Exercise walk-through

1.1 Creativity, activity, service

International Baccalaureate · IB Diploma · Creativity, Activity, Service

The CAS project and the portfolio

- The **CAS project** is **collaborative** : you work with others, you plan it yourselves, and it lasts at least one month.
- The repair café is a project in two strands at once (service and creativity).
- Your portfolio holds the evidence: plans, photos, records and reflections.
- Evidence is better than claims: show the attendance list and the moved posters, not just "I learned to work in a team".

Reflection

- **Reflection** is thinking about what you did and what you learned.
- Do it during an experience, straight after it, and later, when you can see how it changed you.
- **A second example.** A student runs a weekly reading scheme for younger students.
- Attendance falls from nine readers to five.

Key terms (2)

- **CAS project**: a **collaborative** experience, planned by students, that lasts at least one month.
- **Portfolio**: the collection of plans, photos, records and reflections that is evidence of your CAS.
- **Reflection**: thinking about what you did and what you learned, during, after and later.

Exercises 2.1·2.3

2.1 Name the three CAS strands. [3]

creativity | activity | service

2.2 How many learning outcomes must be evidenced, and how often each? [2]

creativity | activity | service

2.3 State the three requirements of the CAS project (team, ownership, duration). [3]

creativity | activity | service

Exercises 2.1·2.3

2.1 Name the three CAS strands. [3]

creativity | activity | service

2.1 Creativity (1); activity (1); service (1).

2.2 How many learning outcomes must be evidenced, and how often each? [2]

creativity | activity | service

2.2 Seven (1); each at least once over the programme (1).

2.3 State the three requirements of the CAS project (team, ownership, duration). [3]

creativity | activity | service

2.3 Collaborative team engaging others (1); conceived by the students, not assigned (1); at least one month (1).

Exercises 2.4·3.1

2.4 Name the three reflection moments. [3]

creativity | activity | service

2.5 What does the portfolio show instead of assertion? [1]

creativity | activity | service

3.1 *(Strand style.)* A student logs termly events: play, swim, reading scheme. Explain what makes this a CAS programme rather than a list. [4]

creativity | activity | service

Exercises 2.4·3.1

2.4 Name the three reflection moments. [3]

creativity | activity | service

2.4 During (1); after (1); later (1).

2.5 What does the portfolio show instead of assertion? [1]

creativity | activity | service

2.5 Evidence (plans, records, photographs) (1).

3.1 *(Strand style.)* A student logs termly events: play, swim, reading scheme. Explain what makes this a CAS programme rather than a list. [4]

creativity | activity | service

3.1 A programme links the events to outcomes: the play's lighting design develops a new skill (challenge outcome) (2); the weekly swim shows perseverance and the reading scheme shows planning with a real community need, each evidenced in the portfolio (2).

exercises.lol exercises.com.cn

Exercises 3.2·3.3

3.2 *(Project style.)* A teacher assigns the class a charity run and calls it the CAS project. Diagnose the failure, and replan it as a CAS project. [4]

creativity | activity | service

3.3 *(Reflection style.)* The repair cafe planned for twenty visitors and got six. Draft the reflection that counts, in three moves. [3]

creativity | activity | service

Exercises 3.2·3.3

3.2 *(Project style.)* A teacher assigns the class a charity run and calls it the CAS project. Diagnose the failure, and replan it as a CAS project. [4]

creativity | activity | service

3.2 Failure: an assigned task is not student-conceived, so it cannot evidence the initiation outcome (2). Replan: the team chooses the cause, plans stages and duration of at least a month, engages others beyond the class, and evidences the stages in the portfolio (2).

3.3 *(Reflection style.)* The repair cafe planned for twenty visitors and got six. Draft the reflection that counts, in three moves. [3]

creativity | activity | service

3.3 During: the low turnout asks why (1); after: the overestimate traced to school-only advertising (a real decision made) (1); later: the posters moved to the community centre and the next session's numbers compared (a consequence changed) (1).

Local review guidance: (R1) 3.1 argues outcomes, not activity; 3.2 evidences ownership; 3.3 names decision and consequence. Authored guidance.