**CAS HANDBOOK**

**IB WORLD SCHOOL 004464**



**September 2019**

**Table of Contents**

Page No.

What is CAS? 3

The Nature of CAS 4

Aims and Objectives of CAS 5

CAS at the IB World School No 4464 6

(Including a guide about what makes a good CAS activity)

CAS requirements at a glance 7

The CAS Resource Folder 8

CAS resource folder 10

Further information 11

Questions that you need to answer about CAS 13

CAS deadlines 14

CAS Plan form 15

CAS Project form 16

**What Is CAS?**

**CAS stands for ‘Creativity, Activity and Service’. This means that your CAS programme must contain several activities from all three areas. CAS MUST be started soon after the commencement of school after Summer Break and must be finished by April.**

**Creativity** can be defined as arts, and other experiences that involve student’s creative thinking, experimenting and expression.

**Activity** can be defined as physical exertion contributing to a healthy lifestyle, that is new and challenging for the student.

**Service** can be defined as an unpaid and voluntary exchange that has a learning benefit for the student, while maintaining the rights, dignity and autonomy of all those involved.

CAS is a framework for experiential learning, designed to involve students in new roles. The emphasis is on learning by doing real tasks, that have real consequences. It is… “a counterbalance to the world of scholarship, an invitation to participate in activities destined to develop attitudes and values which transcend barriers of religion, race, class, gender or politics.”

**Students are then asked to reflect on these experiences over time. It is only after reflecting for a period of time that personal development occurs.**

The most meaningful CAS experience comes from spending time with others to build

relationships, and develop the self-worth of both server and served.

All CAS activities to be most effective and enjoyable for all concerned, must take into account each student’s aptitudes and preferences, and values and beliefs, while at the same time, meeting CAS Aims and The Eight Learning Outcomes.

**The Nature Of CAS**

The CAS requirement takes seriously the importance of life outside the world of scholarship, providing a counterbalance to the academic self-absorption you may feel within a demanding school curriculum. The creative, physical and social development of human beings can be shaped by their own experiences. The IBO’s goal of educating the whole person and fostering more caring and socially responsible attitudes comes alive in an immediate way when you reach beyond your classroom(s) and your books. The educational benefits of CAS apply in the school community, and in the local, national and international communities.

**To you, the student**

CAS should extend you. It should challenge you to develop a value system by which you enhance your personal growth. It should develop a spirit of open-mindedness, lifelong learning, discovery and self-reliance. It should encourage the equal development of new skills from all three parts of CAS: creative skills, physical skills and social skills. It should inspire a sense of responsibility towards all members of the community. It should also encourage the development of attitudes and traits that will be respected by others, such as determination and commitment, initiative and empathy.

Although there are three elements to CAS, it is important not to consider them as mutually exclusive. It is the interaction between them all that creates the richness of CAS. **The whole of CAS is greater than the sum of its parts.** CAS is about the education of the whole person, and the three elements are therefore interwoven. Together, they enable you to recognize that there are many opportunities in life, away from formal academic study, to grow in knowledge of life, self and others. Creative and physical activities are particularly important for adolescents (probably more so than for any other age group) because popular culture informs and shapes their desires and values. There are also pursuits which offer much opportunity for fun and enjoyment at a time which is, for many young people, full of stress and uncertainty.

**Aims and Objectives of CAS**

**The aims of CAS are to enable you to:**

 Be a reflective thinker, who understands his/her own strengths and limitations and can identify goals and devise strategies for personal growth

 Be willing to accept new challenges and new roles

 Be aware of themselves as members of communities with responsibilities towards each other and the environment

 Be active participants in sustained, collaborative projects

 Be balanced and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.

**These are the learning outcomes of CAS. FOR YOU TO COMPLETE CAS all eight must be demonstrated at least once. There must be evidence of you having achieved these:**

 Increased awareness of your own strengths and areas for growth

 That you have undertaken brand new experiences and faced brand new challenges

 That you have planned and initiated activities

 Your ability to work collaboratively with others

 That you have shown perseverance and commitment in all the activities you chose to do

 Your understanding of important global issues

 That you have considered the ethical implications of your actions.

**CAS and IB World School No 4464**

**CAS** (and the entire IB Diploma program) stimulates students to think about *how* to learn*, why* we learn*, who* learns *,* and *what* to learn under different circumstances with different people. Additionally, it encourages students to examine the whole process of reaching and finishing a creative, action or service task, not just achieving an outcome.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **How can you tell if an activity meets the CAS Outcomes?**  Students will | No | Somewhat | Yes | Questions |
| Undertake new challenges | The activity is something that you have already experienced | If you have done the activity before, but you are taking it to a new level | You have never done this before | List new challenges |
| Consider the ethical implications of your actions | You do not know what this means | Part of this activity will help to increase your ethical consideration of your actions | You are aware of how your behavior and actions will impact on others. You will be able to discuss these implications with others. | List some of the potential ethical implications |
| Engage with issues of global importance | There is no global importance in your activity | At first glance the activity may involve personal importance, local or national importance | The activity deals with issues of global importance | List the global issues |
| Increase your awareness of own strengths and areas for  growth | The activity will not provide opportunities for self- | The activity will compliment current strengths. | The activity will stretch your current limits to help you grow. You will improve current strengths and reflect on ways to improve. | List your strengths and highlight how you |

**Example CAS activities both in and out of IB World School No 4464 might include:**

 training for and participating in a brand new sport (P.E classes are exempt)

 a structured series of visits to a home for orphans

 helping with rehabilitation at a local hospital or nursing homes

 teaching students at the Primary School, basic literacy or computers etc.

 establishing and coaching a sports team for other teenagers

 establishing and leading a band

 involvement in a theatrical production to which kindergarten children are invited

 teaching the use of computers

 environmental restoration and protections

 organizing exhibitions

 helping administer and learning to coach a new sport (**being part of the sports leaders programme**.)

 participating in a workshop of a brand new activity

 peer teaching to a learning support student

 providing entertainment at any school sports events or other student social occasions

 **Your ideas:**

|  |  |  |
| --- | --- | --- |
| **ICS CAS requirements at a Glance** | | |
| **Creativity**  Creating Something | **Activity**  Physical Action | **Service**  Volunteering Help |
| * Regular weekly commitment over at least 18 months | | |
| * Commitment to all three areas of CAS | | |
| * Reasonable balance between Creativity, Activity and Service | | |
| * Variety of Activities (2/3 activities for each category) | | |
| * Activities should vary in terms of length and commitment-none trivial | | |
| * Each Activity must have an adult supervisor (not family) | | |
| * At least one Project in teamwork, integrating teamwork or more of the categories and lasting a significant length of time (2-3 months minimum) | | |
| * At Least one activity has an international theme | | |
| * At Least one community service | | |
| * Documentation of activities and evidence that the Eight key learning activities have been achieved must be provided | | |
| * Activities that are part of earning the IB Diploma do not count towards CAS | | |
| * Meaningful reflection on activities that have been carried out * 3 Interviews with the CAS coordinator   **Organisation of CAS at IB World School No 4464**  **Step One:**  Decide on an activity that will meet with CAS aims and objectives. Decide if it is a Creative, Action or Service task. Decide when (day, time) you will start the task and how many hours it will take to complete. **You then fill in the form provided with this booklet as a term planner for CAS in your folder**  Notes:  **Step Two:**  Your tutor will have a talk with you about the suitability of your activity for CAS.  Notes:  **Step Three:**  CAS coordinator will **contact your CAS Activity Supervisor** if necessary, before you start, usually by telephone, to confirm all details and will discuss with them their responsibilities. If there are any problems, you will be notified.  Notes:  **Step Four:**  Begin your activity! After every day or set of hours is completed, **you must write in your CAS blog, that you set up yourself, and put in any relevant pictures or resources in your folder and keep it updated**. **You will need to present this work to CAS coordinator.**  Notes:  **Step Five:**  Repeat the above steps for every new activity. Arrive on time at all meetings. Ask for help from CAS coordiantor as soon as you have any difficulties. **You should contact your supervisors if you cannot keep an appointment**.  Notes: | | |

**CAS resource Folder**

**You need to keep a Resource Folder ( blog, electronic file or planner) of all your CAS activities and ideally, you will need to write some reflections on each activity you carry out.**

Whatever method you choose, DO NOT NEGLECT YOUR **reflections** BECAUSE YOU WILL NOT BE ABLE TO CATCH UP LATER. Remember: Your folder will be checked at least once per term by CAS supervisor. **It must be neat and up to date for the duration of the Diploma Course.** CAS activity supervisors (e.g. the people that coach a team or supervise an activity) do not need to see this folder, and you do not have to show it to them, no matter how much they protest – it is YOUR private property, but supervisors are welcome to add any appropriate resources and pieces of useful material that might help with your experiences and self-reflection.

At the end of every IB Diploma Course, random students will be asked by the CAS coordinator to submit at least ten pages of work from their CAS Journal and Resource Folder

Here are some tips on how to keep a good Resource Folder:

 Date each activity and describe what you did and how you did it, and who was there.

 What did you hope to accomplish by this activity? What did you actually accomplish?

 What difficulties did you encounter (physical, mental, emotional, other)?

 What were your strengths and weaknesses? (physical, mental, emotional, other)?

 What were the brand new roles the activity presented you with and how did this make you feel?

 Did the activity stimulate you (physically, mentally, emotionally, other)?

 Has the activity changed you in any way (physically, mentally, emotionally, other)?

 **Do not write too much**. Add pictures and other pieces of information to compliment your self-reflection.

 Ask yourself “How did I feel about this activity?” - do not just write a synopsis or a review that you think others might enjoy reading. **Do not write about irrelevant things,** for example, what other people (other than your supervisor) were doing/wearing/saying; or what you ate for lunch while you were there!

 Take a notebook, pen, pencil, eraser, (or your Journal and Resource Folder with you, if possible) and your camera with you to all activities.

 **Use this check list as you write and record your reflection, as well as the Aims and Outcomes of CAS.**

**Further Information**

**Important Points:**

 **CAS MUST be started soon after the commencement of school after Summer Break and must be finished by April of your final year at school,** and not before and not after unless under exceptional circumstances.

 If you fail to be involved in CAS activities over this period and achieve the learning outcomes, **you run a real risk of not being awarded the IB Diploma. Activities must be spread evenly over the length of the course.**

 **All activities should be approved by your parents.** All parents are welcome to contact CAS coordinator at any time to discuss any concerns.

 **Students are encouraged to find their own CAS activities – it is not the responsibility of the staff to provide you with activities.** This is simply because part of the learning process is to show initiative, motivation and responsibility.

 **Students who become injured or sick where it may affect the students CAS commitment and performance, must report to CAS coordinator as soon as possible with a Doctor’s note or other appropriate documentation.** If a student becomes sick or injured while on a CAS activity, a brief report from the CAS Activity Supervisor must be submitted to CAS coordinator within seven days.

 CAS must not include any activity that is deemed as dangerous or unethical. This is at the discretion of CAS coordinator, and ICS. Further, if your responsibilities change while undertaking an activity that may entail a perceived danger to you or to others, you may be asked to cease or change the activity immediately and your CAS Activity Supervisor and your parents may be contacted. **You need to tell CAS coordinator if you think your health and safety is in danger at any time, and as soon as possible, or if your responsibilities have changed.**

Examples of this may include:

 Any hunting activities where the object is to kill or maim animals using weapons.

 Any operation of vehicles (on road or off road), or machinery where students do not have a license; appropriate protective equipment; supervision; or could cause great harm to themselves and/or others; and/or disturbance and damage to the environment.

 Where a student is asked to handle or dispense any medical treatment; drugs; hazardous waste, or where the student is asked to work in any highly unhygienic or contagious environment that may cause mild to serious health problems.

 If you lose any documentation including any part of your journal, it is up to you to replace it appropriately and quickly.

 CAS hours **can** be performed at night; at the weekends and over the school holidays. CAS hours can also be performed internationally.

 Parents and other relatives can act as CAS Activity Supervisors, so long as they have appropriate qualifications, and are not found to be aiding the student to accumulate “false” hours.

 Every CAS student will be interviewed (one on one) at a time and location yet to be decided by CAS coordniator twice during the first year of CAS and at the end of CAS.

 More than one factor of CAS may be represented in any activity at a time. For example; coaching an under-10 team in touch rugby can account for both Activity and Service, and hours distributed evenly.

 Any paid work experience; on the job training for pending employment; or household chores will **not** be accepted as a CAS activity.

**CAS Projects**

 **Every student must be involved in at least one project during the length of the Diploma Course, in order to fulfil CAS requirements.** A project involves teamwork that integrates two or more factors of CAS. You are responsible for helping to plan and initiate the project. **It must last (including planning) a minimum of 30 ho**urs.

Questions that you need to answer in your CAS reflections to complete CAS

1. How have you increased your awareness of your strengths and limitations?
2. What new challenges have you undertaken?
3. Have you planned and initiated projects?
4. How have you worked collaboratively with others?
5. How have you shown perseverance and commitment in your activities?
6. What issues of global importance have you engaged in?
7. What ethical implications of your actions have you considered?
8. What new skills have you developed?

**CAS deadlines 2019/2020**

|  |  |  |  |
| --- | --- | --- | --- |
| DATE/DEADLINE | CLASS | EVENT/ACTION | WHO |
| By September 30th, 2019 | Year 1 | Students hand in CAS plans to CAS Coordinator  Students are introduced to CAS guide and CAS Handbook | Students/ CAS Coordinator |
| October 2019 | Year 1 | Students start their CAS activities | Students |
| By October 18th, 2019 | Year 1 | Students write their initial reflections and show them to CAS Coordinator if asked. | Students/ CAS Coordinator |
| By November 8th, 2019 | Year 2 | Students write their mid-term reflections and show them to CAS Coordinator if asked. | Students/ CAS Coordinator |
| By December 16th, 2019 | Year 2 | Students show their CAS records to CAS Coordinator. | Students/ CAS Coordinator |
| By February 10th, 2020 | Year 2 | Students finish their CAS projects. | Students |
| March 30th, 2020 | Year 2 | Students finish all their CAS activities. | Students |
| April 2020 | Year2 | Students have their final CAS interviews and share their final reflections. | Students/CAS Coordinator |
| By May 29th, 2020 | Year 1 | Students write their CAS mid-term reflections and show their CAS records to CAS Coordinator. | Students/CAS Coordinator |
| By June 1st, 2020 | Year 2 | CAS Coordinator indicates on IBIS which diploma/retake candidates have not completed the CAS requirement (if appropriate). | CAS coordinator |

**IB World School 4464 CAS Plan September 2019**

**Name:**

**Session: May 2021**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | What? | Where? | When? | Supervisor’s name | Supervisor’s telephone/  e-mail |
| Creativity |  |  |  |  |  |
| Activity |  |  |  |  |  |
| Service |  |  |  |  |  |

**IB World School 4464 CAS Project form September 2019**

**Name: Session: May 2021**

|  |  |
| --- | --- |
| **Student’s name:** |  |
| **Project’s title:** |  |
| **When:** |  |
| **Where:** |  |
| **To whom:** |  |
| **Who is involved?** |  |
| **What is the project about?** |  |
| **Which elements of CAS does it combine?** |  |

***Student’s signature:***