



COMPASS INTERNATIONAL SCHOOL
DOHA

A NORD ANGLIA EDUCATION SCHOOL

Creativity Activity Service

Student Handbook



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1. What is CAS?

Creativity - Activity - Service

Creativity - Activity - Service (CAS) sits at the core of the IB programme along with TOK and Extended Essay. The three elements of the core complement each other and aim to:

- ▶▶ Support, and be supported by, the academic disciplines
- ▶▶ Foster international-mindedness
- ▶▶ Develop self-awareness and a sense of identity

The link between CAS experiences and subject groups:

- ▶▶ Students could engage in creative writing, produce audiobooks for the blind or write a movie and produce it.
- ▶▶ Students could provide language lessons to those in need.
- ▶▶ Students could teach younger children to overcome mathematical challenges.
- ▶▶ Students could record the oral histories of people living in elderly residential facilities.
- ▶▶ Students could help maintain a nature reserve.
- ▶▶ Students could take dance lessons that lead to a theatrical performance.

CAS experiences will motivate and challenge students, strengthen their subject knowledge and encourage different approaches to their subjects.

The link between CAS experiences and TOK:

CAS and Knowledge

- ▶▶ CAS experiences are an important source of students' personal knowledge, providing students with the opportunity to gain awareness of the world in a range of diverse and challenging situations.
- ▶▶ Shared knowledge extends the idea from how individuals construct knowledge to how communities construct knowledge. In CAS, students might draw on TOK discussions that deepen understanding of different communities and cultures.

CAS and Ethics

- ▶▶ CAS helps students to "recognise and consider the ethics of choices and actions".
- ▶▶ Various ethical issues will arise naturally in the course of CAS experiences, and may be seen as challenges to a student's preconceived ideas and instinctive responses or ways of behaving.

By identifying ethical principles to guide their actions, students grow in their awareness of the consequences of choices and actions in planning and carrying out CAS experiences. Increased ethical sensibility supports students in understanding that they are responsible and accountable for their actions, and leads to their acting with integrity.

CAS experiences will encourage students to reflect on their beliefs and lead them to live more thoughtful, responsible and purposeful lives.

2. Aims of CAS

- ▶▶ Developing self-awareness and a sense of identity.
- ▶▶ Education beyond the classroom and examination hall.
- ▶▶ Development of awareness, concern for and ability to work with others.
- ▶▶ Sharing energies and talents.
- ▶▶ Education of the whole person.
- ▶▶ Challenge to the student.
- ▶▶ Counterbalance to academic self-absorption.
- ▶▶ Service to the community as a complement to intellectual development in the academic curriculum.
- ▶▶ A programme that provides opportunities for self-determination, collaboration, accomplishment and enjoyment.

Think globally, act locally.

3. Our Philosophy

- ▶▶ Fostering international-mindedness.
- ▶▶ Promotion of international understanding.
- ▶▶ Establishment of links with local, national and international communities.
- ▶▶ Development of attitudes and values which transcend race, religion, gender and politics.
- ▶▶ Encouragement of a sense of responsibility to all.
- ▶▶ Promotion of international understanding.
- ▶▶ Encouragement of new skills and interests.
- ▶▶ Development of a spirit of discovery and self-reliance.



"If you believe in something, you must not just think or talk or write, but must act." Peterson (2003)

4. CAS Student Expectations



- ▶▶ 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.
- ▶▶ 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.
- ▶▶ Understand the reflection process and identify suitable opportunities to reflect on CAS experiences.
- ▶▶ Demonstrate accomplishments within the CAS programme.
- ▶▶ Communicate with the CAS coordinator or CAS supervisor in formal and informal meetings.
- ▶▶ Ensure a suitable balance between creativity, activity and service in the CAS programme.
- ▶▶ Behave appropriately and ethically in both choices and behaviours.

CAS enables students to enhance their personal and interpersonal development by learning through experience.



IB Learner Profile:

- ★ Inquirers
- ★ Knowledgeable
- ★ Thinkers
- ★ Communicators
- ★ Principled
- ★ Open-minded
- ★ Caring
- ★ Courageous
- ★ Balanced
- ★ Reflective

5. CAS in a Nutshell

- ▶▶ Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.
- ▶▶ The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service.
- ▶▶ 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.
- ▶▶ Students undertake a CAS project of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.
- ▶▶ Students use the CAS stages (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.
- ▶▶ There are three formal documented interviews students must have with their CAS coordinator/ adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme.
- ▶▶ 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.



Students CAS experiences are logged using the ManageBac system.

Students provide evidence that they have met the learning objectives through a variety of activities covering the Three Core areas of Creativity, Activity and Service.

"Experiential learning is the process whereby knowledge is created through the transformation of experience." Kolb (1984)

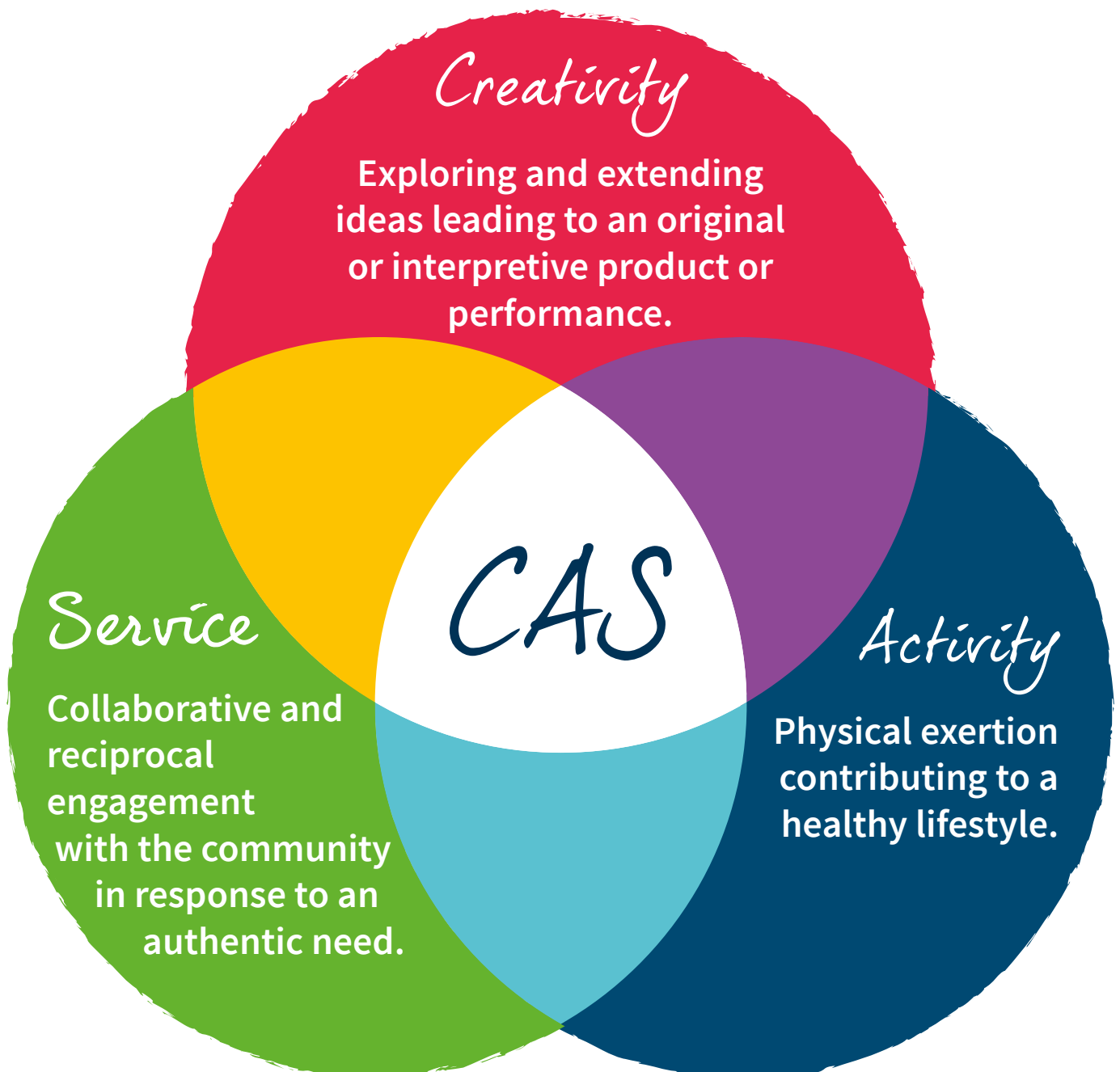
6. The Seven Learning Outcomes

	<i>Learning Outcome</i>	<i>Nature / Location of Evidence</i>
<i>Outcome 1</i>	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.
<i>Outcome 2</i>	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.
<i>Outcome 3</i>	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.
<i>Outcome 4</i>	Show commitment to and perseverance in CAS experiences	Students demonstrate regular involvement and active engagement in CAS.
<i>Outcome 5</i>	Demonstrate the skills and recognise the benefits of working collaboratively	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
<i>Outcome 6</i>	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, regionally or internationally.
<i>Outcome 7</i>	Recognise 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.

7. What is a CAS Experience?

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

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



8. Examples of CAS Activities at Madinat Khalifa

Creativity

- ▶▶ Designing and making “art” cards.
- ▶▶ Planning activities for primary children.
- ▶▶ Playing a musical instrument and deciding to take an exam (extending your expertise).
- ▶▶ Singing in the school choir.
- ▶▶ Painting a mural at school or in the local community.
- ▶▶ Producing art works for a local gallery.
- ▶▶ Becoming involved in the school drama production.
- ▶▶ Organising a photography display.
- ▶▶ Writing short fiction stories for children.
- ▶▶ Designing a sensory garden.
- ▶▶ Developing a website.
- ▶▶ Taking cookery classes.

Activity

Ongoing Activities:

- ▶▶ Playing football, hockey, badminton, tennis, netball, basketball as part of a team.

School Activities:

- ▶▶ Organising a sports event for students.

Individual Activities:

- ▶▶ Attend a gym; cycling, swimming, hiking, rowing.

Group Activities:

- ▶▶ Joining a dance class, aerobics class, yoga class, running club, tennis club.

Service

- ▶▶ Initiating an awareness of bullying and promoting respect.
- ▶▶ Participating in the environment group to create a green school.
- ▶▶ Teaching IT skills to adults.
- ▶▶ Mentoring primary children.
- ▶▶ Fund raising for disasters and other causes.
- ▶▶ Designing and developing a sensory garden.
- ▶▶ Research an area of interest, write a report and influence a practice or policy e.g. reducing water at school.
- ▶▶ Working in an animal shelter.
- ▶▶ Teaching a language to adults or children.
- ▶▶ Volunteer with Best Buddies in Qatar.
- ▶▶ Writing picture books to teach children a language.

Remember that many of the experiences cover more than one of the three elements.

Here are some examples:

- ▶▶ Tuck shop
- ▶▶ Mentoring primary students
- ▶▶ M.U.N.
- ▶▶ Mural painting

Creativity and Service

- ▶▶ Student Council
- ▶▶ Best Buddies
- ▶▶ Community group activities
- ▶▶ Supporting the local dog sanctuary
- ▶▶ Designing and building the sensory garden
- ▶▶ Environment group
- ▶▶ Duke of Edinburgh Award

Creativity, Activity and Service

- ▶▶ Designing and constructing the outdoor classroom
- ▶▶ Working at the animal shelter
- ▶▶ Coaching swimming, football, hockey

9. What is 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.

CAS Projects:

- ▶▶ Encourage students to identify one or more learning outcomes
- ▶▶ Allows them to benefit from team-work
- ▶▶ Encourages students commit to and follow through an experience for more than one month
- ▶▶ Allows exchange of ideas
- ▶▶ Encourages students to show initiative
- ▶▶ Encourages students to demonstrate perseverance

10. Why do a CAS Project?

- ▶▶ Projects encourage students to be responsible
- ▶▶ Projects allow students to follow personal interests in a structured way
- ▶▶ Projects develop skills – co-operation, problem solving, decision making

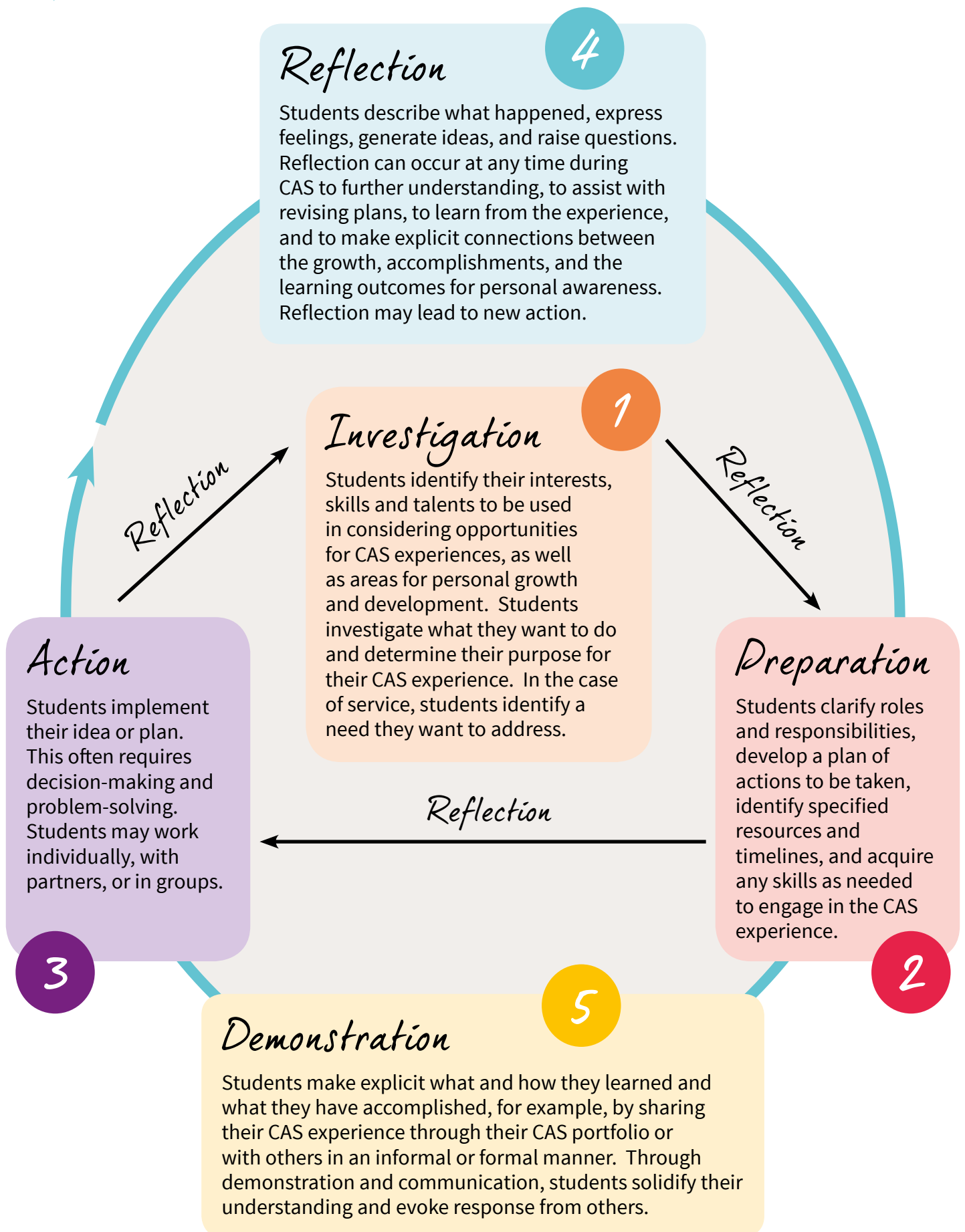
11. CAS Project

Examples of CAS projects could be:

- ▶▶ Organising and participating in a green festival – use recycled materials to create sculpture, or fashion show
- ▶▶ Organising a blood collection drive
- ▶▶ Raising awareness of healthy eating and exercise for children
- ▶▶ Creating a film to raise awareness of cyber bullying
- ▶▶ Planning, managing and delivering a sports event, charity concert or fashion show
- ▶▶ Planning, designing and creating a mural
- ▶▶ Organise and participate in a sports team including organising training sessions and matches against other teams.

All CAS projects are designed with a defined purpose and goals. Remember a CAS project should run for at least 3 months and you need to show evidence of continual progress over this timeframe.

12. CAS Stages for Service Learning



13. Ideas for Direct Service

With People

- ▶▶ Coaching younger children in sport
- ▶▶ Delivering meals to people living with a medical condition
- ▶▶ Leading resume-writing workshops for people who are unemployed
- ▶▶ Organising or assisting at a blood drive
- ▶▶ Playing music with elders to have an exchange of skills and learn about each other's music preferences and talents, and then performing as an ensemble for others
- ▶▶ Distributing plants at a farmer's market to promote home-grown container gardens
- ▶▶ Serving food at a soup kitchen



With an Environment

- ▶▶ Restoring a stream
- ▶▶ Preparing the soil and beds for an elementary school garden and planting with the children
- ▶▶ Growing seedlings for distribution
- ▶▶ Installing raised-bed gardens for a senior centre
- ▶▶ Establishing a recycling programme at city hall
- ▶▶ Making a storm-water garden

With Animals

- ▶▶ Helping at an animal shelter with data entry and dog-walking
- ▶▶ Assisting with a pet adoption outreach programme at community events
- ▶▶ Leading a workshop on pet care
- ▶▶ Setting up a turtle sanctuary in partnership with a community organisation

14. Direct Service Example

In support of people with memory loss

Note: With direct service, you see the people who will benefit from your actions or interact with the environment or animals. In all cases, the action is intended to have reciprocal benefits for all involved.

Investigation: After reading articles about challenges facing people who have had strokes, head injury, or dementia, I contacted a local day care centre for people experiencing memory loss. I interviewed the education director about what helped people the most; she said exercise and conversations. She agreed I could visit on Saturday mornings on a regular basis to lead sitting and standing exercises and visit.

Preparation: I developed a series of simple exercises, beginning with those someone can do sitting down. I showed them to a relative who is a physical therapist and she helped me make adjustments. Later, after leading the sitting exercises several times, I developed some for standing and again reviewed these with my cousin. I also began adding music since I found everyone liked moving to music. This led me to find songs from their era.

Action: Leading 30 minute exercise routines on Saturday mornings, twice per month was the initial plan, though I went more often. Because these became popular, I would lead two or three sessions a visit, offering one sitting session, one sitting and standing session, and one walking session (added later). Also I would stay and have conversations for 30 - 45 minutes each visit.

Reflection: I found writing after each session was so important for me to describe what happened, because sometimes I was upset. My grandmother had passed away and she had Alzheimer's and sometimes the residents reminded me of her. Other times I was so excited that I just had to write about a new accomplishment I noticed for one of the participants. In IB Art I found myself drawing some of the faces so I began sketching in occasion to accompany my writing. I found reflection to be an unexpected helpful way to put all the pieces together.

Demonstration: I created a virtual space that had a video of me with some friends doing my exercise routines, written reflections, a thank you letter from the agency, my sketches, and an email my cousin sent me about how I inspired her to donate her time - she came with me on occasion to help me develop more exercises. What was most enjoyable was leading some of the routines on the day we showcased our CAS experiences and also showing photographs which the agency gave me permission to take and use.

15. Advocacy Service Example

An Eat-Well Food Campaign

Note: With advocacy service, you give voice to a cause.

Investigation: After talking with a relative recently diagnosed with diabetes, I became curious about how diet and nutrition impact our health. I read a current non-fiction book about eating and nutrition, interviewed several people I know who seem very structured about their eating habits and learned about different approaches to health, and surveyed students in four of my classes to find out what they know or believe to be true about the relationship between food choices and health. As an athlete, this topic is important, and my investigation revealed a need: there is a lack of knowledge among youth about the importance of food choices.

Preparation: I wanted to do a poster campaign in the cafeteria, offer recipes to the school cafeteria based on my research, and cook some recipes (which I have never done before) and bring in food samples if they tasted good enough. Then I discussed with some friends and a few suggestions helped, including having students select which posters were best and then make sets for display around the school. Each of these ideas required approvals so I wrote a proposal that was accepted by my CAS coordinator and school officials. I was allowed to offer two recipes for review and if that went well provide others to the school cafeteria.

Action: The poster campaign was held over a six month period with a new poster added each month. At the end there was a vote on the top two posters and about 75 students voted. The first two recipes were successful, two more were permitted, and my cooking talents improved over time.

Reflection: I wrote my reflections though one of my friends said I should also keep a food diary to show how my eating habits evolved. I did this on and off for the duration of my CAS experiences.

Demonstration: My portfolio included posters, samples of surveys, video interviews with students who tried my recipes and the school dishes I influenced, and letters from local schools who received copies of posters. I also had food samples at a CAS event showcasing our accomplishments.

16. Reflection

Four elements assist in the CAS reflective process:

- ▶▶ 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.

Purposeful reflection is about quality rather than quantity

The overarching intention of reflection in CAS includes the opportunity for students to:

- ▶▶ Deepen learning
- ▶▶ Consider relevance of experience
- ▶▶ Explore personal and group values
- ▶▶ Recognise the application of knowledge, skills, and attributes
- ▶▶ Identify strengths and areas for development
- ▶▶ Gain a greater understanding of self and others
- ▶▶ Place experience in a larger context
- ▶▶ Generate relevant ideas and questions
- ▶▶ Consider improvements in individual and collective choices and actions
- ▶▶ Transfer prior learning to new situations
- ▶▶ Generate and receive constructive feedback
- ▶▶ Develop the ongoing habit of thoughtful, reflective practice

17. Reflection is?

- ▶▶ Done alone or with others
 - ▶▶ Honest
 - ▶▶ Helpful for planning
 - ▶▶ About thoughts, feelings, and ideas
 - ▶▶ Necessary for learning
 - ▶▶ Building self-awareness
 - ▶▶ Personal
 - ▶▶ Sometimes creative
 - ▶▶ Sometimes easy
 - ▶▶ What I did, combined with how I felt
 - ▶▶ Sometimes difficult
 - ▶▶ Surprising
 - ▶▶ Adding perspective
- Done in many different ways

Reflection can appear in countless forms.

CAS students should be able to identify forms of expression that have personal meaning and best enable them to explore their experiences. For example:

- ▶▶ A student might take photographs while hiking and use these to reflect in writing.
- ▶▶ Two students could compose a song describing how they helped children.
- ▶▶ A student might dramatize a poem to capture a feeling of creative endeavour.
- ▶▶ A student could produce a short video summarizing a CAS experience.
- ▶▶ A group of students create a poster highlighting aspects of a shared experience.

"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".

18. Evaluation

- ▶▶ What did you plan to do?
- ▶▶ What did you do?
- ▶▶ How did you feel?
- ▶▶ Did you learn any new skills?
- ▶▶ What was the value of the experience?
- ▶▶ How did you feel about the experience?
- ▶▶ What did you think about the experience?
- ▶▶ What did the experience mean to you?
- ▶▶ What would you change if you did this again?
- ▶▶ What did you learn from the experience?
- ▶▶ What would you change if you did this again?
- ▶▶ Can you apply what you learned in different situations?
- ▶▶ What did others gain from the experience?

The most important aspect of evaluation is self-evaluation by the student

19. Detailed Learning Outcomes

<p><i>Outcome 1</i></p>	<p>Identify own strengths and develop areas for growth</p>	<ul style="list-style-type: none"> ▶ Is aware of own strengths and weaknesses. ▶ Is open to improvement and growth opportunities. ▶ Is able to propose activities according to own interests and talents. ▶ Is willing to participate in different activities. ▶ Is able to undertake a thoughtful self-evaluation. ▶ Is able to see themselves as individuals with various abilities and skills, some more developed than others.
<p><i>Outcome 2</i></p>	<p>Demonstrate that challenges have been undertaken, developing new skills in the process</p>	<ul style="list-style-type: none"> ▶ Participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences. ▶ Is willing to become involved in unfamiliar environments and situations. ▶ Acquires new skills and abilities. ▶ Increases expertise in an established area. ▶ Shows newly acquired or developed skills or increased expertise in an established area.
<p><i>Outcome 3</i></p>	<p>Demonstrate how to initiate and plan a CAS experience</p>	<ul style="list-style-type: none"> ▶ Is able to articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences.
<p><i>Outcome 4</i></p>	<p>Show commitment to and perseverance in CAS experiences. Demonstrate how to initiate and plan a CAS experience</p>	<ul style="list-style-type: none"> ▶ Demonstrates regular involvement and active engagement with CAS experiences and CAS project. ▶ Is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies. ▶ Demonstrates adaptability to uncertainties and changes. ▶ Gets involved in long-term CAS experiences and CAS project.

<p><i>Outcome 5</i></p>	<p>Demonstrate the skills and recognise the benefits of working collaboratively</p>	<ul style="list-style-type: none"> ▶ The ethics of choices and actions. ▶ Listens respectfully to proposals from peers. ▶ Is willing to take on different roles within a team. ▶ Shows respect for different points of view and ideas. ▶ Makes valuable contributions. ▶ Is responsible for participating in the group. ▶ Readily assists others. ▶ Is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences.
<p><i>Outcome 6</i></p>	<p>Demonstrate engagement with issues of global significance</p>	<ul style="list-style-type: none"> ▶ Recognises the global implications of local issues. ▶ Is able to identify global issues in the local or national community. ▶ Shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally. ▶ Gets involved in CAS projects addressing global issues in a local, national or international context. ▶ Develops awareness and responsibility towards a shared humanity.
<p><i>Outcome 7</i></p>	<p>Recognise and consider the ethics of choices and actions</p>	<ul style="list-style-type: none"> ▶ Recognises ethical issues. ▶ Is able to explain the social influences on one's ethical identity. ▶ Takes into account cultural context when making a plan or ethical decision. ▶ Identifies what is needed to know in order to make an ethical decision. ▶ Articulates ethical principles and approaches to ethical decisions. ▶ Shows accountability for choices and actions. ▶ Is aware of the consequences of choices and actions regarding self, others involved and the community. ▶ Integrates the process of reflection when facing an ethical decision. ▶ Shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.

20. Learning Outcome 6

The approach "think global, act local" has importance when planning a CAS programme.

While students may be tempted to travel overseas as a way to engage with issues of global significance, the same or comparable issues are typically found in communities and environments closer to schools, often in their own locality. Local situations allow for more convenient and sustainable opportunities for students to engage in issues that have global significance over time and to see the longitudinal impact of their participation. This may also allow for developing purposeful relationships with community members and to see the evolution of reciprocal benefits for all involved.

The following list contains suggestions for issues of global significance. The list can be used to provide ideas to students designing their individual CAS programmes. Many of these may be applicable for CAS experiences and a CAS project. Please note that the list is not complete and students will find issues of global significance not listed, particularly what is currently occurring in their own communities.

The United Nation's Millennium Development Goals also provides a list of issues of global concern.

Goal 1: Eradicate extreme poverty and hunger

Goal 2: Achieve universal primary education

Goal 3: Promote gender equality and empower women

Goal 4: Reduce child mortality rate

Goal 5: Improve maternal health

Goal 6: Combat HIV/AIDS, malaria and other diseases

Goal 7: Ensure environmental sustainability

Goal 8: Develop a global partnership for development

The full list of goals, targets and indicators found at the United Nation's Millennium Development Goals website may provide more opportunities and ideas for potential CAS experiences or CAS projects that would involve students engaging with issues of global significance on a local level.

Some examples of appropriate CAS experiences that provide scope for showing achievement in this learning outcome include:

- ▶▶ Raising awareness of a global issue through a focused campaign
- ▶▶ Participating in organised global issue projects
- ▶▶ Supporting local programmes engaged in specific educational campaigns
- ▶▶ Assisting local communities in integrating the principles of sustainable development
- ▶▶ Developing sustainability projects at school or in the local community, such as recycling bins and saving energy
- ▶▶ Planning and implementing a school waste-management policy
- ▶▶ Leading awareness events at school about air pollution
- ▶▶ Becoming involved in the delivery of a computer-literacy project in a local community
- ▶▶ Developing an urban community garden
- ▶▶ Teaching hand-washing lessons at local kindergartens as a part of UNICEF's hand-washing campaign
- ▶▶ Organising a "Love your ocean" day at school
- ▶▶ Raising awareness about human trafficking
- ▶▶ Building a storm-water garden to reduce storm-water runoff
- ▶▶ Creating a campaign to raise awareness among tourists about fragile local ecosystems
- ▶▶ Tutoring refugees after learning about gender equity in education
- ▶▶ Leading resume workshops for people who are unemployed
- ▶▶ Distributing resources for emergency safety

21. Responsibility of the CAS Student

- ▶▶ To come up with your own ideas and take initiatives in developing a programme of experiences that challenge you
- ▶▶ Discuss plans with your CAS advisor and the CAS coordinator, and understand and apply the CAS stages where appropriate
- ▶▶ Submit a proposal for each activity including a description of the activity and set yourself at least TWO SMART goals
- ▶▶ Ensure a suitable balance between creativity, activity and service in their CAS programme, and meet each learning outcome at least twice
- ▶▶ Have an adult supervisor for each activity you take part in (not a family member). You will need an email and telephone contact so that the school can contact your supervisor if necessary
- ▶▶ Participate in at least one project. A project is a collaborative, well-considered series of sequential CAS experiences which will engage you in one or more of the CAS strands
- ▶▶ Maintain your CAS portfolio on managebac and keep records of CAS experiences using a range of evidence of achievement of the seven learning outcomes
- ▶▶ Complete the reflection questions on ManageBac and send for a supervisor review within one month of completing an experience. The activity will be removed from ManageBac if you fail to do so
- ▶▶ Participate in three interviews with your CAS advisor (tutor) and discuss your CAS programme
- ▶▶ Complete a final CAS review at the end of the programme with the CAS Coordinator. This is where the CAS Coordinator will decide if you have successfully met all the requirements to complete the CAS programme



Your CAS programme will run for **18 months** and during this time your CAS must be **continuous** with no significant breaks.

Flags and medals will be used to mark your CAS progress on **ManageBac**:



Gold medal: Student working beyond expectations



Green flag: Student meeting expectations



Red flag: Student not meeting expectations Sanctions

If a student is judged to be not meeting expectations they will be required to attend compulsory support sessions with the Coordinator, after school hours.

If a student remains on a red flag for 3 weeks they will be called to a meeting with the IBDP and CAS Coordinator and given one week to make a change. If this requirement is not met parents will be informed by a telephone call or letter.

22. Adding a CAS Experience

Step 1: Activity Description

In approximately 100 words you must include the following:

- ▶▶ What is the activity?
- ▶▶ When and where will it take place?
- ▶▶ How long will it take to complete?
- ▶▶ Will you be attending each week/day?
- ▶▶ Will you be working alone or with a group?
- ▶▶ What area of CAS will it involve? (check box)
- ▶▶ If service is it direct, indirect, advocacy or research? (check box)
- ▶▶ What do you hope to achieve?
- ▶▶ Why is it a worthwhile CAS experience for you?
- ▶▶ If it is a CAS project you will need to explain all the elements of the project in detail and submit the project application form to the CAS coordinator via CAS documents on ManageBac
- ▶▶ Set yourself two SMART goals you would like to achieve. List these at the end of your activity as bullet points
- ▶▶ Select a supervisor and ask for permission to use them!

SMART Goals	
<i>Specific</i>	A specific goal has a greater chance of being accomplished. What do you want to accomplish?
<i>Measurable</i>	You will need to be able to track your progress and measure the outcome of your activity. How will you know when you have accomplished your goal?
<i>Attainable</i>	Your goal needs to be challenging. Make sure your goal is not too easy or beyond reach.
<i>Relevant</i>	The goal must be worthwhile and important to what you want to achieve.
<i>Time-bound</i>	What is your timeframe? The time allowed to complete goals should be reasonable but not too long.

22. Adding a CAS Experience (cont.)

Step 2: Selecting Learning Outcomes

Select your outcomes wisely. Remember over the 18 months of the CAS programme the minimum requirement is that you should meet each learning outcome at least twice.

One outcome: short term experiences from a day to a month

Two outcomes: an experience you take part in regularly for at least a term

Three outcomes: a substantial CAS project lasting at least 3 months

On occasion it may be acceptable to have 4 outcomes but remember the more outcomes you select the more quality reflective evidence!

An example experience description:



For this activity I will be learning to scuba dive which will include certification and with the skills gained I plan to take part in some marine conservation. The activity will take place at Al Boom dive centre and will run each Saturday 11 am to 4 pm starting 12 October. It should finish in January and I will be doing this as part of a group from school. The activity will combine both Activity and Service. The service aspect will be direct as I will be taking part in some reef clean ups removing plastic and other litter. I have never done anything like this before so this experience will provide me with lots of challenge and new skills. I am quite nervous about what the PADI course involves but I think it will be worth it when I am qualified to dive and I can get the chance to make a difference to the local environment in the clean-up.

My goals for this activity are:

- * To complete my Open Water PADI course by December
- * To deliver an assembly in January to KS3 about marine conservation in the local community and the impacts of plastic

Learning Outcomes: Challenge, Skills and Global Engagement

Step 3: Reflection and Evidence

Reflection is a vital part of CAS. It is not easy to reflect upon your experience; moreover, it is a skill that needs to be developed with time. Reflection should happen at intervals throughout the activity (especially valuable for long-term experiences) as well as at the end.

During the experience you should be adding evidence in whatever format is suitable as well as any comments you feel are important. The best quality reflections occur immediately after the experience has ended. If you leave this task until weeks after the session has happened your reflections will become meaningless. The CAS questions on ManageBac will guide you through the reflection process particularly at the beginning of your CAS programme.

Guidance:

- ▶▶ A reflection should not just be a description
- ▶▶ Reflections and evidence should show how you are working towards your goals and learning outcomes.

- ▶▶ What did you learn?
- ▶▶ Discuss strengths and weaknesses you found, challenges you faced and improvements you need to make (things will often not go to plan!)
- ▶▶ Your reflections and evidence should be specific, detailed and personal to you
- ▶▶ Use the IB Learner Profile to aid your reflection
- ▶▶ It is OK to fail at something so your reflections do not always have to be positive (e.g. everything was great) if that is not the reality
- ▶▶ Do not just rely on written commentaries and journal entries. Whilst these are important you should also include a good range of evidence such as captioned photos, schedules, posters, presentations, videos, websites, certificates, audio recordings, drawings, screenshots, email conversations... the list is endless!

An example of reflection and evidence:

66 Session 6

Today was my first day diving as part of the conservation project after successfully completing my PADI Open Water. I am delighted that I got my certification and I have a great sense of achievement. I feel really proud of myself that I was able to overcome the panic I felt at first of being underwater and now I've really gained in confidence after thinking I'd never be able to do it at first. I was really looking forward to using my new skills but we were nervous on the boat as the water was pretty choppy. When we were getting into the water and moving towards the reef it was really important for us to stay together and work well as a team. I was not the only one a bit scared so it was great we were able to support each other to overcome this initial fear. During the dive I was surprised by the amount of plastic based rubbish that was found and between us we managed to clear a big section. It did remind me that there is a lot to do and it has really spurred me on to raise awareness of the impact of plastic in our oceans not only in the UAE but around the world. I took lots of underwater pictures and I think they will shock some of the students when I show these. Today was challenging and I felt like a risk taker. I felt like not only had I achieved personally but I also had the chance to do something for my local environment.

Step 4: *Completing a CAS Experience*

- ▶▶ Once you have completed your experience and checked that you have uploaded a good range of evidence and reflections, you will need to complete the CAS questions for your experience.
- ▶▶ Answer these in detail and be honest.
- ▶▶ Send for a supervisor review directly from your ManageBac page once all CAS questions and evidence are completed.
- ▶▶ It is your responsibility to chase the supervisor review and make sure that it is completed.

You have one month after finishing an activity to complete all reflections and send for a supervisor review. After this date your activity will be deleted.

Please remember your CAS coordinator will need time to approve your experience. It is also unfair to expect your supervisor to review your experience several months after you have completed it so please keep on top of your portfolio.

Be Ambitious



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