



honesty <sup>right</sup> Implications <sup>wrong</sup>  
<sup>you</sup> <sup>your</sup> <sup>CAS</sup> Ethical <sup>actions</sup> <sup>integrity</sup> fairness  
compassion  
decisions justice

## **CAS Handbook 2017 – 18**

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## IB MISSION STATEMENT

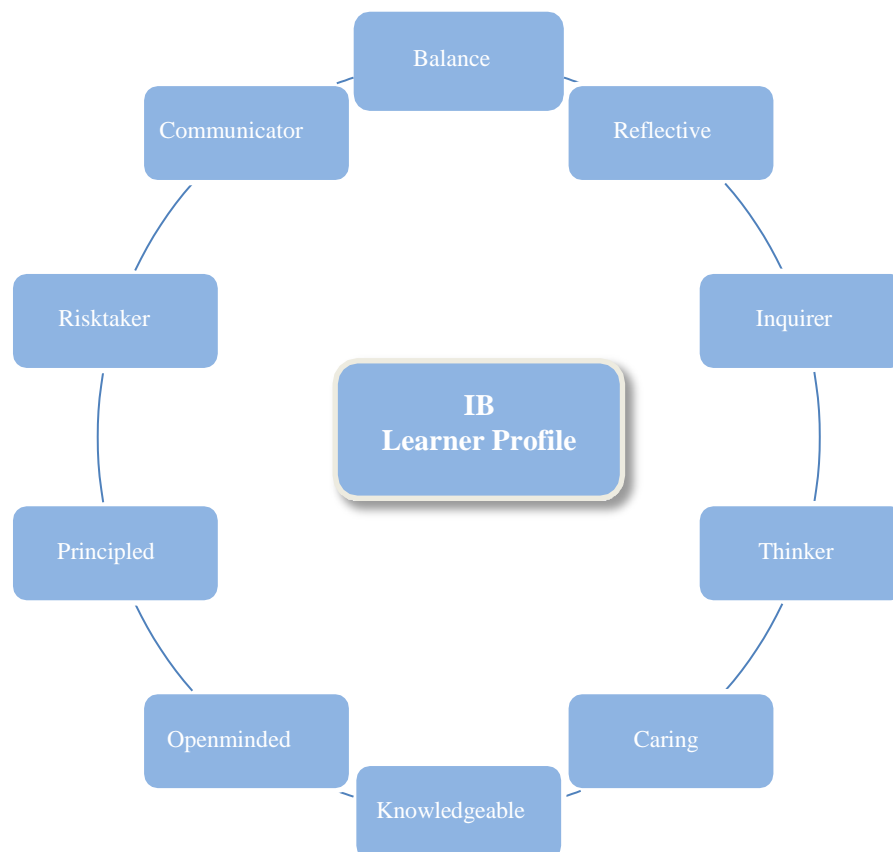
The international Baccalaureate organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

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 will understand that other people, with their differences, can also be right.

The IB Mission statement must link together with CAS.

## IB learner profile





## CAS AT INDIA INTERNATIONAL SCHOOL

### WELCOME

CAS journey is about to begin. Together with TOK and EE, CAS is the heart of the Diploma Programme.

CAS is about trying new things, getting out of the comfort zone, getting involved in issues of ethical implications, issues of global importance and meeting people from different social and culture backgrounds. Getting a healthy lifestyle through action and exercise and be aware of your own personal strengths and your areas for growth.

CAS also takes personal responsibility and the student needs to be engaged.

CAS gives the chance to the student to learn while doing, and to put principles into practice by working towards a better world. It also plays a vital role in balancing the academic demands of the Diploma Programme, in encouraging IB students to develop as well-rounded, balanced and grounded individuals. A good CAS Programme should be both challenging and enjoyable, a personal journey of self-discovery.

### WHY CAS?

- Learn how to reflect
- Challenge yourself
- Work collaborately with others
- Develop new skills and get new abilities
- Set goals, plan and initiate different activities
- Be a part of meaningful activities that can lead to personal development

### AIMS

The CAS programme aims to develop students as:

- Reflective thinkers – they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- Willing to accept new challenges and new roles
- Aware of themselves as members of communities with responsibilities towards each other and the environment
- Active participants in sustained, collaborative projects
- Balanced – they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experience



**The IBO explains the three elements of CAS as follows:**

**CREATIVITY** – “arts and other experiences that involve creative thinking”.

**ACTIVITY**– “Physical exertion contributing to a healthy lifestyle”

**SERVICE** – “collaborative and reciprocal engagement with the community in response to an authentic need”

### **CREATIVITY**

This aspect of CAS is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal. Definitions in curriculum, which include creative thinking in the design and carrying out of service projects. This could involve doing dance, theatre, music, or it could involve taking on a leadership role and designing a service project. You should try to be involved in-group activities, and especially in new roles, wherever possible; however, individual commitment to learning an art form IS allowed, where it respects the requirements for all CAS activities: that goals are set, and you reflect on progress.

### **ACTIVITY**

This aspect of CAS can include participation in expeditions, individual and team sports, and physical activities outside of the normal curriculum; it also includes physical activity involved in carrying out creative and service projects. Activity may involve participation in sport or other activities requiring physical exertion – such as expeditions, camping trips, or digging trenches for water, etc. Again, you are encouraged towards group and team activities, and undertaking new roles, but an individual commitment is acceptable where the general requirements of CAS are met: that goals are set, and you reflect on progress. Incorporating the service element can enhance both creativity and activity. For example, if you become involved in the arts or physical activities you might consider coaching young children or seniors in residential homes.

### **SERVICE**

Service involves interaction, such as the building of links with individuals or groups in the community. The community may be the school, the local district, or it may exist on national and international levels (such as undertaking projects of assistance in a developing country). Service activities should not only involve doing things for others but also doing things with others and developing a real commitment with them. The relationship should therefore show respect for the dignity and self-respect of others.

### **PROPOSED CAS ACTIVITY SHOULD INVOLVE:**

- real, purposeful activities, with significant outcomes
- personal challenge – tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning
- evidence – film, photos, blogs, slide shows, exhibitions.



## What Is NOT CAS?

CAS is not a points-scoring exercise. It should be an interesting variety of activities that you find intrinsically worthwhile and rewarding, and which is mutually beneficial to you and to your community. Generally, CAS is not taking place when you are in a passive rather than an active role. There should be interaction. If you are passive, nothing of real value, either for you or for other people, results from what you are doing, and no real reflection is possible. Examples of activities, which at first sight would appear to be inappropriate, are listed below

- any class, activity or project that is already part of the Diploma Program
- an activity for personal reward, financial or benefit-in-kind
- simple, tedious and repetitive work
- a passive pursuit, e.g. museum, theatre, exhibition, concert visits
- part of family or religious duty
- work experience that only benefits the student
- fundraising with no clearly defined end in sight
- an activity where there is no responsible adult on site to evaluate your performance
- activities that cause division amongst different groups in the community
- working in an old people's or children's home when you:
  - have no idea of how the home operates
  - are just making sandwiches
  - have no contact at all with the old people or children
  - actually do no service for other people

## Developing Reflection: IB requirement for reflection

After the “What ...?” questions, experiential learners might consider, where appropriate, for themselves and others, and for each stage of an activity (before, during and after):

- ◆ How you felt
- ◆ What you perceived
- ◆ What you thought about the activity
- ◆ What the activity meant to you
- ◆ What the value of the activity was
- ◆ What you learned from the activity and how this learning (for example, a change of perspective) might apply more widely.

## Recording and Reflection

Students should document their CAS activities, noting in particular their reflections upon their experiences. As previously indicated, this documentation may take many forms, including blogs, illustrated displays and videos, and written notes. Its extent should match the significance of the particular activity to the student. While it is important to make an early start on their CAS blog, 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 students inform other students, parents or the wider community



about what is planned or what has been achieved. There should be regular consultations between each student and the CAS coordinator, where the student's progress is discussed and appropriate encouragement and advice is given. These consultations should be briefly documented and incorporated into the weekly reflections. If any concerns arise, especially about whether a student will successfully complete the CAS requirement, these should be noted and appropriate action should be taken at the earliest opportunity. The school will record the completion decision for each student, noting the evidence for each learning outcome.

## **CAS Process**

### **1. Pre-planning**

Students must self-review at the beginning of the CAS experience and set personal goals for what they hope to achieve through their CAS programme. This will involve identifying the interests, strengths, weaknesses, and resources.

### **2. Create a CAS Plan**

Taking part in a range of activities, including at least one project, some of which are initiated by the student themselves. Student must take part in activities that involve them in school community, local community, national community, and the international community. Students should plan on spending half a day at school week (three to four hours per week) or approximately 150 hours in total, with a reasonable balance between creativity, activity and service.

### **3. Carry out a CAS Plan**

Planning, action and reflection, all three are very important in CAS.

All activities must be pre-approved by the CAS Coordinator before the start of an activity. Complete the Activity Proposal Form and return it to the CAS coordinator for approval. Remember, CAS activities should continue on a regular basis for as long as possible throughout the program.

### **4. Recording and Reporting**

Student must keep records of his/her activities and achievements, including a list of the principal activities undertaken and take photos whenever possible. Evidence must be provided of your achievement of the seven CAS learning outcomes. This evidence can be in a variety of forms, scrapbooks, photo, essays, videos/DVDs or just standard written reflections. Evidence and reflections can be stored electronically.



## 5. Reflections

Students must reflect on their CAS experiences.

For reference, please take help from the following:

- What did I plan to do?
- What did I do?
- What were the outcomes, for me, the team I was working with, and others?

Other questions to ask would be:

- How successful was I in achieving my goals?
- What difficulties did I encounter and how did I overcome them?
- What did I learn about myself and others through this activity/project?

## Responsibilities of the school

As per the IB Programme standards and practices it is required that:

- School provides appropriate resources and staff to support the delivery of an appropriate and varied CAS Programme.
- Students have opportunities to choose their own CAS experiences.
- Students have opportunities to reflect on their CAS experiences, guided by teacher advisors who provide appropriate feedback.
- Parents are fully informed about the CAS Programme.

## Responsibility of the student

The CAS Programme is a complete responsibility of the student. Regular guidance will be provided. There are requirements that must be met.

Students are **required** to:

1. Plan, do and reflect (plan activities, carry them out and reflect on what has been learned). Communicate with the CAS coordinator throughout the process over 18 months. Students are expected to discuss their plans and progress on regular basis.
3. Take part in a range of activities, **including at least one project involving teamwork, some of which the students initiate. It must include two of the three CAS components (creativity, activity, service).**
4. Keep records of their activities and achievements, including a list of the activities undertaken.
5. Show evidence of achievement of the seven CAS learning outcomes.
6. IBDP students who fail to fulfil CAS requirement will not receive IB diploma



### **CAS Coordinator**

As per the CAS guide (For students graduation in 2017 and after)

CAS coordinator is the person who is given overall responsibility for establishing and overseeing the school's CAS programme with sufficient support, time and resources to carry out the role.

### **CAS Advisors**

CAS advisors refer to teachers or other school staff whose role is to provide ongoing support and advice to individual or groups of CAS students in relation to their CAS programme.

### **CAS Supervisor:**

The CAS supervisor assists, offers guidance and oversees the students CAS experiences when needed.





## How can links be created between CAS and TOK?



CAS and TOK are elements of the core of the Diploma Programme and are complementary to each other. CAS is primarily about undertaking activities beyond the classroom and then reflecting upon them to better understand how experiences develop the person. TOK is intended to develop more formal critical thinking skills, necessitating a more structured and analytical approach to reflection and encourages students to reflect using additional philosophical and epistemological ideas.

TOK aims to teach students how to reflect in a critical manner on issues relating to how and what they learn. Reflection forms the key link between these two central parts of the Diploma Programme.

It is important that there is good communication between the CAS coordinator and TOK teachers so that both are aware of each other's work. By working closely with the TOK teacher, the CAS coordinator will find a natural connection between TOK topics and experiential learning. This relationship should help students to utilize aspects of the TOK course in their CAS program and vice versa.

CAS activities may be based on a knowledge claim or knowledge issue that students have explored within TOK discussions. Alternatively, a CAS activity and the subsequent reflections that a student makes could precipitate or form part of a TOK discussion, presentation or essay. This, in turn, can help to develop the reflections of students on CAS activities beyond the mere descriptive.

## How can links be created of CAS with Extended Essay and subject groups?

A CAS project or activity that a student may undertake could provide the stimulus for an extended essay. It is possible that any subject area could be linked to the extended essay. Group 3 ("Individuals and societies") essays have, for example, been based on economics about the cost-benefit analysis of a social project by a school. Working in an elderly care facility may well lead to an extended essay in history, incorporating some oral history as a source. A CAS service activity may lead to an investigation of the location of the homeless or the causes and effects of their movement from home. In biology and chemistry, work on an environmental issue may lead to an investigation of an ecosystem or the sources of air pollution. Service with a food kitchen might stimulate an interest in a world studies extended essay into food security.



## LEARNING OUTCOMES

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

	Learning outcomes	
1	Increased their awareness of own strengths and areas for growth	I am able to see myself as an individual with various skills and abilities and I understand that I can make choices about how I wish to move forward.
2	Undertaken new challenges	A new challenge may be an unfamiliar activity or an extension to an existing one.
3	Planned and initiated activities	Planning and initiation will often be in collaboration with others It can be shown in activities that are a part of larger projects.
4	Show commitment to and perseverance in CAS experiences	At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.
5	Demonstrate the skills and recognize the benefits of working collaboratively.	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
6	Demonstrate engagement with issues of global significance	Think globally act locally. Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally, like environmental concerns, caring for elderly.
7	Recognize and consider the ethics of choices and actions	Ethical decisions arise in almost any CAS-activities, on the sports field, relationships with others involved in service activities.



## PROCEDURES AND MAJOR DEADLINES AT IIS FOR CAS CALENDAR 2017-2019

Meeting/Session	Purpose	Date
Bridge Course IBDP Year 1	To expose the students on <ul style="list-style-type: none"> <li>• What is CAS</li> <li>• Aims</li> <li>• Learning Outcomes</li> </ul> Sharing the CAS calendar	April/May 2017
1 <sup>st</sup> Interview with IBDP Year 1 students	Discuss general guideline for CAS and plan a set of experiences to be done throughout the 18 month program	July/August 2017
Meeting with IBDP Year 1 students	Exposure on writing of reflections, checking the progress of individual CAS of students	September/October 2017
Meeting with IBDP Year 1 students	Checking the progress of Individual CAS profile of students, Discussing their planned experiences and reflections.	November/December 2017
Meeting with IBDP Year 1 students	Plan the CAS project and set agenda for summer vacations	January/ February 2018
E Profile and Second interview (IBDP year 2)	Session on Journey of CAS experiences at individual level	April/May 2018
Meeting with IBDP Year 2 students	Discussing the progress of CAS project and reflections.	July/August 2018
Meeting with IBDP Year 2 students	Supervising the evidences and reflection and leading the students towards final submission	September/October 2018
3 <sup>rd</sup> Interview and final submission IBDP Year 2	Finalizing CAS portfolio and submissions	November/December 2018



### **HOW TO START WITH CAS?**

- Fill out a CAS-proposal form
- Submit the proposal and get started with CAS
- After the activity fill the 'Evaluation Form'

The student can show what he/she has been doing in different ways. It may be through exhibitions, concerts, lectures, pictures, photos, blog etc.

### **THE DIARY**

Students are supposed to write a diary every week about all the parts of CAS. Whenever they are writing in the diary, they need to reflect on the things that they are doing. Please use the following sentences for your reference:

- I can use the skills I learned today in other situations such as...
- I found today's activity difficult because...
- The skills I need to improve are...
- This was a real challenge for me...
- I am looking forward to doing this activity again...
- My best achievement in this activity was...

### **HOW TO END CAS?**

- CAS portfolios are to be submitted to the CAS coordinator by January at the end 18 months of IB Diploma programme.



### CAS REQUIREMENTS AND PLANNING

This is what you have to prove in your final presentation.

Use this sheet to help plan your CAS program, and to outline your final presentation.

**Requirement one: Plan** - Students must plan and complete a series of CAS activities that are

1. real, purposeful activities, with significant outcomes
2. personally challenging – tasks must extend the student and be achievable in scope
3. thoughtful consideration, such as planning, reviewing progress, reporting reflection on outcomes and personal learning. All CAS must involve learning.

**Requirement two: Show**- Students must demonstrate that they have accomplished these 7 learning outcomes at some point during the 18-month CAS commitment.

Learning outcome	Achieved Y/N	C/A/S	Evidence (Mention)
Increased their awareness of their own strengths and areas for growth			
Undertaken new challenges			
Planned and initiated activities			
Shown perseverance and commitment in their activities			
Engaged with issues of global importance			
Considered the ethical implications of their actions			
Developed new skills			



**Requirement three: Describe** -Students must demonstrate a reasonable balance of creative, activity, and service activities in the CAS project.

Creative activities	List activities
Activity endeavors	
Service activities	

**Requirement four: Proof-** Students must provide proof that they participated as they claim. They may use methods that are outlined in the CAS guide (pictures, newspaper articles, etc.).

**Requirement five: Reflect-** Students must reflect on EACH of their **individual CAS activities**. For each activity, students should consider the reflective questions and on the CAS recording sheet and questions contained in subsequent handouts. Reflection can be written (journals, blogs, etc.) or done through other methods (scrap books, computer presentations, interview etc.)

**You must describe in words about your experiences**

**Requirement six: Holistic-** Students must reflect on their CAS **program as a whole**. Specifically: **did you meet the personal goals that you set at the beginning of the program**.

**Requirement seven: Integration -** Students must complete **at least** one “CAS project” that involves collaboration and integrates at least two of creativity, activity and service, and is of significant duration.

**Requirement eight: Time line-** Students must demonstrate an 18-month commitment to CAS and must show evidence that some activities were NOT stand-alone, but that some



activities were significantly involved over a period of time. CAS cannot **just** be a series of one-time projects. CAS cannot be completed in a short time span, then not worked on at all for long spans of time.

## CAS EVALUATION and ASSESSMENT

### Involvement in CAS Activities

	<b>CREATIVITY</b>	<b>ACTIVITY</b>	<b>SERVICE</b>
<b>COMPLETE</b>	<b>Engages in seven learning outcomes in creativity and reflects on the learning goals</b>	<b>Is fully engaged in sports activity through all eight learning outcomes</b>	<b>Is fully engaged in service activity through all eight learning outcomes</b>
<b>PARTIAL</b>	<b>Sets basic learning goals and partially reflects on these goals and learning outcomes</b>	<b>Sets basic learning goals for activities and partially reflects on these goals and learning outcomes</b>	<b>Sets basic learning goals for service activities and partially reflects on these goals and learning outcomes</b>
<b>INCOMPLETE</b>	<b>Does not set appropriate learning goals and does not complete learning outcomes in creativity</b>	<b>Does not set appropriate learning goals and does not complete learning outcomes in activities.</b>	<b>Does not set appropriate learning goals and does not complete learning outcomes in service</b>

### Creativity, Activity & Service

<b>Participation</b>				
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<i>Participates regularly and punctually</i>	<i>Participates regularly but not always punctual</i>	<i>Participates but not always regular or punctual</i>	<i>Sometimes participates</i>	<i>Never participates</i>
<b>Performance</b>				



<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<i>Has a good understanding of CAS Activity; has mastered essential skills</i>	<i>Understands CAS Activity and has acquired good skills</i>	<i>Some understanding of CAS Activity but not skilled</i>	<i>Lacks proper understanding of CAS Activity</i>	<i>Needs to understand the human aspect of CAS Activity</i>

**CAS EVALUATION:**

**(By the student)**

**Activity Assessment to be done before you start any CAS activity**

Remember that you have to show evidence that you have achieved the seven learning outcomes. You should aim to show evidence of meeting each outcome in two activities and each activity should have one to two outcomes. The following rubric will help you decide if your activity is a suitable CAS activity.

<b>In this activity you will:</b>	<b>NO</b>	<b>YES</b>	<b>YOU SHOULD</b>
Increased your awareness of own strengths and areas for growth	The activity will not provide opportunity for self- reflection or growth. <b>If not, it isn't a suitable CAS activity for this outcome</b>	The activity will stretch your limits to help you grow. Your existing strengths will improve. <b>If so, it is a suitable CAS-activity for this outcome</b>	List your strengths and highlight how you will experience personal growth
Undertaken new challenges	This activity is something that you have already experienced	You have never done this activity before	List your new challenges:
Planned and initiated activities	This activity does not allow you to plan and initiate the activity	Your activity will allow you to plan and initiate.	List the parts you will be planning:
Show commitment to and perseverance in CAS	This activity does not require you to consistently attend over reasonable	You will be able to consistently participate and show commitment to	List how you will show perseverance and commitment





experiences	time/period	the activity	
Demonstrate the skills and recognize the benefits of working collaboratively	This activity involves working alone This activity does not allow you to develop new skills.	The activity will allow you to actively work with others. In this activity I can develop new skills	List who you will work with and how:  List the new skills that you have developed
Demonstrate engagement with issues of global significance	There is no global issue involved with this activity.	This activity deals with issues of global importance	List the global issues:
Recognize and consider the ethics of choices and actions	I cannot identify any ethical implication in this activity	I can clearly see ethical issues involved in this activity.	List some ethical implications:



Following FORMS to be filled



### PROPOSAL AND PLAN FOR CAS ACTIVITIES

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Term/Semester: \_\_\_\_\_

	<b>Creativity</b>	<b>Activity</b>	<b>Service</b>
<b>Description:</b> (What are you planning to do?)			
<b>Supervisor &amp; contact details</b> (Name)			
<b>Location/evidence:</b> (film, photos, blogs, slide shows, exhibitions)			
<b>Duration and amount:</b> (How many hours/week?)			
<b>Goals:</b> (cf. CAS Learning Outcomes)			

Approved: yes / no

CAS coordinator: \_\_\_\_\_ Date: \_\_\_\_\_



CAS LOG SHEET ( to be filled by the student)

<b>Activity Name</b>	<b>Date(s)</b>	<b>Appx # of hours</b>	<b>Notes</b>
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			



## CAS SUPERVISOR FORM

Creativity /Activity/Service (Circle any one)

The student that you have been supervising needs to satisfy 7 Learning outcomes over the course of the CAS programme. Please, tick the appropriate Learning outcomes that the student has satisfied in your activity.

StudentName: \_\_\_\_\_

Name of theSupervisor: \_\_\_\_\_

Learning Outcomes	Achieved	Evidence
Increased their awareness of their own strengths and areas for growth		
Undertaken new challenges		
Planned and initiated activities		
Shown perseverance and commitment in their activities		
Engaged with issues of global importance		
Considered the ethical implications of their actions		
Developed new skills		



## CAS COMPLETION FORM

Name of student: \_\_\_\_\_

There is evidence that the student has fulfilled each of the following learning

<b>Learning outcomes</b>	<b>Achieved</b>	<b>Nature and location of evidence (blog/date, journal, page etc)</b>
Increased their awareness of own strengths and areas for growth		
Undertaken new challenges		
Planned and initiated activities		
Develop new skills and work collaboratively		
Shown perseverance and commitment in their activities		
Engaged with issues of global importance		
Considered the ethical implications of their actions		

Name and Sign of CAS Coordinator:

Date:



## FAQ

### **Do all CAS activities need to be collaborative?**

No. The only instance where collaboration is formally required is the CAS project. This collaboration could be between students or student and others. However, the Creativity, activity service guide (2008) does encourage students to fulfill the learning outcome “worked collaboratively with others” through a variety of CAS experiences rather than only through the CAS project: “Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten”

### **Can participation in Model United Nations (MUN) be considered CAS?**

Yes. A student representing the interests of a United Nations member state in a debate could nominate this as creativity. Students involved in the organization of a conference could justify this activity as service. At all times the four main criteria of a CAS activity must be met.

### **Does walking a pet count as a CAS activity?**

It is possible that walking a pet is a personal challenge, for example when a student is suffering or recovering from a physical disability. Or, the student is walking the pet of a disabled or elderly person. In these types of situations, it could be considered CAS. CAS students need to be aware that no activity “should be trivial” and also need to consider the four main criteria of a CAS activity.

### **Can babysitting counts as CAS?**

No it can't! But doing service at Kindergarten or a daycare center counts as CAS.

### **Can I continue with my sports that I'm already are doing?**

Yes you can. As long as you set new goals and don't have repetitive tasks