



*CAS Student
Handbook*
2020 - 2022



NORD ANGLIA
INTERNATIONAL SCHOOL
DUBAI





NAS DUBAI MISSION STATEMENT

NAS Dubai champions an ambitious education believing that there are no limits to what our students can achieve for themselves and for others.

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

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.



Contents

| | |
|--|-----------|
| <i>Section 1 – An Introduction to CAS at NAS Dubai</i> | 5 |
| 1.1 The purpose of this handbook | 6 |
| 1.2 The Nature of CAS – what is CAS? | 8 |
| 1.3 CAS Aims and Learning Outcomes – what will I achieve by doing CAS? | 12 |
| 1.4 CAS Experiences and Stages | 14 |
| 1.5 CAS Projects | 19 |
| 1.6 The Responsibility of a CAS student | 21 |
| | |
| <i>Section 2 – Doing CAS at NAS Dubai</i> | 23 |
| 2.1 What do I need to do to complete CAS? | 24 |
| 2.2 CAS Timeline | 26 |
| 2.3 Evaluating CAS experiences and projects | 27 |
| 2.4 The 3 R’s – Recording, Reporting and Reflection | 29 |
| 2.5 Evidence of completion of CAS | 32 |
| | |
| <i>Appendices:</i> | 34 |
| A: NAS Dubai IBDP CAS Contract | 35 |
| B: Personal Profile and Self-Review Form | 37 |
| C: CAS Experience Planning Form | 40 |
| D: CAS Interview and Progress Form | 41 |
| E: References and acknowledgments | 42 |

*Section 1 - An
Introduction
to CAS at
NAS Dubai*

1.1 The purpose of this handbook

This handbook has been written and designed to help you understand what CAS is all about. The intention is to explain not just what you must do to complete CAS, or indeed how you can achieve this, but also to help you understand why we think that CAS is a really important part of your personal development as an individual at NAS Dubai. It will help you to recognise CAS is an integral part of your Diploma Programme and how CAS can help develop all areas of your learning and potential.


You will find here a guide to the criteria and learning outcomes of the CAS programme and an explanation of what qualifies as a CAS experience (or not as the case may be). It is very important that you understand what your responsibilities as a CAS student are but equally, know that you have a support network of personal tutors and other key members of staff to guide you along the way. One of the really exciting things about CAS is that you will plan your own programme and that we do not tell you what to do. You will take ownership of your CAS experiences and choose what you would like to discover about yourself and the world around you.

This handbook will also introduce you to a model that will help you to plan your CAS experiences and project to ensure that they are meaningful and that you achieve the best possible outcomes in terms of your own learning. There is also guidance on how you may reflect upon your experiences and realise your own personal growth.

A timeline is included to help you plan your CAS programme alongside your other Diploma commitments and to make sure that you fulfil all the requirements for CAS. Finally, there are some very useful forms that we will use to keep your CAS programme on the right track from initial planning stages, to interviews with your CAS Coordinator and all the way through to completion of CAS.

Below is a quote from student who at the time, was well on her way to completing the Diploma Programme:

“A student may have preconceived ideas that CAS is a relatively unimportant aspect of their IBDP. As an IB student in my second year, I would like to change that mentality for you right from the start.



CAS teaches you about taking initiative, commitment, learning about your capabilities and how to be compassionate. Another important tip is to do as many CAS experiences in your first year of IB as possible, and DO NOT FORGET to complete your reflections SOON after completing the experience - trust me, it will make your life a whole lot easier... Enjoy CAS, it's a nice change from your other subjects at school and a really enjoyable part of being an IB student."

Anica, December 2016

As your CAS Coordinator, my advice is to approach CAS with an open mind, be creative and challenge yourself. To initiate a CAS experience and follow it through to completion is an immensely rewarding and unforgettable personal achievement. It is also really important that you enjoy your CAS experiences and use the information here to lead you on a journey of adventure and self-discovery.

Jacqueline Banfield

CAS Coordinator
Nord Anglia International
School Dubai

J.Banfield@nasdubai.ae

1.2 The Nature of CAS – What is CAS?

“If you believe in something you must not just think or talk or write, you must act”

(Alec Peterson, 2003)

Creativity, activity and service (CAS) is at the very heart of the Diploma Programme. It is one of the three core elements of every student’s Diploma Programme experience, the other two being the Extended Essay (EE) and the Theory of Knowledge (TOK). Throughout your Diploma Programme, you will use each of the core elements to support your learning and recognise how the

core elements themselves support one another. Therefore, CAS occurs simultaneously with the rest of your IB Diploma programme over a period of 18 months.

The three strands of CAS are characterised below and your involvement in any of the strands is referred to as an experience. You will also be required to engage in at least one CAS project involving one or a combination of two or even three strands, which is described later in Section 2 of this handbook.

| | |
|-------------------|--|
| 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 |



Creativity experiences may include music, art, photography, drama or dance. If your timetable doesn't include art, for example, you may find opportunities to develop creative skills through art outside the curriculum by helping to create a stage set for the school production or a mural within the school grounds. You could learn how to play a new instrument, create your own website or take something that you already do to a new level. Creativity can provide a really exciting opportunity to do something that you have always wanted to do.

Activity experiences aim to promote physical fitness and through participation in something that you enjoy, benefit your well-being. You may choose to take up a new sport or physical activity, or might try coaching or organising a team. The Duke of Edinburgh Adventurous Journey also qualifies here too. The list of possibilities is endless – but what is important, is that you are engaged in a form of activity that you enjoy and feel benefit from doing.



Service experiences aim to help you make a contribution in your own way to the local community or globally and work with people collaboratively to make the world a better place. Service experiences might involve participating in environmental clean-up campaigns, helping disadvantaged members of the community or supporting local animal welfare groups. The community work that NAS Dubai students engage with in Tanzania is an example of a service experience that addresses global issues but you may want to take this further and make this the focus of your CAS project (see section 2.3).

Further examples of CAS experiences

| Creativity | Activity | Service |
|----------------------------|--------------------------|---|
| Photography | Aerobics | Organising and supporting whole school events such as sports day or the Global Challenge |
| Tournament organisation | Badminton | Organise a basketball tournament for younger children |
| Event management | Basketball | Get involved in a beach clean-up |
| Website development | Personal gym programme | Assist in organising and setting up a school community herb garden |
| Choir | Kickboxing | Teach computer skills to someone who needs help and support |
| Drama CCA | Triathlon | Design and host a community film and discussion event featuring current issues |
| Drama production | Rugby | Implement a recycling programme |
| Journalism | Soccer | Supporting a subject area in school e.g. working with the Science Department's lab technician |
| Making a short documentary | Tournament participation | Create a community environmental group to raise awareness about global issues |
| School orchestra or band | Surfing | Create awareness for a non-governmental organisation (NGO) |
| Learning an instrument | Swimming | Be a student council or form representative |
| Art lessons | Skiing | Provide peer tutoring to junior students |
| Fashion show | Tai chi | Plan, participate and implement an activity for an international day |
| Talent show | Tennis | Be a student leader for a subject area in school |



1.3 CAS Aims and Learning Outcomes – what will I achieve by doing CAS?

Although CAS is not formally assessed and you do not receive points for CAS towards your final IB score, you cannot pass the Diploma Programme without it. The purpose of CAS is to encourage and nurture personal growth and development, with the IB Learner Profile as a guide to what we strive to be.

CAS is a personal journey and each student's portfolio of CAS experiences will be unique. Therefore, it is very hard to quantify CAS and it should only be evaluated on an individual basis. It is not just about outcomes but rather importantly, about how you get there and how you have developed as young people along the way.

CAS Aims

The CAS programme aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles

- actively participate in planned, sustained, and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

CAS Learning Outcomes

To complete CAS, the final decision will ultimately lie in the question “Have the seven learning outcomes been achieved?”

The learning outcomes are therefore a key tool on your CAS journey and must be present for you to complete the CAS requirements. Some may be demonstrated many times, in a variety of experiences, but completion requires that you have evidence of meeting each outcome a minimum of one time.

The seven learning outcomes are clear in definition and through the use of descriptors for each outcome, they can be easily understood.

We will also involve you in an introduction to CAS session when we will look at the seven learning outcomes more closely and help you to make decisions about which learning outcomes can be achieved by a particular CAS experience.

The Seven CAS Learning Outcomes

| | |
|-------------------|---|
| LO1 | Identify own strengths and develop areas for growth |
| Descriptor | Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others. |
| LO2 | Demonstrate that challenges have been undertaken, developing new skills in the process |
| Descriptor | 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 |
| LO3 | Demonstrate how to initiate and plan a CAS experience |
| Descriptor | 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. |
| LO4 | Show commitment to and perseverance in CAS experiences |
| Descriptor | Students demonstrate regular involvement and active engagement in CAS |
| LO5 | Demonstrate the skills and recognize the benefits of working collaboratively |
| Descriptor | Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences. |
| LO6 | Demonstrate engagement with issues of global significance |
| Descriptor | 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. |
| LO7 | Recognise and consider the ethics of choices and actions |
| Descriptor | Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences. |

1.4 CAS Experiences and Stages

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



CAS Experiences Model

A CAS experience can be a single event or may be an extended series of events.

A CAS project is a collaborative series of sequential CAS experiences lasting at least one month

CAS Guide 2015, page 14, IBO

In summary:

| Types of experience | What you need to do | Duration |
|-----------------------|---|----------|
| Types of Experience | What you need to do | Duration |
| CAS project | Plan and make all the decisions | 4+ weeks |
| Series of experiences | Plan and be a part of the decision making | 1+ weeks |
| Single experience | Participation | 1+ day |

What CAS should be:

- Enjoyable experiences that allow for development of personal interests, skills and/or talents
- Experiences that provide new possibilities or challenges
- Experiences that are not used or included in your Diploma course requirements
- Experiences that provide opportunities to develop the attributes of the IB Learner Profile

What CAS is not:

- An experience for personal reward, financial or benefit-in-kind
- A family responsibility
- Any class activity or project that is already part of your IB Diploma Programme
- Simple, tedious and repetitive work
- An experience with no real aim or an achievable goal

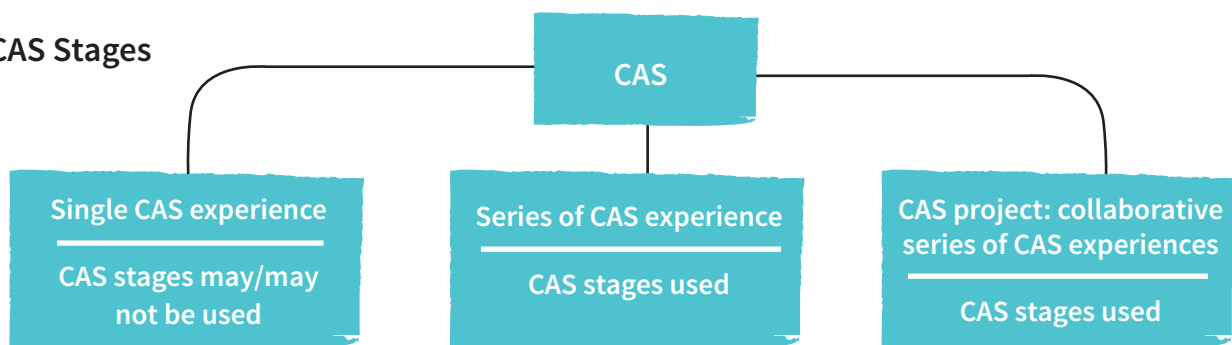


Examples of CAS experiences

| Experience | C | A | S |
|---|---|---|---|
| Music CCA's (choir, orchestra etc.) | X | | |
| Refereeing for a Primary sports fixture | | X | X |
| Participating in an art class outside of school or as a CCA | X | | |
| Tanzania Global Citizenship Expedition | X | X | X |
| Taking and presenting photographs of a school event/activity for the school newsletter | X | | X |
| Supporting Primary reading or homework club | | | X |
| School student council or form representative | | | X |
| Attending sports CCA's and/or fixtures | | X | |
| Being part of the school environmental committee | | | X |
| Volunteering as a subject tutor for younger students | | | X |
| Helping to direct or take part in the school production | X | | |
| Volunteering as a guide/helper for new students | | | X |
| Learning to play a new musical instrument or setting new goals in one that you already play | X | | |
| Attending a dance class and putting together a dance performance | X | X | |
| Designing and organising a school CAS website, noticeboard or blog | X | | X |
| Helping to create a display board after a school event | X | | X |
| Helping with a beach clean-up campaign in the local community | | | X |
| Volunteering at one of Dubai's Animal Welfare Organisations | | | X |
| Learning a new activity outside of school such as rock climbing or skiing | | X | |
| Participating in the Duke of Edinburgh International Award | X | X | X |

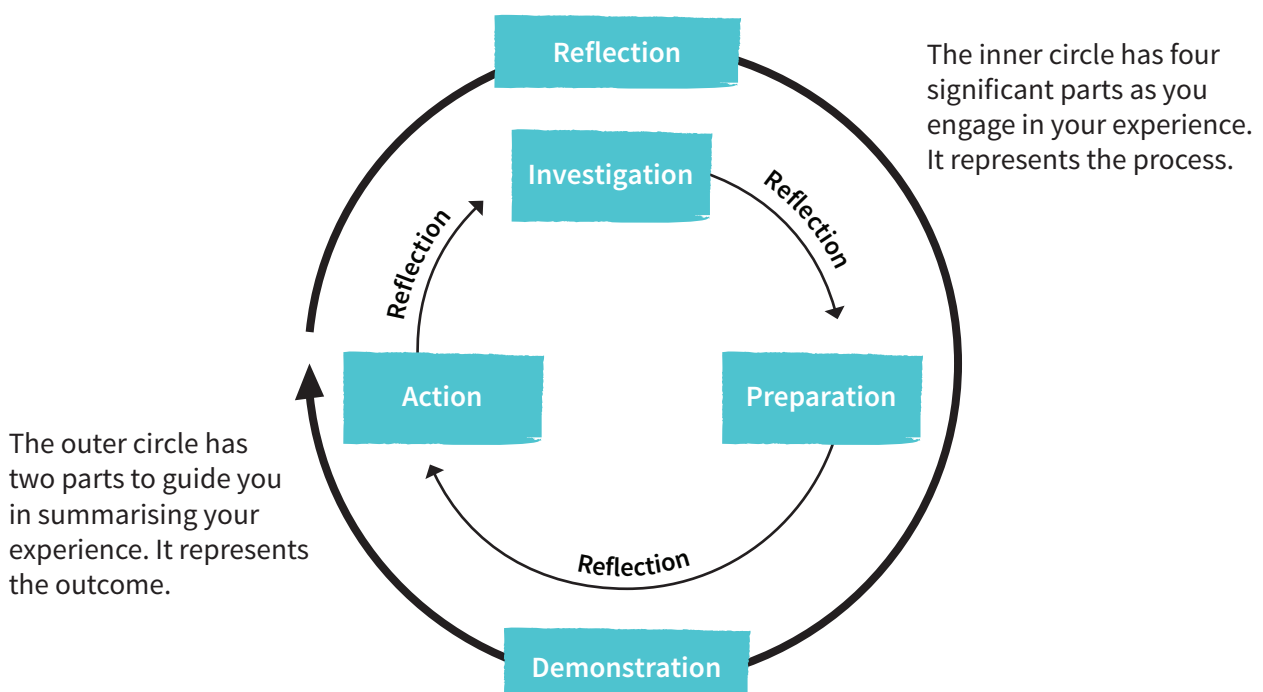
There are many opportunities available to you but you must remember that your selected experiences for CAS must not be part of a subject in your IB Diploma Programme. For example, if you are studying art, you cannot use an art CCA as creativity for CAS. However, you can use the knowledge and skills that you learn in a subject and apply them to something new.

CAS Stages



CAS Guide 2015, page 7, IBO

The CAS stages model is adapted from the work of Cathryn Berger Kaye (Five Stages of Service Learning 2010) and are intended to help you initialise and follow through a project or series of CAS experiences in a worthwhile and productive way. The skills involved are transferable and the model gives you a reliable yet flexible structure that you can apply to future situations with confidence.



The 5 CAS Stages

The five CAS stages are as follows:

1. Investigation:

Identifying interests, skills and talents to potentially use for CAS experiences/projects and areas for personal growth and development. In the case of service, you will be required to identify a need that you want to address.

2. Preparation:

Determining roles, responsibilities, necessary resources, and an action plan. Deciding your timeline is also important although a CAS experience may evolve along the way.

3. Action:

Implementation of the idea or plan to meet the CAS experience/project. You may work individually, with partners, or in groups during this stage.

4. Reflection:

Describing what happened, expressing feelings, formulating ideas, and making connections. Reflection may take place at any time during the experience and may lead to new action.

5. Demonstration:

Make it clearly known what was learned and accomplished, through your CAS portfolio or with others in some other way. Through demonstration, you will learn what you have personally achieved from your experience and communicate this to others.



1.5 CAS Project

A CAS project is a collaborative, well-considered series of sequential CAS experiences that must engage you in one or more of the CAS strands of creativity, activity, and service. As a CAS student, you must be involved in at least one CAS project during your CAS Programme.

A successful CAS project must:

- use the CAS stages as a framework for completion
- last at least one month from planning to completion
- involve collaboration or teamwork
- fall under at least one CAS strand
- be designed with a defined purpose and goal
- identify at least one desired learning outcome

The following examples are provided to help give you some idea of what a CAS project could be although the scope for what qualifies as a CAS project is enormous:

| CAS Project | C | A | S |
|---|---|---|---|
| A student group plans, designs and creates a mural (depending on the aim, this could also qualify as a service) | X | | |
| Students organise and participate in a sports team including training sessions and matches against other teams | | X | X |
| Students set up and conduct tutoring for people in need | | | X |
| Students choreograph a dance routine for a school event such as our Halloween or Christmas Fayre | X | X | |
| Students plan and participate in the planting and maintenance of a garden with members of the local community | | X | X |
| Students identify a need within the local community and organise a family beach cleaned | | X | X |
| Students organise an anti-bullying campaign in school | X | | X |
| Students initiate a school student newspaper and collate articles and photographs for it | X | | X |

Please note that all CAS projects must be approved by your CAS Coordinator before you start and your proposal must be submitted through ManageBac.




1.6 The Responsibility of a CAS student

It is important to recognise that CAS aims to develop a sense of independence and responsibility. You are the driving force behind your CAS programme and you should be mature enough to realise its importance and therefore, show your commitment to it.

You have opportunities to choose your own CAS experiences and as far as possible, you should own your personal CAS programme. With guidance from your CAS Coordinator, personal tutor and other teachers, you should choose experiences for yourself and be proactive in initiating new ones where appropriate.

Therefore, CAS should involve:

- purposeful activities with significant outcomes
- personal challenge – tasks must extend you and be achievable in scope
- thoughtful consideration, including planning and reviewing your progress
- reflection on outcomes and personal learning



Below is a list of things that as a CAS student, you are required to do:

1. Develop a clear understanding of the purpose and expectations of CAS by reading this handbook carefully.
2. Complete a personal profile and self-review at the start of your CAS programme and set personal goals for what you hope to achieve (Appendix B Personal Profile and Appendix C CAS Experience Planning Form).
3. Attend an initial CAS interview to discuss plans for CAS experiences with the CAS Coordinator and/or allocated CAS adviser.
4. Attend an interim and final CAS interview with the CAS Coordinator and/or CAS adviser.
5. Take part in a variety of experiences, some of which are self-initiated, and at least one CAS project.
6. Maintain a CAS portfolio and keep records of CAS experiences, reflections and evidence of achievement of the seven CAS learning outcomes on ManageBac.
7. Ensure a suitable balance between creativity, activity and service in your CAS programme and a regular commitment to CAS.
8. Behave appropriately and ethically in your choices and behaviours throughout your CAS experience.
9. Understand and commit to the expectations as outlined in the NAS Dubai IBDP CAS Contract (see Appendix A).

*Section 2 -
Doing CAS
at NAS Dubai*

2.1 What do I need to do to complete CAS?

The chart below aims to simplify and provide an overview of what you must do to complete CAS at NAS Dubai. The timeline on the next page helps to put these events into context within an 18-month timeframe after the start of your IB Diploma Programme.

Initiating

1. Read and become familiar with the CAS handbook.
2. Create a Personal Profile and complete the CAS Self Review Form (Appendix B).
3. Research and discuss your plans and ideas. Complete the CAS Experience Planning Form (Appendix C)
4. Meet with the CAS Coordinator or adviser to discuss your plans, interests and CAS goals. CAS Experience Planning Form and Contract (Appendix A) are signed off.
5. Set up your CAS portfolio on ManageBac (you will be given support with this).

Doing

1. Engage in CAS experiences maintaining a reasonable balance between the three CAS strands and achieving the seven learning outcomes at least once each.
2. Undertake a collaborative CAS project of at least one month's duration that may address a single strand of CAS, or combine two or all three strands. Use the CAS stages throughout the project.
3. Use ManageBac to log and evidence your CAS experiences and project.
4. Meet with CAS Coordinator or adviser for a second meeting to check on your progress.

Completing

1. Complete your portfolio on ManageBac to evidence your engagement with CAS and showcase your CAS experiences, project and reflections.
2. Meet with CAS Coordinator or adviser for a final meeting to discuss if you have met your personal goals, the challenges that you faced and if you have met the requirements for completion of CAS.

This meeting is a chance to celebrate your CAS experiences and achievements.



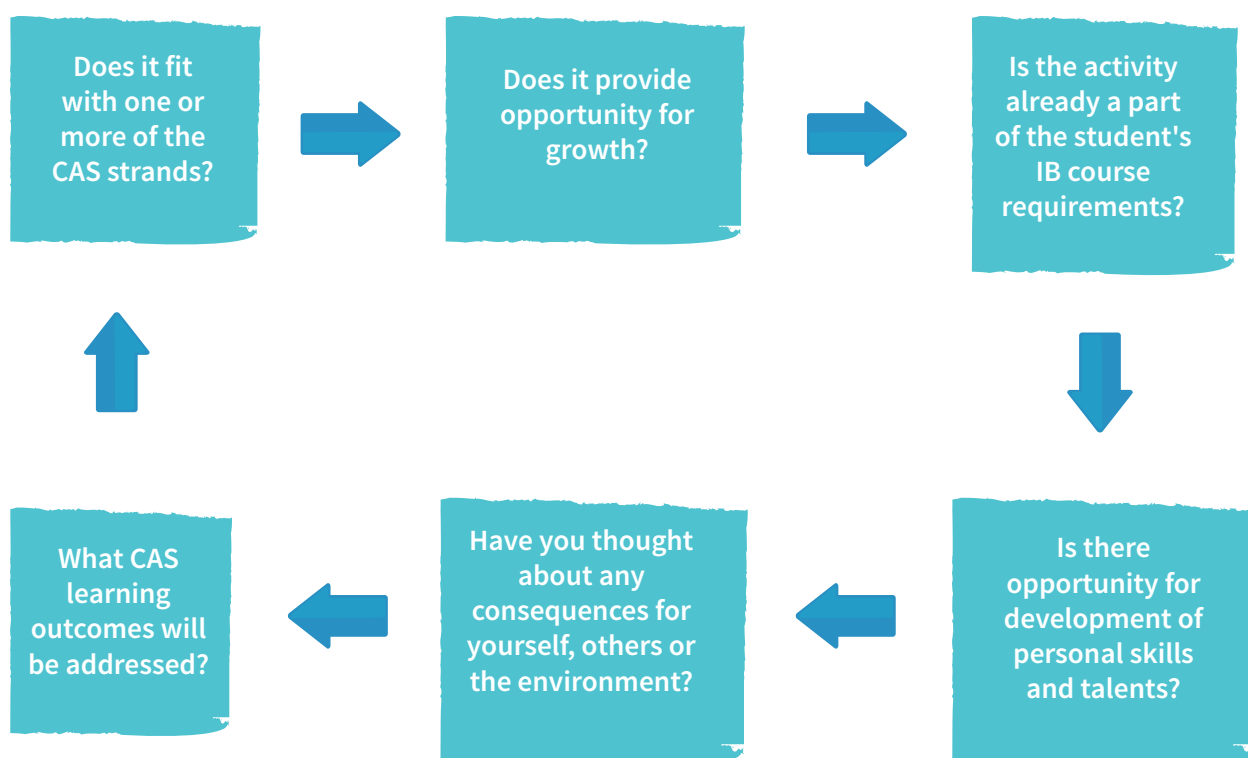
2.2 CAS Timeline

| Date | Event | Outcomes | Evidence |
|--|---------------------------------|---|--|
| Year 11 Pre IB | An Introduction to CAS | Understanding of CAS and initial ideas about possible experiences to explore | Draft of personal profile |
| September IB1 (Year 12) | IB Retreat: CAS workshops | Introduction to the IB Core, CAS handbook and ManageBac Personal Profile and Self Review Planning your personal CAS programme and experiences NAS Dubai CAS Contract | CAS Personal Profile and Self Review Form complete (Appendix B) Personal Profile completed on ManageBac CAS Planning Form initiated (Appendix C) |
| September IB1 | Initial Interview | Students discuss their planning proposal, personal goals and contract with CAS Coordinator CAS experiences begin | CAS Planning Form and Contract approved and signed by student, parents, CAS Coordinator and IB Coordinator CAS Interview and Progress Form initiated (Appendix D) |
| December IB1 and ongoing | CAS experiences continue | Significant progress made with CAS experiences Meet with CAS Coordinator as and when needed | Regular ManageBac uploads Progress comment on IB1 Term 1 academic report |
| January IB1 | CAS project and planning | Finalise CAS project plan and timeline Discuss and seek approval for CAS Project plan with CAS Coordinator | CAS project proposal form and ManageBac uploads |
| May IB1 | Second Interview | CAS project complete including reflections, evidence and supervisor reports Discuss progress made with CAS Coordinator and any plans for CAS experiences over the summer | Regular ManageBac uploads CAS Interview and Progress Form updated End of year academic report comments |
| September IB2 (Year 13) and ongoing | CAS experiences continue | Significant progress evidenced including reflections Meet with CAS Coordinator as and when needed | Regular ManageBac uploads Progress comment on IB2 Term 1 academic report |
| March IB2 | Final Interview CAS sign off | Meet with CAS Coordinator to review all CAS experiences, projects, how the 7 learning outcomes were met and personal achievements CAS Coordinator to verify all CAS requirements have been met | Completed ManageBac portfolio CAS Interview and Progress Form signed off and sent to IB Coordinator as evidence of completion of CAS Programme |

2.3 Evaluating CAS experiences and the CAS project

As the timeline states, you must plan and put forward a proposal that outlines your ideas for CAS experiences. The planning of your project may well come later in the first year of your IB Diploma Programme but it will still need careful consideration and approval before you embark upon it.

The following guiding questions may help you to determine whether an intended experience or project qualifies as CAS:



Guiding Questions for Planning a CAS Experience or Project

The CAS Experience Planning Form will also guide you through the investigation stage of a potential experience or project (see Appendix C).

Service projects

When a proposed CAS project addresses the CAS strand of service (known as a service project), you must evaluate your plans with special considerations:

- is there a genuine need and clearly stated aim for the service project?
- is your participation in the service project feasible and beneficial to all stake holders?
- has approval from the school administration been granted for the service project?

Important note:

in all cases, if you are in any doubt about the feasibility of a potential experience or project, discuss it with your CAS Coordinator or adviser. We are here to support and guide you!



2.4 The 3 R's – Recording, Reporting and Reflection

Recording and Reporting

You will document all CAS experiences/projects on the NAS Dubai ManageBac website. ManageBac is an online platform that helps you to build your CAS portfolio, record your CAS experiences and upload evidence. Your CAS Coordinator and advisers can also view your CAS portfolio at any time and keep track of your progress.

Access to the schools ManageBac website and an introduction to its use will be given at the start of IB1 (Year 12) during our IB retreat. From then on, it is your responsibility to make sure that you keep up to date with logging your CAS experiences/projects but you must also be mindful that there is no point in writing lengthy accounts about relatively routine experiences. Some of the most valuable recording and reporting happens when there is a real audience and purpose, for example, when you inform other students, parents or the wider school community about what is planned or what has been achieved.



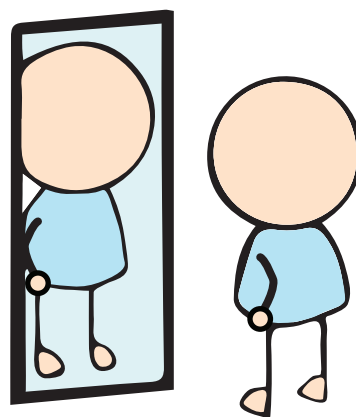
Reflection

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.”

Therefore, reflection is considered as central to building a deep and rich experience in CAS. It is also important to understand that there is no one way to reflect in CAS. Although you must use ManageBac to evidence your CAS reflections, the way in which you reflect can vary and should be personal to you.

“During CAS, the form of reflection must take into account student choice”

(CAS Guide 2015, page 28, IBO)



Understanding reflection

Reflection is a dynamic means for self-knowing, learning and decision-making. One way to explain reflection is to clarify what reflection is and what it is not. The table below will help guide you in your reflective process.

| Reflection is: | Reflection is not: |
|--|-----------------------------------|
| • 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. |

Posting Reflective Evidence

For each CAS experience/project, you must have some sort of reflective evidence posted under the 'Reflections' tab on ManageBac. Reflective evidence may be documented in the following ways:

- Pictures (with captions) – pictures could be of a reflective poster, notice board or scrap book
- Journals
- Blogs
- Creating and posting the link to videos or audio recordings
- Creating and posting the link to websites
- Another creative form of reflection (must be previously approved by the CAS Coordinator)

You must post at least one form of reflection for each experience but for a series of experiences or the CAS project, you are encouraged to submit reflective evidence throughout your journey.

*Important note:
Reflection is the primary evidence used by CAS Coordinators to determine whether students have successfully attained the seven CAS learning outcomes. However, it is important to note that not all reflections should or must discuss learning outcomes.*

CAS Guide 2015, page 29, IBO



2.5 Evidence of completion of CAS

Completion of CAS will be evidenced in two ways:

1. Your completed CAS portfolio on ManageBac which should include:

Profile:

Including your interests, skills and talents, plans and initial goals for your CAS programme.

Experiences:

Chronicling your personal CAS journey and incorporating a variety of reflections, learning moments and personal achievements.

Evidence:

A collection of the evidence of your involvement and achievements in CAS.

2. Final interview and sign off:

This is the summative interview for CAS when you will outline how you have achieved the learning outcomes for CAS. You will also discuss and evaluate your overall CAS programme and reflect on personal growth. Your completed CAS portfolio will be used as reference in this interview. This is a chance for you to celebrate what you have achieved and highlight your personal successes.

The CAS Coordinator, if satisfied that you have completed all the necessary requirements for CAS, will then inform you, your parents/guardian(s) and the IB Coordinator. The IB Coordinator will then in turn, notify the IBO that you have fulfilled the IBDP requirements for completion of CAS.



Appendices

Appendices: Appendix A: NAS Dubai IBDP CAS Contract

Name: _____

Expectations

- CAS students will read the NAS Dubai CAS student handbook and use this as a toolkit for planning, engagement in and completion of, their CAS programme.
- CAS students will attend all CAS meetings and scheduled interviews. If one has to be missed, the student is expected to contact the CAS Coordinator, Mrs Banfield, directly so that alternative arrangements can be made.
- CAS students will commit to the completion of 18 months of continuous and regular CAS experiences and at least one CAS project, starting in September of IB1 (Year 12).
- CAS students will check their email and ManageBac accounts regularly for important CAS information and act upon it when and where necessary, adhering to all given deadlines.
- CAS students will show evidence that a significant level of accomplishment has been reached with respect to the three CAS strands and seven learning outcomes.
- CAS students will submit and record all documentation and evidence of their experiences/project or risk a poor evaluation, unsatisfactory academic CAS report comments and non-fulfillment of the IBDP CAS requirements. This will ultimately mean that the Full IB Diploma cannot be awarded.

Please discuss this with your parents and show that you have read and understand the above expectations by completing and signing below. Once both signatures are in place, please return this form to the CAS Coordinator, Mrs Banfield, before your first CAS Interview.

I, _____ (IBDP candidate) with
my parent(s) or guardian(s)

_____ have read the above
and am aware of the IB



NORD ANGLIA
INTERNATIONAL
SCHOOL
DUBAI

Diploma requirements and NAS Dubai expectations for CAS. We understand that these requirements and those detailed in the NAS Dubai CAS Handbook must be met for the Full IB Diploma to be awarded.

Signatures:

CAS student:

Date:

Parent/guardian:

Date:

CAS Coordinator:

Date:

IBDP Coordinator:

Date:



NORD ANGLIA
INTERNATIONAL
SCHOOL
DUBAI

Appendix B: Personal Profile and Self-Review Form

This document will help in matching your interests, experience, skills, talents and ways you want to grow and develop with potential CAS experiences and project ideas. It will also form the basis of planning your personal CAS programme.

Student name:

Date:



Carefully consider your answer to the following questions:

| |
|---|
| 1. What do you consider your talents to be? |
| |
| 2. What do you really enjoy doing? |
| |
| 3. What skill or talent would you like to improve? |
| |
| 4. What are you already doing that you think could become part of your CAS programme? |
| |
| 5. What would you like to be involved in and/or learn more about? |
| |
| 6. Describe a time when you have helped someone else or volunteered for a particular cause. |
| |
| 7. Can you describe a time when someone has helped you? |
| |
| 8. What local or global issues do you have concern or feel most passionate about? |
| |
| 9. What have you always wanted to try but haven't yet and why would you like to try this? |
| |
| 10. Describe how you are different now, compared to what you were like 5 years ago. |
| |

Having read examples of experiences that qualify in the three CAS strands, complete the following table. You can list things that you currently do or would like to do in the future as part of your personal CAS programme.

| | |
|-------------------|---|
| 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 Guide (2015), page 8, IBO

| Things you currently participate in or have done in the past. | Things that you would like to be involved with or try in the future. |
|---|--|
| Creativity | |
| | |
| Activity | |
| | |
| Service | |
| | |

Appendix C: CAS Experience Planning Form



This form is to be discussed with your parents or guardian(s) and when complete, must be brought with you to your initial interview/meeting with the CAS Coordinator or adviser which will take place before the end of September of IB1 (Year 12).

The experiences that you list are not set in stone and due to circumstance or upon reflection, may change. This planning form is to guide you in your planning and help you to understand the requirements of CAS. Planning of your CAS project for example, will take place in more detail nearer the time.

| CAS experience or project description | CAS strand(s) and learning outcomes to be achieved | Start date | Duration | Adult supervisor |
|---------------------------------------|--|------------|----------|------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Planning and proposal checklist - be prepared to discuss these points at your first CAS interview:

1. Do I have a balance of creativity, activity and service?
2. Are my CAS experiences purposeful, enjoyable and challenging?
3. Does each experience allow opportunities for my own personal development and growth?
4. Can I identify my personal goals for each of my experiences and project?
5. Have I included an opportunity to address all seven CAS learning outcomes in my proposal?
6. Have I informed my supervisors of their role and their responsibilities where necessary?

CAS Student's Signature

Parents'/Guardians' Signature

Date

Date



Appendix D: CAS Interview and Progress Form

To be completed by the CAS Coordinator or CAS adviser as evidence that the student has fulfilled the requirements of the CAS programme.

| Name of student | | | |
|--|------|-----------|----------|
| Name of CAS Coordinator or adviser | | | |
| Event | Date | Signature | Comments |
| CAS experience and project plan submitted | | | |
| Initial CAS interview | | | |
| CAS project approved | | | |
| Second CAS interview | | | |
| Submission of effective evidence | | | |
| Final CAS interview | | | |
| CAS portfolio complete (profile, evidence and reflections) | | | |



Appendix E: References and Acknowledgments

Creativity, activity, service guide (for students graduating in 2017 and after). Published by International Baccalaureate Organization, March 2015.

Creativity, activity, service teacher support material (for students graduating in 2017 and thereafter). IBO Online Curriculum Centre (OCC).

<http://occ.ibo.org/>

Creativity, Activity, Service (CAS) for the IB Diploma: An Essential Guide for Students. Cannings, Piaggio, Muir and Brodie. Published by Cambridge, October 2015.

With special thanks to John Cannings, CAS workshop leader, IBICUS, September 2016 for sharing his experience, resources and offering ongoing support.

Nord Anglia International School
Al Barsha 3, Dubai
United Arab Emirates

Physical Address: Hessa St (D61) and Mohammad bin Zayed Road

Main Desk: +971 (0) 4 2199 999

admissions@nasdubai.ae

nasdubai.ae



<https://www.facebook.com/nasdubai.ae>



nasdubaischool



nasdubaisports



nasdubaiperformingarts



@NASDubaiSchool



NAS Dubai Media

