and you will only obtain it if you fulfill the CAS requirements.

However, most importantly: **enjoy** the intellectual, physical, creative and emotional experiences! Do something you enjoy and care about!

### **Creativity**

Arts and other experiences that involve creative thinking and lead to an original or interpretive product or performance. When demonstrating creative expression, students may showcase their product or performance in a variety of ways, for example, through a recording, a presentation, an exhibition, social media or shared discussion,

Examples:

- Band, choir, orchestra
- Music or art lessons
- Theatre project

### **Activity**

Sports or other activities connected to physical exertion contributing to a healthy lifestyle.

Examples:

- school sports and elective sports ("Wahlfachsport"),
- individual sports such as tennis, swimming, football etc.

## Service

Service is an unpaid and voluntary engagement with the community. It can be a service to a person, a group of people, or the wider community as a whole.

Examples:

- Active in the Student Council (Schülerparlament)
- Volunteering in a home for elderly people, playgroup, youth organisation etc.
- Participating in MUN (Model United Nations) or EYP (European Youth Parliament)
- Organising school events
- Fundraising for charities

Ten useful links for service in and around Basel (with German descriptions):

- **GGG Benevol**, das Zentrum für Freiwilligenarbeit der Stadt Basel, vermittelt Freiwillige und Ehrenamtliche an gemeinnützige Organisationen sowie Deutschkonversations-Partnerschaften an fremdsprachige Personen. (<http://ggg-benevol.ch/>)
- Als freiwillige Mitarbeiterin oder freiwilliger Mitarbeiter bei **Caritas beider Basel** lernen Sie Menschen mit anderen Perspektiven kennen und helfen ihnen bei der sozialen Integration. Sie können Ihr Wissen weitergeben und viel Neues dazulernen. Je nach Bedürfnis erhalten Sie bedarfsgerechte Weiterbildung und auf Wunsch einen Sozialzeitausweis. (<http://www.caritas-beider-basel.ch/>)
- Bei **youngcaritas** gibt es viele Angebote zur Freiwilligenarbeit zu diversen Themen, wie z.B. Flüchtlingshilfe, Bergeinsätze und sogar die Möglichkeit, eigene Projekte mit Klassenkameraden zu gestalten. (<https://www.youngcaritas.ch/>)
- Das **Schweizerische Rote Kreuz Basel-Stadt** bietet verschiedene Freiwilligeneinsätze an, z.B. das Projekt „Hinterhof 165“, welches sich als Ziel setzt, Migrantinnen besser in die Gesellschaft zu integrieren. (<http://www.srk-basel.ch/aktivitaeten/index.htm>)
- Freiwillige unter 30 Jahren können bei den Projekten des **Jugendrotkreuz Basel** mitwirken, z.B. bei der Aufgabenhilfe für Schüler/innen und Jugendliche, wo Freiwillige in kleinen Gruppen Aufgabenhilfe für Kinder mit Migrationshintergrund in Kleinhütungen und Gundeli geben. Oder bei Spielabenden für Kinder aus verschiedenen Kulturen, wo Kindern, die noch nicht lange in der Schweiz sind, eine sinnvolle Freizeitgestaltung geboten wird und die schweizerische Sprache und Kultur etwas näher gebracht werden. Oder auch als Freizeitgötte/-götti (ab 18 Jahren) für Kinder, wo Freiwillige Freizeitaktivitäten mit zugezogenen Kindern zwischen 5-12 Jahren gestalten, um ihnen so die Integration in die Schweizer Gesellschaft zu erleichtern. ([http://www.srkbasel.ch/aktivitaeten/jugendrotkreuz\\_projekte.htm](http://www.srkbasel.ch/aktivitaeten/jugendrotkreuz_projekte.htm)),
- Die **GassenarbeiterInnen des Schwarzen Peters** sind seit über 30 Jahren in Basels öffentlichem Raum unterwegs. Sie bieten Menschen, deren Lebensmittelpunkt die Gasse ist, niederschwellig, freiwillig, vertraulich und kostenlos Orientierungshilfe, Informationen, Krisen- und Soforthilfe, Beratung, Vermittlung und Begleitung an. Der Verein stellt zudem Menschen, die ohne festen Wohnsitz sind und ihren Le-

bensmittelpunkt in Basel-Stadt haben, eine Meldeadresse zur Verfügung. (<http://www.schwarzerpeter.ch/>)

- Die **Diakonische Stadtarbeit Elim** ist ein sozialdiakonisches Werk im Herzen Basels, das sich seit 1997 für die Integration von Menschen am Rande der Gesellschaft engagiert. Mit seinen verschiedenen Arbeitszweigen betreut es Suchtkranke, Flüchtlinge, Bedürftige und Menschen, die einfach mal jemanden zum Reden brauchen. (<http://www.stadtarbeitelim.ch/>)
- **Sur Le Pont** ist ein junges Kollektiv von Studenten und Leuten aus unterschiedlichsten Gebieten. Gemeinsam haben sie das Ziel, in ihrem Umfeld in Basel die Motivation zu eigenem Engagement zu steigern und mit gutem Beispiel voran zu gehen. Im Bereich des Asylwesens sowie im Umgang mit Ressourcen möchten sie eine Sensibilisierung fördern und setzen sich selbst andauernd neu mit den Themen auseinander. (<http://www.surlepont.ch/about.html>)
- Die **Flüchtlingshilfe Schweiz** kämpft dafür, dass die Schweiz das in der Genfer Flüchtlingskonvention von 1951 garantierte Recht auf Schutz vor Verfolgung einhält. Sie setzt sich dafür ein, dass Asylsuchende ein faires Verfahren erhalten, und dass anerkannte Flüchtlinge chancengleich am wirtschaftlichen, sozialen und kulturellen Leben in unserem Land teilhaben. Sie engagieren sich für eine offene und solidarische Schweiz. ([www.fluechtlingshilfe.ch](http://www.fluechtlingshilfe.ch))
- Herzlich willkommen im **DA-SEIN** für Asylsuchende, Flüchtlinge, Sans-Papiers, abgewiesene Asylsuchende, für Menschen mit den Ausweisen N, F, S, B und C. Gemeinsam backen, kochen, essen, spielen, Musik machen, miteinander reden, Tee trinken, etwas erleben, unternehmen. ([http://www.offenekirche.ch/programm\\_regelmaessige\\_angebote\\_da-sein.htm](http://www.offenekirche.ch/programm_regelmaessige_angebote_da-sein.htm))

## 2. The 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 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.

### **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.

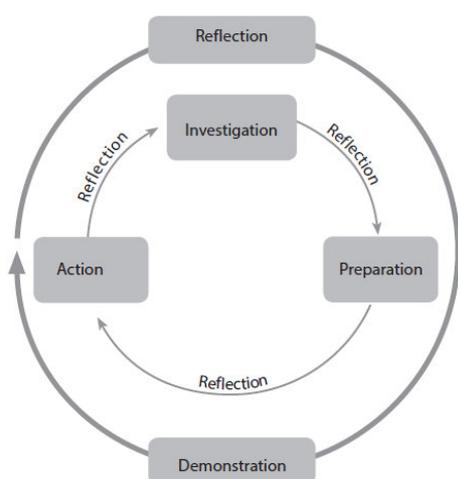
### **6. Demonstrate engagement with issues of global significance.**

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 CAS experiences.

### 3. CAS Stages - How to do CAS?



In order to complete CAS you choose your activities / experiences yourself. Usually your CAS experiences are an extended series of events (e.g. music lessons), but you can also include occasional single/unplanned events (e.g. helping at a school event).

CAS is like a circle; the following diagram from the IB CAS Guide illustrates this point. The inner circle represents what you are doing for your CAS experience. The outer circle represents the need to reflect upon your experiences and document them in your CAS portfolio.

#### Stage 1 - Investigation

The first step towards CAS starts with planning. Here you start thinking about what your interests are, which skills and talents you have, and what you would like to do in your CAS experiences. If you are already very active in your free time, it is worth thinking about how you could integrate those activities into CAS activities.

The following questions may help you determine whether or not an activity qualifies as CAS:

- Does the experience allow for development of personal interests, skills and/or talents? What new possibilities or challenges could the experience provide?
- What might be the possible consequences of your CAS experience for you, others and the environment?
- Which CAS learning outcomes may be addressed?

#### What is not a CAS experience?

- IB-DP or Matura coursework
- Tedious, repetitive work
- Family duties
- Religious devotion, if the activity can be interpreted as proselytizing
- An activity that could cause division among groups in the community
- A passive pursuit

#### Stage 2 - Preparation

In order to continue your CAS activities, you need to clarify roles and responsibilities, develop a plan of action to be taken, identify specified resources and timelines, and acquire any skills necessary to engage in the CAS experience.

Consequently, you then need to fill in the activity description on ManageBac (<https://gbbasel.managebac.com/>).

1. Fill in all the information (start/end dates, contact details of supervisor).  
The supervisor can be your coach, a teacher for school activities (elective sport, music or art lessons, choir, orchestra, band ... ) or an external person or institution.
2. Write a short text in which you describe your activity:
  - What are you planning to do? (e.g. voluntary service at GGG benevol Basel)
  - How often do you do it, where? (e.g. once a week for 50 minutes)
  - What are your goals? (e.g. learning about other cultures, integration, teaching)
3. Which learning outcomes do you hope to reach with this activity?

### **Stage 3 - Action**

The next step is to carry out your plan. This often requires decision-making and problem-solving. You may work individually, with partners, or in groups. You should do CAS for a minimum of 18 months, your individual CAS experiences can be single events or longer ongoing activities (e.g. a semester)

### **Stage 4 - Reflection**

In this step you actively reflect on the activities undertaken. You describe what happened, express feelings, generate ideas and raise questions about the activity's success or failure. You can write reflections at the beginning, in the middle and at the end of a CAS experience or for shorter CAS experiences whilst completing it. You will find more information in the next chapter.

### **Stage 5 - Demonstration**

You document and demonstrate in your CAS portfolio what you have done for CAS. You need to make explicit what and how you have learned and what you have accomplished.

## 4. The CAS Portfolio

For your CAS-Programme it is important that you document your planning and reflect your experiences and provide enough material so that the CAS-Coordinator and the IB can understand what the activity involved and what learning outcomes you achieved.

CAS emphasizes reflection which is central to building a deep and rich experience in CAS. Reflection 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.

CAS Guide, p.9

The IB does not give any rules about how much you have to reflect, because it really depends on you and what experiences you make. Your reflections should be of quality, not quantity. However you are expected to give evidence to achieving each of the seven CAS learning outcomes through your reflection.

Below you can find some guiding questions to help you write a reflection on your experiences. They should be treated as ideas, not as a list to be answered. You are welcome to add additional material like photographs, film-clips or audio-files, or you can also choose a different format that is more suitable to you (PowerPoint, journal, letter, comic, blog ... ) or have a mixed portfolio of different types of reflections. So take your camera and/or smartphone with you to your activities!

### **Guiding questions when reflecting upon an experience:**

1. Describe and date the experience. What did you do at each stage? How long did you do this experience? How many hours a week?
2. What did you hope to accomplish by this experience? What did you actually accomplish?
3. How did you feel? What difficulties did you encounter? Did you feel at any stage that you were failing to achieve what you wanted from this experience?
4. What did you hope to learn from this experience, about yourself, about others, or about academic subjects? (For example: self-confidence, modesty, curiosity, objectivity, new skills, determination and the ability to meet challenges)
5. Did your experience meet your expectations? Did you learn what you expected to learn? What was the value of the experience?
6. Did anyone help you during this experience? If so, describe the help given.
7. What would you change if you did this same experience again?
8. What would you like to do next if you could continue with this experience?

If the experience is service, you might also want to consider ethical questions such as:

1. What is a service?
2. Why is service to the family not considered as a service?
3. How did this experience benefit other people or institutions?
4. What obligation do I have to the person who is being served?
5. How do I finish a service relationship?
6. What do I do if the person does not want my service?

You will have at least three meetings with your CAS adviser. These meetings/consultations will take place to make sure you are on the right track and to offer you guidance where needed. In the meetings you will also reflect on what you have done so far and what you plan to do as a next experience or project. You and the CAS adviser will record the meetings, so you can also add them to your documentation of CAS.

When you have finished one experience, you write your last reflection in which you look back at the experience as a whole. Did you reach your goals? What difficulties did you encounter? What would you do differently a next time?

## 5. The CAS Project

One part of your CAS programme will be your CAS project. Unlike the CAS experience, a CAS project is of at least one month's duration and the aforementioned CAS stages must be followed.

A CAS project involves:

- teamwork
- being responsible for or initiating the project
- problem-solving / decision-making

Larger scale events of this sort may provide excellent opportunities for you to engage with issues of global importance. The term "global importance" does not necessarily mean that you have to do your project abroad and work internationally. You can also tackle global issues within your local area: think globally and act locally!

## 6. Responsibilities of the student

The following section of the IB CAS guide summarises your main responsibilities well.

CAS students are expected to:

- approach CAS with a proactive attitude
- develop a clear understanding of CAS expectations and the purpose of CAS
- explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- determine personal goals (experience description on ManageBac)
- discuss plans for CAS experiences with the CAS Coordinator and/or CAS adviser (Interviews)
- understand and apply the CAS stages where appropriate
- take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
- maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes (on ManageBac)
- understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- demonstrate accomplishments within your CAS programme
- communicate with the CAS Coordinator/adviser and/or CAS supervisor in formal and informal meetings
- ensure a suitable balance between creativity, activity and service in your CAS programme
- behave appropriately and ethically in their choices and behaviours.

## 7. Checklist

I have...

- identified my own strengths as well as the abilities and skills I would like to develop,
- identified areas which challenge me to develop new skills,
- communicated these thoughts to my CAS adviser during the 1st meeting in February or March 2021 and discussed how these can translate into meaningful CAS experiences,
- begun planning various CAS experiences with a reasonable balance between creativity, activity and service,
- have demonstrated the five CAS Stages (see chapter 3) whilst conducting various CAS experiences,
- regularly documented each CAS experience on ManageBac (<https://gbbasel.managebac.com/>),
- sat together with my CAS adviser for the 2nd meeting in December 2021,
- worked on at least one project that includes teamwork and lasts for the minimum of one month,
- demonstrated engagement with issues of global significance,
- written a description of each of my planned CAS experiences on ManageBac to get the CAS Coordinator's approval,
- completed my CAS portfolio by December 2022,
- had a final meeting with my CAS adviser in January or February 2023 to discuss my overall learning outcomes from my CAS programme.

## 8. CAS Timetable

<b>2021</b>	
January	Start with CAS
February-March	1st meeting with CAS adviser
April - November	CAS experiences
December	2nd meeting with CAS adviser
<b>2022</b>	
January - November	CAS experiences, „Profilwoche“ January 31 – March 25
December	<b>Deadline for final reflection</b>
<b>2023</b>	
January-February	Final meeting with CAS coordinator or adviser
May	IB exams

## 9. CAS Forms

On the next two pages you can find forms for your supervisors. These are only intended for your supervisors to fill in after you have completed your experience and may count as evidence for your CAS portfolio. Usually the supervisor form will be filled in electronically on ManageBac.

## CAS Supervisor Form

Name of student: \_\_\_\_\_

Class: \_\_\_\_\_

Experience: \_\_\_\_\_

Duration of experience: \_\_\_\_\_

**To the supervisor:** Thank you very much for supervising the student. Over the course of the CAS programme at our school the student needs to satisfy seven learning outcomes. Please, tick the appropriate learning outcomes that the student has satisfied in your experience. Note that not all outcomes are relevant for all activities. If possible add more comments.

Learning Outcomes:	Check if fulfilled	Observation/Location of evidence (what and when did they do)
Identify own strengths and develop areas for growth	<input type="checkbox"/>	
Demonstrate that challenges have been undertaken, developing new skills in the process	<input type="checkbox"/>	
Demonstrate how to initiate and plan an event	<input type="checkbox"/>	
Show commitment and perseverance	<input type="checkbox"/>	
Demonstrate the skills and recognize the benefits of working collaboratively	<input type="checkbox"/>	
Demonstrate engagement with issues of global significance	<input type="checkbox"/>	
Recognize and consider the ethics of choices and actions	<input type="checkbox"/>	

Other comments (punctuality and attendance, reliability, attitude, progress ... ):

.....

.....

.....

.....

.....

I confirm that this student has attended this experience.

Name of supervisor: \_\_\_\_\_

Organisation: \_\_\_\_\_

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

Please give this form to the CAS coordinator when it has been completed.

CAS Coordinator: Dr. Andreas Leuthardt, ([andreas.leuthardt@edubs.ch](mailto:andreas.leuthardt@edubs.ch))

Gymnasium Bäumlhof, Zu den drei Linden 80, 4058 Basel

## Formular für die Aufsichtsperson (CAS)

Name Schüler/-in: \_\_\_\_\_ Klasse: \_\_\_\_\_

Aktivität: \_\_\_\_\_

Dauer der Aktivität: \_\_\_\_\_

**An die Aufsichtsperson:** Vielen Dank für das Leiten der Aktivität der Schülerin/des Schülers. Während dem CAS Programm (Creativity, Activity, Service) an unserer Schule müssen die Schülerinnen und Schüler sieben Lernfortschritte erreichen. Bitte kreuzen Sie das entsprechende Feld an, in welchem die Schülerin/der Schüler in ihrer/seiner Aktivität Fortschritte erzielt hat. Beachten Sie bitte, dass nicht alle Lernfortschritte in allen Aktivitäten erfolgen können. Wenn möglich fügen Sie weitere Kommentare hinzu.

Lernerfolg:	Ankreuzen, wenn erfüllt	Beobachtungen/Anhaltspunkte (was hat er/sie wann gemacht)
Hat das Bewusstsein für die eigenen Stärken und Schwächen gesteigert	<input type="checkbox"/>	
Hat neue Herausforderungen angenommen und dabei neue Fähigkeiten entwickelt	<input type="checkbox"/>	
Hat eine Aktivität geplant und in die Wege geleitet	<input type="checkbox"/>	
Hat Ausdauer und Einsatz gezeigt	<input type="checkbox"/>	
Konnte gemeinschaftlich mit anderen zusammenarbeiten	<input type="checkbox"/>	
Hat sich mit Belangen von globaler Bedeutung auseinandergesetzt	<input type="checkbox"/>	
Hat die ethischen Konsequenzen ihres/seines Handelns bedacht	<input type="checkbox"/>	

Kommentar (Pünktlichkeit und Anwesenheit, Zuverlässigkeit, Einstellung, Fortschritte):

.....

.....

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.....

.....

Ich bestätige, dass die Schülerin/der Schüler diese Aktivität durchgeführt hat.

Name der Aufsichtsperson: \_\_\_\_\_

Organisation: \_\_\_\_\_

Datum: \_\_\_\_\_ Unterschrift: \_\_\_\_\_

Bitte retournieren Sie das ausgefüllte Formular an den CAS Koordinator.  
 CAS Koordinator: Dr. Andreas Leuthardt, (andreas.leuthardt@edubs.ch)  
 Gymnasium Bäumlhof, Zu den drei Linden 80, 4058 Basel