

ALEV HIGH SCHOOL

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

MAY 2022 EXAM SESSION

CAS HANDBOOK

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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 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.

IB LEARNER PROFILE

- Inquirers
- Communicators
- Caring
- Reflective
- Knowledgeable
- Principled
- Risk-takers
- Thinkers
- Open-minded
- Balanced





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IB Programme & CAS

The course is presented as six academic areas enclosing a central core (see figure 1). It encourages the concurrent study of a broad range of academic areas. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance.

In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.



Creativity, activity, service (CAS) is one of the three essential elements that every student must complete as part of the Diploma Programme (DP).

Studied throughout the Diploma Programme, CAS involves students in a range of activities alongside their academic studies.

It is not formally assessed. However, students reflect on their CAS experiences as part of the DP, and provide evidence of achieving the seven learning outcomes for CAS.

CAS experiences can be associated with each of the subject groups of the Diploma Programme. Teachers can assist students in making links between their subjects and their CAS experiences where appropriate. This will provide students with relevance in both their subject learning and their CAS learning through purposeful discussion and real experiences. It will motivate and challenge the students, strengthen subject understanding and knowledge, and allow students to enjoy different approaches to their subjects. However, CAS experiences must be distinct from, and may not be included or used, in the student's Diploma course requirements. Each subject group of the Diploma Programme can contribute towards CAS.

What is CAS?

CAS is one of the three elements of the IB Diploma Programme core, along with Theory of Knowledge and the Extended Essay. Through CAS, students strengthen the approaches to learning they develop in their classes, and “are encouraged to grow both personally and socially, developing skills such as cooperation, problem-solving, conflict resolution and creative and critical thinking as well as developing their own identities.

To be CAS or Not to be?

✓ **A student teaching bible study:** As outlined in the CAS guide (‘Diversity in values and beliefs’ section in the Appendix) potential CAS involvement that involves faith-based activities needs to be looked at on an individual basis. If the student in this engagement focuses on the skills they will gain in planning and teaching their programme, then this could be considered a CAS experience. However if the goal of the experience is to persuade others to change their religious beliefs, it might not be appropriate.

✓ **A student group organises a rally to protest against a planned development in a local wetland:** This could be a part of a single CAS experience, or, depending on the extent and duration of the student’s involvement, this could be a CAS project. It would be wise for the CAS Coordinator or CAS Advisor to have discussions with the student to ensure that their protests are in alignment with the IB mission statement and the school ethos. For instance, if the protest was violent, it would not be appropriate.

✗ **A Group 4 project involving restoration of a mangrove area:** This engagement would not be acceptable as CAS as it is a part of course requirements for Group 4 subjects. If however the student were to extend their involvement once course requirements were satisfied, it could then be acceptable as a CAS experience (or possibly a project, depending on their level of engagement).

✓ **A once-off beach clean up:** Could be acceptable as CAS however it could be recommended that the student extend their involvement in this experience in order to gain more from their participation. Though once-off activities can certainly be a part of a student’s CAS portfolio, planned experiences of a longer duration are recommended for a more engaging CAS programme. A greater involvement in beach clean-ups, along with planning/implementing activities aimed at increasing awareness about the issue of polluted oceans/beaches/waterways, would give the student much greater scope for achievement in the learning outcomes.

✓ **Spanish tutoring to a younger brother:** Though it could be said that assisting family members is a responsibility of being a part of the family and therefore should not be considered as CAS, planning and delivering this tutoring would allow the student to show evidence of achievement in some learning outcomes. It could be recommended that the CAS student seek a greater number of younger students to tutor as a group, rather than just their brother, to provide a greater challenge and give more potential for development of skills.

✓ **Learning a language:** It should first be clarified that the language in question is not a language that the student studies as a part of their Diploma, as it would be difficult to identify what part of their learning was not a part of their Language Acquisition course. If it were another language, it could be considered acceptable as CAS. The student's Creativity in this experience could be enhanced by having the student create something using their newly learned language, be it a poetry, a song, a lecture, or a podcast. Doing so would further enhance creative ideas, and give the student more opportunity to show evidence of achievement in the learning outcomes.

✓ **Participating in MUN:** MUN provides the student with the opportunity to develop communication and inter-personal skills, enhance public speaking and the critical thinking skills required in a public debate. As the student would be working with others in developing their knowledge about particular countries and the issues they (we) face to formulate positions and to think creatively to negotiate resolutions, this experience would be within the CAS strand of Creativity. However unless there is an additional advocacy component to champion a particular social change or the like, simply participating in a MUN conference would not be considered service. Organising and leading a school MUN group, or planning a MUN event, could be deemed as service.

✓ **Playing in the school football team:** The key question here would be how much the student is challenged by their involvement; is their participation in this experience something new and demanding, or is it merely joining the team as per previous years? Though having fun is an important reason for getting involved in CAS, it would also be hoped that the student could achieve more from their involvement. In this case it may simply be taking on a new role in the team, introducing a new type of training or developing new skills that would make this experience more 'CAS like'.

✓ **Bird watching:** Could be acceptable as CAS if the Activity aspects of the experience were physically demanding enough. If the bird watching involved only sitting in one location, then it would be too passive to be considered Activity. However active bird watching that involved walking over distances could be considered at Activity. Additionally, there could be a creative aspect to the bird watching. The student may keep a journal detailing their bird watching and their expanding knowledge of different species they spot. They may sketch the birds they see, or perhaps create a guide for bird watching in the areas they visit. If however the experience did not involve any physical evidence of the creative aspect of the experience, then it would be difficult to accept this as Creativity.

✗ **Attending an arts exhibition:** Though attending an arts exhibition may inspire creative thought or action, passive involvement such as this does not constitute CAS. Attending an arts exhibition, or a theatrical production or musical performance, could be a part of a CAS experience that engages the student actively in creative pursuits, but merely being a part of an audience of a creative presentation is not acceptable as CAS.

✓ **Walking a pet:** It is possible that walking a pet is a personal challenge, for example when a student is suffering or recovering from a physical disability. Or, the student is walking the pet of a disabled or elderly person. In these types of situations, it could be considered CAS. It would be key here to consider the CAS experience guidelines, and additional questions listed in the CAS Guide “to further assist students in deciding on a CAS experience” are considered.

✗ **Service at a for-profit organization:** If a student were claiming their unpaid efforts at a for-profit organization as service, then their involvement does not fit align itself with the understanding that the community benefits through the students efforts. In this case, it would be a business that profits rather than the community, and reciprocal collaboration is limited. A student could however consider such an experience as Creativity, if their involvement involved creative thought and expression, and adhered to the CAS experience guidelines.

Cas Learning Outcomes

All seven outcomes must be present for a student to complete the CAS requirement. Some outcomes may be demonstrated many times, in a variety of activities, but completion requires only that there is some evidence for every and each outcome

Here are the 7 Learning Outcomes and what they REALLY mean:

1. Identify your own strengths and develop areas for personal growth.

What it **REALLY** means: When you leave your comfort zone, you learn things about yourself. For example, when you organized the fundraiser for LÖSEV, were you patient with other people? If not, why not? Maybe you could try to improve this area of personal growth. When you saw those children in orphanage were you shocked? If yes, why? Could this help you improve your perception of the world and help you become a more open-minded individual?

2. Demonstrate that challenges have been undertaken, developing new skills in the process.

What it **REALLY** means: What have you done to push yourself? What was unfamiliar about it? What skills do you think you developed? For example, have you run a marathon? Set yourself a goal and develop new skills to achieve your goal.

3. Demonstrate how to initiate and plan a CAS experience.

What it **REALLY** means: This one's easy! When you are organizing your CAS events or activities, just make sure you keep notes on how you organized them, who you contacted and what the organizational process was like.

4. Show commitment to and perseverance in CAS experiences.

What it **REALLY** means: All IB diploma students are thinking the same thing – why do we have to do this when we have so much to do already? You are not alone. We know this sounds unbelievable now, but you will benefit from it so much in the future. Whatever happens, keep going!

5. Demonstrate the skills and recognize the benefits of working collaboratively.

What it **REALLY** means: Participate in team activities. Simple. One of the best and most fun parts of CAS Trips is the teamwork. You are stronger when you work in a team.

6. Demonstrate engagement with issues of global significance.

What it **REALLY** means: There are so many global issues right now it's hard to know which one to support most. Global warming, the refugee crisis, homelessness, cancer research? CAS Trips advice – pick one per year and think what you can do to help that cause from where you are. Plan it. Initiate it. Do it. That's CAS! You can also have a look at the UN Sustainable Development goals .

7. Recognize and consider the ethics of choices and actions.

What it **REALLY** means: Your parents have been telling you this for as long as you can remember and your teachers joined in a little later: The things you do and the choices you make have consequences. Think about the CAS activities you are doing and how they affect others. Is what you are doing right or wrong? How?



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CAS STRANDS – Creativity - Activity - Service

1.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.

- **Ongoing creativity**, as a part of a club or school group
- **School-based creativity**, as a part of a timetabled activity (dance, film clubs)
- **Community-based creativity**, for example, students could be encouraged to join a community based theatre group, contribute towards a community art gallery, create a sculpture for the community park, take cooking classes, or other opportunities
- **Individual creativity**, where a student engages in solitary creativity experiences such as composing music, developing a website, writing a compilation of short fiction stories, designing furniture, creating arts and crafts, or painting a series of portraits.

Some Examples for Creativity: Shout magazine, singing, photography, art club, debating, drama productions, creative writing, designing a website, writing a blog, learning a skill, assembly performance.

2.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.

Ongoing activity: as a part of a club or school group

- **School-based activity:** as a part of a timetabled sports session (lifetime sports)
- **Community-based activity:** experience at a community-based fun run, students could be encouraged to join a community-based running club, a dance class, an aerobics class or an out-of-school sports group
- **Individual activity:** A student engages in solitary activity experience such as attending a gym, bicycling, roller-skating, swimming, or strength conditioning. Such activity experiences are of most benefit when they take place over an extended duration of time.

Some Examples for Activity: Basketball, soccer, jogging, habitat for humanity, badminton, dance, hiking, tennis, swimming, cycling, fitness

3.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. Use of the CAS stages in developing a service experience is recommended for best practice.

Four types of service:

- **Direct service:** Student interaction involves people, the environment or animals. For example, this can appear as one-on-one tutoring, developing a garden in partnership with refugees, or working in an animal shelter.
- **Indirect service:** Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment. For example, this can appear as re-designing a non-profit organization’s website, writing original picture books to teach a language, or nurturing tree seedlings for planting.
- **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest. For example, this may appear as initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.
- **Research:** Students collect information through varied sources, analyse data, and report on a topic of importance to influence policy or practice. For example, they may conduct environmental surveys to influence their school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

Service can be:

- 1. Ongoing service:** Students investigate a need that leads to a plan of action in the future
- 2. School-based service:** While students are encouraged to participate in meaningful service that benefits the community outside school, there may well be appropriate service opportunities within the school setting. In all cases an authentic need must be verified that will be met through student action.
- 3. Community-based service:** This type of service needs to go beyond single incidents of engagement, in order to arrive at sufficient depth and meaning.
- 4. Immediate need service:** In response to a disaster, students often want to move towards immediate action.
- 5. Fundraising:** Students develop their understanding of the organization they choose to support and the issues being addressed before starting to raise funds. Students can draw from their interests, skills and talents to plan the method and manner of fundraising. Ideally, students directly communicate with the organization and establish accountability for funds raised.
- 6. Volunteerism:** Students often volunteer in service experiences organized by other students, the school or an external group.

7. Service arising from the curriculum: Teachers plan units with service learning opportunities in mind, students may or may not respond and act.

Some Examples for Service: Volunteering at school yearbook, coaching a sport, shout magazine, honor council, visiting elderly, fundraising projects

EXAMPLES OF CAS FROM OUR SCHOOL :

1) Telling youngsters about Atatürk (creativity, activity, service)



2) Introducing a part of English speaking countries' culture, Halloween, to our school's preps (creativity, service)





3) Preparing our school for the new year and donate the money that we earn from the Christmas market sale to a foundation





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4) Note book to note book: Reducing paper consumption by redesigning used notebooks. Mathematics involved by using parabolic curves and calculating how much green we rescued. (creativity,Service)



5) Circle of Awareness: Act upon the global problems by focusing what can do in our city/country. Start off by attending to the races and collecting donations for a social aid foundation that have chosen. (creativity, activity, service)

İYİLİK
PEŞİNDE
KOŞ

Nedir?

Desteklenen STK'lar

Etkinlikler

Yardım Kampanyaları

Farkındalığa Doğru Ekibi (Koşu Grubu)

Aktivite Adı	Toplam Bağış Tutarı (TL)
İstanbul M-2020	11.010,00
Toplam	11.010,00

Takım Detayı

Aktivite	Koşucu	STK	Proje Adı
			İstanbul M-2020-TEV-Uzaktan Eğitimde Eşit Fırsat Hareketi



Farkındalığa Doğru



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**6) PERMAALEV: Our school has its own grow area which build by the students (Creativity-Activity)
Students not only used their perma knowledge but also geometric calculations involved.**





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CAS STAGES:

Students may use Cas stages in their Cas experiences, but they must use Cas Stages in their Cas Projects. They must show some evidence about Cas Stages in their portfolio.

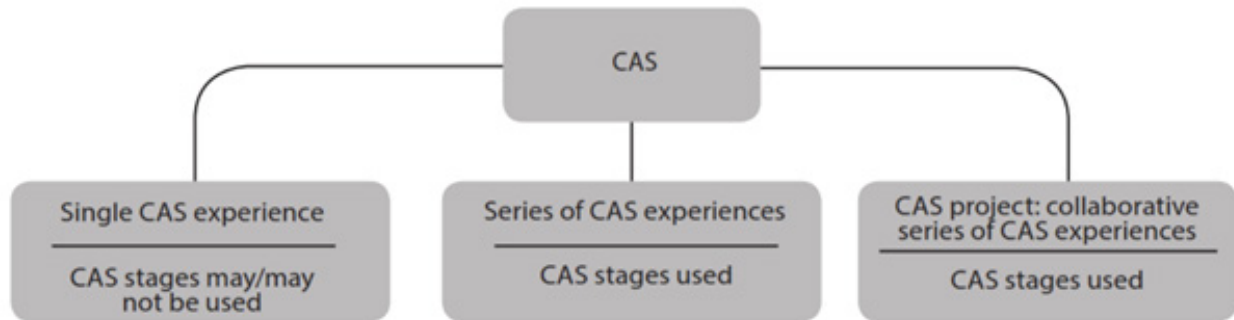
1. Investigation: Students identify their interests, skills and talents to be used in considering opportunities for CASnces, as experie well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.

2. 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.

3. Action: Students implement their idea or plan. This often requires decision-making and problem solving. Students may work individually, with partners, or in groups.

4. Reflection: Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.

5. 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. Through demonstration and communication, students solidify their understanding and evoke response from others.



A CAS EXPERIENCE is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events. A Cas experience must,

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- related with at least 1 learning outcomes
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student's DP course requirements

A Cas Project:

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.

A Cas Project must,

- have a clear purpose
- be a collaborative experience
- have at least 1 or more CAS STRANDS (C/A/S)
- have all CAS STAGES (Investigation-Preparation-Action-Reflection-Demonstration)
- be executed for the period of at least 1 month
- include elements of international mindedness and global engagement
- be present at least once in your CAS Portfolio

CAS Needs Reflections

Being reflective is one attribute of the IB learner profile: "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."

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

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.

- **Describing what happened:** Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- **Expressing feelings:** Students articulate emotional responses to their experiences. The following two elements add greater depth and expand perspectives.
- **Generating ideas:** Rethinking or re-examining choices and actions increases awareness about self and situations.
- **Asking questions:** Questions about people, processes or issues prompt further thinking and ongoing inquiry. Students can be encouraged to move forward through deeper questions. For example:
 - What did I do? could become:
 - Why did I make this particular choice?
 - How did this experience reflect my personal ideas and values?
 - In what ways am I being challenged to think differently about myself and others?
 - How did I feel? could become:
 - How did I feel about the challenges?
 - What happened that prompted particular feelings?
 - What choices might have resulted in different feelings and outcomes?

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.

The CAS portfolio is valuable evidence of a student's CAS experiences and achievements. There is no singular preferred method for the CAS portfolio. While the CAS coordinator can make this determination, involving the students in having a choice would improve the level of engagement.

Students may have preferences that allow for differentiation, for example, a scrapbook, video log, blog, files, or school-organized website.



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MANAGEBAC IT!

MANAGEBAC: <https://ozelalev.managebac.com>

In Managebac - add your activities.

- Clearly state the goals of the experience and what you hope to achieve/learn from it.
- Check the learning outcomes the project covers
- Put in the correct dates
- Choose a supervisor if you feel it is necessary

In Managebac add evidence

on the project or experiences and when you feel it is right and/or when you have something important to say reflect on it. Don't reflect if you have nothing to reflect.

The screenshot displays the ManageBac web application. The main area lists activities for student Aleyna Eylül Bulgurcuoğlu:

- Deftenden Deftere Project**: 3 hours, School-based, Direct. Description: Every year our teachers came together in order to plan what we are going to do through the year. One of our teachers, his name is Handan and she is a biology teacher, come up with an idea that impress everybody. The main idea is recreating our us...
- Halloween Activity**: 12 hours, School-based, Direct, 2 reflections. Description: We decided to plan an activity to celebrate Halloween with the English teachers in our school. Our main aim was to recognize and familiarize the different cultures and have fun. To be able to work more effectively, we separated in to 4 main grou...
- LÖSEV Sales**: 3 hours, School-based, Indirect, 2 reflections. Description: In order to help LÖSEV to reach their 1 Million volunteer target, we as the Özel ALEV Liseli students decided to open a stand to help LÖSEV to achieve their goals and sell their hand-made pieces such as rag dolls, bookmarks, pins, bags etc to ma...
- Memorial Ceremony of ATATÜRK**: 5 hours, School-based. Description: Mustafa Kemal Atatürk was a Turkish army officer, reformist statesman, and the first President of Turkey. He is credited with being the founder of the Republic of Turkey. That's why every year in 10. November (his death anniversary) we as the Turk...
- Organizing a Kermis for AlevROBOTICS**: 6 hours, School-based. Description: We have a robotic club in our school for 3 years in order to attend the competitions and improve ourselves. I am a member of this club for 2 years. This year we are getting ready for the MATEROV competition and I am in the communication team. Eve...
- Preapering a Halloween Board for the School**: 1 hour, School-based, 2. Description: After organizing a Halloween Party in our school we decided to prepare a Halloween board in order to transfer what we did and immortalize the day. We collected some of our used cut-outs and print some Halloween themed photos to decorate the place...
- Writing in the school newspaper**: 12 hours, School-based, 1 reflection. Description: I have been writing in the school newspaper about career for 2 years right now. Our school newspaper that named HABER ALEV is publish regularly every month that's why we need to send our article (every month) on time. Searching for different topic...

The sidebar on the right includes:

- STUDENT INFO**: Aleyna Eylül Bulgurcuoğlu, email: alevyaylulbulgurcuoglu@ogrenci.alev.k12.tr, Reviewing 2 of 20 Students.
- OVERALL CAS PROGRESS**: To Be Determined.
- CAS ADVISOR**: Deniz Ateş.
- LEGEND**: Approved (blue check), Complete (green check), Rejected (red X), Needs Approval (yellow circle), CAS Project (blue circle).

CAS Interviews

The CAS interviews are a means for students and their supervisors to assess progress throughout the 18 months. Supervisors provide encouragement and advice in order to help guide the student through successful completion of the outcomes. Typically a student has three formal interviews with his or her supervisor; however, they may contact their supervisor to ask questions or update their progress at any time. The third interview is a summative interview that is meant to reflect on the student's engagement with CAS and his or her achievement of the outcomes. After each interview, the CAS supervisor logs a brief summary of the discussion and any recommendations given in the student's CAS portfolio.

CAS ASSESSMENT

CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved the seven learning outcomes.

- Students do not receive a CAS grade. CAS is pass or fail and you cannot receive an IB diploma without passing CAS.
- All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.
- Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

CAS and Ethical Education

There are many definitions of ethical education. The more interesting ones acknowledge that it involves more than simply “learning about ethics”. Meaningful ethical education—the development of ethical beings—happens only when people’s feelings and behaviour change, as well as their ideas. Because it involves real activities with significant outcomes. CAS provides a major opportunity for ethical education, understood as involving principles, attitudes and behaviour. The emphasis in CAS is on helping students to develop their own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. Various ethical issues will arise naturally in the course of CAS activities, and may be experienced as challenges to a student’s ideas, instinctive responses or ways of behaving (for example, towards other people). In the context of CAS, schools have a specific responsibility to support students’ personal growth as they think, feel and act their way through ethical issues.

CAS and Theory of Knowledge

Both CAS and theory of knowledge (TOK) emphasize the importance of reflection and developing self awareness. CAS reflection flows from experience, from thinking about how an activity feels and what it means to everyone involved. In TOK the approach to knowledge issues tends more towards the abstract and theoretical. The links can nevertheless be very close. For instance, a difficult decision about how to behave towards another person or group in a CAS activity might be informed by a TOK consideration of analogous situations; conversely, such a decision might provide a concrete example to illustrate an ethical dilemma in the context of a TOK discussion.

Student Responsibilities:

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
- discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser
- 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 through out the CAS programme
- maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
- understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- demonstrate accomplishments within their 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 their CAS programme
- behave appropriately and ethically in their choices and behaviours.

What do you actually have to do?

- Be involved in CAS experiences for 18 months
- Minimum 3 experiences in each CAS strand (Creativity-Activity-Service)
- At least 1 CAS Project (at least a one-month group project) You have to use CAS Stages.
- CAS students are required to present evidence demonstrating achievement of all CAS learning outcomes.
- Balance (between C/A/S, in/out of school)
- Reflect on your experiences
- Collect Evidences

CAS DATES & DEADLINES

To assist you in reaching the CAS requirements, a number of CAS deadlines have been set below.

DATES	YEAR1	YEAR2
September	<ul style="list-style-type: none"> Introduction to CAS Complete CAS Pre- planning Submit first experience proposals 	<ul style="list-style-type: none"> Overall control of CAS Portfolio Evidence of planning for all seven LO's
October	<ul style="list-style-type: none"> Begin Experiences Start CAS Portfolio entries First Interview with CAS Coordinator (19-23 Oct) 	<ul style="list-style-type: none"> Evidence of active participation in CAS Project
November	<ul style="list-style-type: none"> Portfolio activity verified 	<ul style="list-style-type: none"> Portfolio activity verified
December	<ul style="list-style-type: none"> At least two experiences completed or ongoing Evidence of at least two LO's 	<ul style="list-style-type: none"> Portfolio activity verified
January	<ul style="list-style-type: none"> Portfolio activity verified 	<ul style="list-style-type: none"> Each CAS Strand has to be shown at least 3 times Evidence of at least seven LO's
February	<ul style="list-style-type: none"> At least three experiences completed or ongoing Evidence of at least three LO's 	<ul style="list-style-type: none"> Portfolio activity verified
March	<ul style="list-style-type: none"> At least four experiences completed or ongoing Evidence of at least four LO's Each CAS strands has to be shown at least once 	<ul style="list-style-type: none"> Third (final)Interview with CAS Coordinator (14-18 Mar) CAS portfolio submission deadline
April	<ul style="list-style-type: none"> Second Interview with CAS Coordinator (26-30 Apr) 	<ul style="list-style-type: none"> CAS Completion CAS Assessment entered in IBIS

CAS FORMS

CAS ACTIVITY PLANNING FORM

This form must be completed by students proposing a project or activity, either individually or in groups. The proposal must contain complete information, and be approved before beginning the activity.

PLEASE SUBMIT A HARD COPY OF THIS FORM TO THE CAS COORDINATOR, AND UPLOAD IT.

IMPORTANT NOTE: In each term, students may choose at most one individual activity (to be approved by co. and at most two group activities (to be approved by CAS advisor.) All the activities chosen by the student in the entire CAS program must- taken together if not individually – reflect a balance of Creativity, Action and Service.

Student's Name:.....

Grade: Section:

PART ONE: DESCRIPTION OF ACTIVITY

Estimated number of hours per semester:

Location of activity: In school ☐ Out of school ☐

Address or location of activity if out of school:

Area: Creativity ☐ Action ☐ Service ☐

Brief Description of Activity:

Dates of proposed activity: From to

Internal CAS Advisor's name:

External Supervisor's Name & Phone and email:

Material resources required:

Budget required, if any:

Additional Information relevant to the Project:

PART TWO: JUSTIFICATION OF ACTIVITY / EXPERIENCE / OPPORTUNITY

1. Write at least one paragraph specifically stating the goals you plan to achieve during this CAS opportunity and briefly explain how you will interact with others.
2. What aspects of the “IB learner profile” will this activity address?
3. What difficulties are you expecting to encounter and how are you planning to overcome them?
4. What abilities, attitudes and values are you planning to develop through this activity/ project?
5. Will anyone help you to think about learning during this activity/project? If so, who will be helping and how will they help?

6. How will this activity/project benefit others?
7. Which local or global problem do you address with this project?
8. Briefly describe your initial goals for this activity/project. Include specific CAS learning outcomes that you intended to develop.
9. Indicate how you will document your reflection(s) for this activity/project (i.e. Video log, Weblog, journal, scrapbook, interview, etc.):

Student's Signature: Date:

(Students are required to include Risk & Legal Assessment Form along with their parents' consent letter for external projects/activities.)

Comments and recommendations by CAS Coordinator:

Comments and recommendations by CAS Advisor:

ACTIVITY PLANNING QUESTIONS

Part A - Planning

Use the following questions as a part of preparing for your engagement in your CAS experience.

- a) What creative/action/service pursuit do you wish to undertake?
- b) Why have you chosen this experience?
- c) How does this CAS experience address the strand of Creativity/Action/Service?
- d) Which of the learning outcomes might this CAS experience address?
- e) With which organization, group or individuals if any might you collaborate?
- f) What is the anticipated timeframe for this CAS experience?
- g) What will be the final product of your CAS experience?
- h) Who will be your contact and/or supervisor for this CAS experience?
- i) Are there any safety/risk management issues you will need to address?

Part B – Preparing for your CAS Experience

- a) What steps will you first need to take to get involved in your experience?
- b) What resources will you need?
- c) What timeline would you suggest?
- d) What specific skills or knowledge will you need to carry out your experience, and how will you get them?

REFERENCES

Creativity.activity ,service ibo guide

<https://resources.ibo.org/dp/subject-group/Creativity-activity-service/resource/11162-33704/?>

Creativity.activity ,service teacher support material

IB Online September 2020 CAT1 & CAT2 Workshop materials



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