

SISS CAS HANDBOOK

FOR STUDENTS GRADUATING

in
2020

Acknowledgements

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International Baccalaureate Organization (March 2008 and March 2015), *Creativity, action, service guide* (Cardiff), pp. 5, 6 & 23

Rebecca Scrivener (2009), *Implementing a Successful C.A.S. Programme*, CAS Supervisor Information (Athens) pp.55, 60

Riccardo Italiano, *Augsburg International School CAS Handbook*

CAS HANDBOOK

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Inspirational Quotes

"The key question isn't "What fosters creativity?" But it is why in God's name isn't everyone creative? Where was the human potential lost? How was it crippled? I think therefore a good question might be not why do people create? But why do people not create or innovate? We have got to abandon that sense of amazement in the face of creativity, as if it were a miracle if anybody created anything."

- Abraham Maslow

"Lack of activity destroys the good condition of every human being, while movement and methodical physical exercise save it and preserve it."

- Plato

"Everyone can be great because anyone can serve. You don't have to have a college degree to serve. You don't even have to make your subject and verb agree to serve... You only need a heart full of grace. A soul generated by love..."

- Dr. Martin Luther King, Jr.

"I am of the opinion that my life belongs to the community, and as long as I live it is my privilege to do for it whatever I can."

- George Bernard Shaw

"There is no greater calling than to serve your fellow man. There is no greater contribution than to help the weak. There is no greater satisfaction than to have done it well."

- Walter Reuther

"Knowing yourself is the beginning of all wisdom."

- Aristotle

PART 1

THE CAS PROGRAMME: INTRODUCTION AND GENERAL INSTRUCTIONS

“...if you believe in something,
you must not just think or talk or write,
but must act.”
Peterson (2003)

1. What is the philosophy behind CAS?

CAS combines the three areas of Creativity, Activity and Service. It is essentially involved with learning about yourself and others in an "out-of-classroom" context. A good CAS activity will, by its nature, involve experiential learning (Learning by Doing!).

Your CAS experience should:

- challenge and extend the individual student
- develop a spirit of discovery and self-reliance
- encourage new skills and interests
- inspire a sense of responsibility to all members of the community

"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." (IB learner profile booklet, March 2006)

You can achieve this aim by involving yourself in a variety of worthwhile activities, including local, national and international activities. You, and people from different backgrounds, may learn a lot about each other through working together in a local environment, such as the refugee centre. Bear in mind the maxim "Think globally, act locally"!

2. What are the challenges & rewards of CAS?

Time and resource management are the two greatest challenges of CAS. Although the completion of a self-evaluation following an activity is time consuming, it is very relevant since it gives students the time to reflect on the activity. Such an evaluation encompasses writing about and reflecting on three important areas: how students spent their time, what skills & values students acquired, and how did others gain from interacting with them.

In terms of rewards reaped, involvement in CAS activities is especially relevant for students enrolled at SISS. The majority of our students have a common ethnic, linguistic, religious, and class background. Serving people who come from backgrounds different from your own gives you a more international and diverse look at the world. Beyond that, helping other people gives warmth and meaning to our lives, and makes us better, more concerned fellow citizens. It encourages "compassionate citizenry."

"The love of one's country is a splendid thing.
But why should love stop at the border?"

Pablo Casals

3. Examples of Creativity, Activity and Service Experiences

CREATIVITY: Various forms of the arts, such as painting, drama, visual media etc. Also credited for activities in which you are involved in creative thinking. Personal challenge, rather than maintenance of a skill or routine practice, is what counts here. For example, planning and organizing a spring fair, sports day, drama production can all be awarded creativity hours. Examples of creativity activities include, but are not limited to:

- Learning a new artistic form (visual art, multi-media, music, dance, drama etc.)
- Making objects to sell for fundraising
- Designing and implementing an after-school activity for students, teachers...
- Creating a visual record of the CAS programme through photography, film, magazine...
- Preparing and giving language lessons to younger students, parents, groups in the community...
- Document SISS events, such as Drama productions, Sportsdays, Music concerts etc. Take photos, make movies, write articles...

What activities are not acceptable?

- Anything you do as part of your Diploma Programme lessons
- Continuing in a creative field without any new challenges. For example, you could learn a new style (with tutoring) on an instrument you already play
- Not sure? Ask Mr. Milerski

Activity: The focus is on activities which require physical exertion. Typically, activity will involve you in activities which increase your heart rate. Physical work may also be included as activity, such as helping to build a shelter for a charitable cause.

Examples of activity activities include, but are not limited to:

- Any physical activity which has a positive effect on your health
- Learning a new sport
- Coaching junior teams
- Running an after school sport activity
- Competing in a long-distance run
- Physical work (digging, building, sawing etc.) for a worthy cause

What activities are not acceptable?

- Continuing with a sport with no new challenge
- Any activity which is not supervised (jogging around the block)
- Not sure? Ask Mr. Milerski

SERVICE: Service includes local, national and international community service activities. It entails doing things for others and with others, in a relationship of mutual respect and without compensation. The emphasis is on respecting the conditions, the culture and the beliefs of the people you are interacting with.

Examples of service activities include, but are not limited to:

- Organizing an event to raise money for a worthy cause
- Involving yourself with the refugee center
- Become actively involved in environmental issues, such as river/lake clean-ups. No cleans-ups exist? Begin one yourself!
- Volunteer with animal organizations helping animals in need
- Volunteering with the elderly, the disabled, reading programs etc.

What activities are not acceptable?

- Any activity which involves personal gain
- Helping your family paint the house
- Not sure? Ask Mr. Milerski

4. What kinds of CAS forms are there & how/ when should they be used? All forms are available from CAS Coordinator.

- There is a set of pre-CAS forms you and your parents will be asked to complete at the beginning of Year 11. Those include parental consent form, CAS parent agreement, and student pre-CAS checklist.
- Personal Profile Form. This needs to be completed in the first week of school.
- The Supervisor evaluation form. Once you have completed a CAS experience you will need to ask your supervisor for an evaluation. For supervisor's convenience you should submit a paper copy and then upload it to ManageBac.
- CAS Log. You must regularly update your hours on the form.
- Activity proposals. CAS activity must be planned ahead of time. You will use ManageBac to submit your CAS proposal for approval.
- CAS activities completed out-of-school will require a risk assessment to be completed before you ask for an approval.
- The above (evaluation and update of records) ought to be completed on time, i.e. within two weeks after the activity has come to an end. Not doing so will be reflected on your school report card and the activity might be deleted from ManageBac.

5. What are the rules on completing CAS forms & acquiring CAS credit?

- a. Only hours which have been signed by your Activity Supervisor (an adult who has been approved by your CAS Coordinator) will be accepted as CAS hours. Also, all reflective comments need to be completed for CAS credit to be accepted.
- b. If you have any questions about what can be counted & whether someone is approved as an activity supervisor, always check with us before you participate in the activity.
- d. Your CAS programme will be reviewed and assessed formally at list twice per academic year; there will also be some interim checks as the need arises. When you are informed of any relevant deadlines, you **must** have completed all requirements by the submission date; failure to meet these deadlines will be registered as a non-submission. Submission dates will be announced at least 2 weeks before the term submission deadline.

6. What category do some activities belong to?

Some activities might fit under more than one category (e.g., a playground clean-up could be used as either activity or service). Actually, the IB advises that **these are the kinds of activities you should be engaged in!** When this happens, include the activity under the category in which you feel it serves you best, or the section that you do most of the work in. You can explain how you would like the hours to be distributed (A and S, for example.) If you have questions, ask Mr. Milerski.

7. Last but not least, always remember that:

- You should try to plan and organize CAS activities yourself, both in and out of school. It is definitely something that the IB encourages!
- The way you reflect upon your activities and record your thoughts is among the most important criteria for a successful CAS programme. Without the appropriate depth, your commentary will not be satisfactory and your work will not receive the credit it deserves.
- Community service counts as the most important type of CAS activity you can undertake, so never underestimate its significance and make it a truly committed and worthwhile activity, both for yourselves and for those you will serve!

Avoid being late for deadlines and make sure that all requirements have been met at all times. Keep up with the programme, have a lot of fun and most importantly, know that CAS can be a truly unforgettable experience!

7. Desired Learning Outcomes for CAS

In the new CAS guidelines there are seven outcomes that students are expected to have experienced and therefore to have reflected on within their whole programme:

LO1: Identify own strengths and develop areas for growth

They are able to see themselves as individuals with various skills and abilities, some more developed than others.

LO2: 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.

LO3: 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.

LO4: Show commitment to and perseverance in CAS experiences

Students demonstrate regular involvement and active engagement in CAS.

LO5: 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.

LO6: 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, nationally or internationally. (Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (e.g., environmental concerns, caring for the elderly.)

LO7: Recognize 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. Ethical decisions arise in almost any CAS activity (for example, on the sports field, in personal relationships).

Additional explanation regarding LO6: Demonstrate engagement with issues of global significance:

The approach “think global, act local” has importance when planning a CAS programme. You may engage with issues of global importance both internationally and nationally.

Below you will find examples of issues of global significance. The list is not exhaustive and you are welcome to 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
- 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 can be found at the United Nation's Millennium Development Goals website.

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 organized 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
- organizing a "Love your ocean" day at school
- raising awareness about human trafficking
- building a storm-water garden to reduce storm-water run-off
- 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.

Additional explanation regarding LO7: Recognize and consider the ethics of choices and actions

The seventh CAS learning outcome involves demonstrating an "awareness of the consequences of choices and actions in planning and carrying out CAS experiences". It is often one of the most challenging of the CAS learning outcomes for students to identify and understand.

CAS experiences develop ethical education through decision-making processes about whether actions are morally justifiable.

Ethical issues that may arise in CAS experiences

Human actions are never neutral; they always have consequences for one's self, for others, for the community. The outcomes may enhance or diminish well-being, acting towards the welfare of all the people involved or decreasing the quality of our lives or their lives. Making ethically valid decisions requires skilled ethical reasoning, based on ethical concepts and principles.

When considering this learning outcome you should follow these three steps:

1. **Recognize an ethical issue in a life situation.** Identify competing values in each situation.
2. **Understand different ethical perspectives and ethical concepts.** Apply different ethical perspectives to a specific situation.
3. **Evaluate assumptions and implications of different ethical perspectives.** Raise relevant critical questions and defend a position with good reasoning and consideration of opposing views.

Practical examples of situations where ethical decisions required

1. Student commitment to a CAS experience

A student is deciding whether or not to meet his commitment to a CAS service experience. This student has agreed to help out at an aged care residence on a weekly basis; however, he just received an invitation to a concert to hear a favorite band. What does this student need to consider? How does this dilemma relate to personal responsibility?

2. Student actions during a CAS experience

Students wanting to provide resources about health care for a refugee centre neglected to learn about the population's traditional practices before the visit. The host agency suggested they return better prepared for the next visit. In what ways are students expected to be more aware of cross-cultural contexts and sensibilities and how their actions might impact others?

3. Student collaboration during a CAS experience

Two students have been neglecting practice and not showing up regularly to participate in a sporting team that is part of their ongoing commitment to activity in CAS. In what ways do students honouring their agreements support and encourage others? How does individual student responsibility to his or her peers lead to true collaboration?

4. Student addressing rules and legal requirements during a CAS experience

A student neglected to satisfy the necessary legal checks before arriving at a preschool to work with the children. What is the student's

responsibility to ascertain if any inductions, trainings or legal checks must be satisfied before arriving at an agency? What is the role of the CAS coordinator in this situation?

If you are still unsure how to reflect on the last learning outcome use these questions for guidance:

- In what ways did you act with integrity and honesty in this activity?
- In what ways did you find the activity required you to make reasoned, ethical decisions?
- How did this activity expose the attributes of a good team worker/leader?
- How did this activity expose the attributes of a good person?
- Did participating in the activity provoke any emotions in you or the participants, and how were these emotions dealt with?
- Did the activity assist in introducing or reinforcing obligations that we have as a member of society?
- Were there any connections in participation in this activity to the behaviours/attitudes we are required to possess in order to maintain a sustainable natural environment?
- What are some of the key personal attributes required to work fairly and justly with other people? How were they evident in this activity?
- Were you required to adhere to any rules/obligations in doing this activity? How well did you adhere to them?
- Did participating in the activity question or conflict in any way with the cultural/social/religious guidelines in which the activity was held?

8. Integration of service learning with the DP subject groups

Following are some examples that outline possible links between each of the DP subject areas and the service strand of CAS.

Studies in language and literature

You could:

- produce diaries, blogs and wikis as a writing practice and a new form of communication about experiences
- produce MP3 books for the blind by reading aloud some of the literary texts of the DP course
- write articles about CAS projects for school and local newspapers
- raise awareness about issues treated in literature
- produce brochures and blogs for new students and parents about the city where the school is located.

Language acquisition

You could:

- use personal experience for oral and written practice of the language
- become involved with a local or international organization, inspired by articles about human rights from a class conversation
- apply language learning to assist immigrants new to the country
- write essays about CAS projects for local newspapers or other forms of media.

Individuals and society

You could:

- create public displays and presentations on history, particularly of the area surrounding the school
- record the oral histories of community elders
- raise awareness of recycling within the school and extend the programme to other schools, the home or the local community
- map area resources, such as the location of water sources in the community or recycling centres
- implement development projects that relate to geography or economics
- set up a young enterprise company for charitable purposes
- apply geography by identifying and working with migrant groups and asylum seekers
- apply philosophy content to improve their understanding of the philosophy of CAS
- examine the role of active citizenship in the local community, following sociology and anthropology discussions

Sciences

You could:

- apply physics to form an astronomy club within the school and encourage younger students to be more aware of the universe
- use chemistry to develop a water-quality project, including testing local water (or air) quality, and implement an awareness campaign
- help to remove invasive species of plants from the local environment as a part of an environmental sustainability project referenced in a biology class
- carry out a composting programme with food left over from the canteen and produce fertilizer to assist in a vertical vegetable garden in the school.

Mathematics

You could:

- teach younger children who have difficulties with mathematics
- balance the accounts for NGOs or school clubs
- assist special-needs pupils with their mathematics
- assist with the data of sports clubs' pre- and post-fitness assessment
- analyse statistics for sports teams.

The arts

You could:

- carry out a fundraising concert for a charity
- produce promotional and marketing material for an NGO
- create lighting and set for theatre productions
- create a band and perform at a function
- create posters for charities and school events
- film theatre performances and sports events.

9. TOK: Areas of knowledge and CAS

In the DP theory of knowledge course, there are eight areas of knowledge that you can study: mathematics, natural sciences, human sciences, history, the arts, ethics, religious knowledge systems, indigenous knowledge systems. Each area of knowledge in TOK has a knowledge framework.

In looking at the links between the areas of knowledge, you might consider the links between personal knowledge, scope and application of the area and the methodology to CAS.

As you participate in your ToK lessons, start thinking about possible links between CAS and ToK. Please do ensure that your reflections explain how you connect the two areas of the Diploma Programme.

You might consider the following questions, which are directly related to these areas of knowledge in reflections of CAS experiences. Each category will provide rich opportunities for connecting CAS and TOK.

Mathematics

- Does “absolute truth” exist and, if so, does it have any bearing on our relationships with others from different religious or indigenous knowledge systems?
- Is there a place for statistical evidence in CAS experiences and the project?

- How does trend forecasting assist us in designing and developing CAS experiences and a CAS project?

Natural sciences

- Is the scientific method reliable in deciding whether a hypothesis can be substantiated or not?
- Is there a place for the scientific method in CAS? How are the CAS stages (CAS planning process) similar to the scientific method?
- Do logic and reason have a place in CAS? If so, where and how?
- Can any of the natural sciences be relevant to CAS projects? How?

Human sciences

- Was the sampling process we used sufficient to give us the knowledge we needed to solve our problems?
- What issues do we face in obtaining reliable information from interviews?
- To what extent do gender and age affect our observations of a community need?

History

- To what extent is it important to understand the history of a community before we can engage in meaningful and respectful ways?
- How reliable is a person's view of an event that has occurred?
- What is bias, and how can bias distort historical records?
- Is it possible for bias to occur in CAS and, if so, how and where? What can we do to be aware of and mitigate our personal bias?

The arts

- Was our way of presenting a picture or drawing effective in communicating our intended message?
- In what ways has our choice of medium helped us to understand ourselves better?
- Can we influence others with our posters/website?
- How can knowledge in the arts be used in a CAS context?

Religious knowledge systems

- Can we identify elements of religious knowledge in our CAS experience?
- How can these elements influence the whole CAS experience?
- How can we encourage sensitivity and tolerance towards people from other religions?

Indigenous knowledge systems

- What do we know about indigenous community culture?
- How do we show respect and open-mindedness to differing cultures?
- In what ways are sense perception and memory crucial in constructing knowledge in indigenous knowledge systems?
- How do indigenous people use the concept of respect to relate to their view of the world?
- What lessons and insights can we learn from indigenous cultures?
- How can we help to preserve cultural heritage in indigenous communities?

10. TOK: Ways of knowing and CAS

The ways of knowing (sense perception, emotion, language, reason, imagination, faith, intuition and memory), a central part of your TOK course, influence each and every reflection

that you make. For example, a CAS student working with children who are homeless may have strong emotions about this experience. Discussion of these emotions deepens the reflection and therefore makes it more valuable.

The following examples illustrate how the ways of knowing deepen reflection in CAS.

- A student learning to swim for activity could reflect on different types of knowledge, reflecting on whether knowing how to swim is “knowing that” or propositional knowledge, comparing this with the types of knowledge he or she engages in during academic disciplines.
- A student participating in a visual arts project for creativity could reflect on the roles of intuition, imagination and emotion as ways of knowing in the arts.
- A student who is working in a home for the elderly for service may consider the ways in which his or her body language may impact on the people that he or she is working with. This is an important issue when discussing how we acquire knowledge through our emotions.

The following questions provide examples of using TOK ways of knowing to guide you in reflecting on CAS experiences. These questions are meant to start you off and you are of course encouraged to create your own questions for TOK ways of knowing.

Language

- How does language shape knowledge?
- What did others transmit to you through their language?
- What new meanings did you discover in spoken sounds?
- How may the ability to communicate through different languages help you to make the most of the experience?
- Did words you usually use take on new meaning?
- In what way can words stereotype people?

Sense perception

- How can we know if our senses are reliable? What is the role of expectation or theory in sense perception? What is the role of language in sense perception?
- What did your senses show you in this CAS experience?
- In what manner did the sense perceptions influence your understanding of these experiences (regarding myself, regarding others and the surrounding world)?
- Is sense perception a reliable source of knowledge in CAS experiences or project?

Emotion

- Are emotions universal? Can/should we control our emotions? Are emotions the enemy of, or necessary for, good reasoning? Are emotions always linked to belief?
- What kinds of feelings and emotions can you identify in yourself regarding the CAS experience?
- How do you think others have felt throughout this CAS experience?
- How did the emotions affect your thoughts, your ability to perform, to make decisions or to reason, in regard to the CAS experience?

- To what extent do emotions help make sense of social experiences and behaviors?
- How does empathy make possible mutual understanding with other people?
- Can you rely on your emotions to give a balanced view of a CAS experience?

Reason

- What is the difference between reason and logic? How reliable is inductive reasoning? Are we predictably irrational?
- What reasoning preceded your CAS experience?
- How could any bias have determined your approach to the experience?
- To what extent have you changed your certainties as a consequence of the experience?

Imagination

- What is the role of imagination in producing knowledge about a real world? Can imagination reveal truths that reality hides? What is the role of the imagination in understanding others?
- What would happen if we ...?
- What would have happened if we had acted in another way?
- How does your initial imagined goal compare to the realized goal?

Faith

- Should humanism or atheism be described as a faith? Can theistic beliefs be considered knowledge because they are produced by a special cognitive faculty or "divine sense"?
- Did faith have any part in your thoughts and behaviors during the CAS experience?
- To what extent does faith shape people's perception of reality?

- How may faith give support to people's aims and objectives?

Intuition

- Why are some people considered more intuitive than others? Are there certain things that you have to know prior to being able to learn anything at all? Should you trust your intuition?
- Are there certain things that you recognize as right and wrong regarding the experience?
- How often do you rely upon your intuition rather than logic?
- What part did intuition play in your CAS experience?

Memory

- Can we know things that are beyond our personal present experience? Is eyewitness testimony a reliable source of evidence? Can our beliefs contaminate our memory?
- Can you identify things that are beyond your personal present experience?
- How do you think previous experiences affect your present learning?
- How do you interpret that new situations can be influenced by previous events?

Ethics

- Is there such a thing as moral knowledge? Does the rightness or wrongness of an action depend on the situation? Are all moral opinions equally valid? Is there such a thing as a moral fact?
- What should you do and why?
- What should you have done? What could you have done?

- What are the consequences of our actions?
- To what extent might a lack of knowledge be an excuse for unethical conduct?
- To what extent might possession of knowledge carry with it moral obligations?

Religious knowledge systems

- How do we decide between the competing claims of different religious knowledge systems? Can there ever be a basis for religious knowledge that is independent of the culture that produces it?
- Can you identify elements of religious knowledge in people involved in your CAS experience?
- How can these elements influence the CAS experience?
- Were there any cultural assumptions made during the CAS experience due to religious knowledge systems?

Indigenous knowledge systems

- In what ways are sense perception and memory crucial in constructing knowledge in indigenous knowledge systems? How do beliefs about the physical and metaphysical world influence the pursuit of knowledge in indigenous knowledge systems? How do indigenous people use the concept of respect to relate to their view of the world?
- What do you know about indigenous community culture?
- How do you show respect and open-mindedness to other cultures?
- What things can you learn from them?
- How can you help to preserve cultural heritage in indigenous communities?

11. TOK: Knowledge questions and CAS

Among the TOK aims, there is one that could directly be related to CAS: "understand that knowledge brings responsibility which leads to commitment and action".

There are many knowledge questions that can be applied when reflecting on CAS experiences.

- What counts as evidence for ...?
- How do we judge which is the best ...?
- How can we be sure of ...
- How do we know whether it is right to do ...?

The following questions provide examples of using TOK knowledge questions to guide you in reflecting on your CAS experiences.

Shared knowledge question. Shared knowledge is the work of a group collaborating in one place or separated by time and distance or knowledge arrived at as a result of collective effort.

- To what extent are you aware of global issues?
- How can you address global issues in your surrounding reality?

- What do you know about the situation? What do you want to know? What do you need to know?
- How can you be sure of the accuracy of your actions?
- Is it possible to have knowledge of a culture in which you have not been raised?
- To what extent are your familiar areas of knowledge embedded in a particular tradition or to what extent might they be bound to a particular culture?

Personal knowledge questions. Personal knowledge includes what might be described as personal skills, practical abilities and individual talents. It refers to knowledge of how to do something. It is the work of a single individual resulting from a variety of factors.

- What did you learn through this CAS experience? What skills, abilities, attitudes, values and/or procedural knowledge have you acquired?
- What have you come to know through the CAS experience beyond your academic education?
- How could you apply the academic knowledge to the CAS experience?
- To what extent might your academic knowledge support a more skilled contribution to your CAS project?
- In your dealings with individuals or groups from other cultures or religions, are you able to be objective? How does your own culture or religion affect your dealings with people from other cultures or religions?
- How can you incorporate knowledge from your other DP subjects into CAS?

PART 2
THE CAS PROGRAMME:
Practicalities

The CAS portfolio

All students are expected to complete and maintain a CAS portfolio as evidence of their engagement with CAS (on ManageBac). The CAS portfolio is meant to be a collection of evidence that showcases the overall experience. You should include reflections in the CAS portfolio that give evidence to achieving each of the seven CAS learning outcomes. The CAS portfolio can also reveal how you have met the IB learner profile traits.

While you will have the choice of how the portfolio is assembled, there are three parts that it must include:

- 1) Personal Profile
- 2) Experiences
- 3) Evidence

Personal Profile

Here, you will include your goals, interests, skills and talents and plans for their CAS programme. At the start of CAS, you will map your interests against the three strands of CAS to identify possible CAS experiences, creating a personal profile. You will also examine how your personal value systems

align with the values expressed by the IB, with a particular focus on the IB learner profile.

Through an understanding of the CAS aims and outcomes, you will be able to identify both short-term and long-term goals in their CAS program.

Experiences

This section would chronicle your journey in CAS, incorporating a variety of reflections, learning moments, personal achievements, significant opportunities and how you have utilized the CAS stages. This section will demonstrate that you have actively engaged in your individual CAS program.

Evidence

Finally, your Portfolio must include collected evidence of your involvement in the CAS cycle and your achievements. Evidence could include, but is not limited to, planning documents, letters, emails, certificates, acknowledgments of participation and achievements, photographs, videos and so on. You can correlate your involvement with the learning outcomes and may extend their thoughts to future ambitions within and outside of the CAS program.

CAS INDIVIDUAL INTERVIEWS

Timeframe¹

September Year 11	1st CAS Individual Interview
September Year 12	2nd CAS Individual Interview
March Year 12	3rd CAS Individual Interview

- All students will need to meet with CAS Coordinator/Advisor within each timeframe. Exact dates for individual students will be distributed prior to each time frame.
- The CAS Coordinator/Advisor will request extra meetings for students who are not meeting CAS requirements.
- Remember...you need to demonstrate that you have met all of the 7 learning outcomes and that your CAS efforts reflect 3-5 hours per week over 18 months
- And...remember to regularly write reflections and inform the CAS Coordinator/Advisor about the hours completed etc. Write your reflections once you have completed short-term activities. Long-term activities will require reflection both during the activity and once you have completed the activity. This will ensure an accurate

¹ A more specific timeline will be issued in September 2014.

reflection and avoid work overload prior to submission dates!

- Finally...you can obviously arrange to see the CAS Coordinator/Advisor at times other than those dates mentioned above. Should you have concerns, require assistance, need clarification then come and see me. If I am not available at once, you will be able to leave a message and request an appointment.

ORGANIZING YOUR CAS PROGRAMME

Below are some tips to help you organize CAS:

- Ensure that all activities are documented (activity proposals, hour log, reflections)
- Ensure that all details are completely filled in, such as dates, times, CAS total hours, signatures, stamps, description of activities etc.
- **REMEMBER...ALL CAS ACTIVITIES MUST BE SUPERVISED BY AN ADULT WHO IS NOT A FAMILY MEMBER!**
- Plan your activities effectively. Start early to avoid overload at the end of your CAS programme. Balance your programme effectively. Remember, the spirit of CAS involves ongoing involvement over 18 months.
- Complete activity reflections as soon as possible. Effective, honest reflection must be completed within **two weeks** after completing an activity.
- Challenge yourself! Attempt to organize a variety of CAS activities that will enable you to realize all of the

IB Learner Profile attributes and ensure that you meet all of the 7 Learner Outcome requirements.

- **Good organization is the key to success.** If you are poorly organized, you are less likely to perform well. Prepare for deadlines in advance.
- **Demonstrate initiative.** CAS will not just happen to you. Although you will obviously have support at school, an interesting and personal CAS experience will only occur if you take initiative to become involved in a variety of activities that are of interest to you.

CAS STAGES: PLANNING

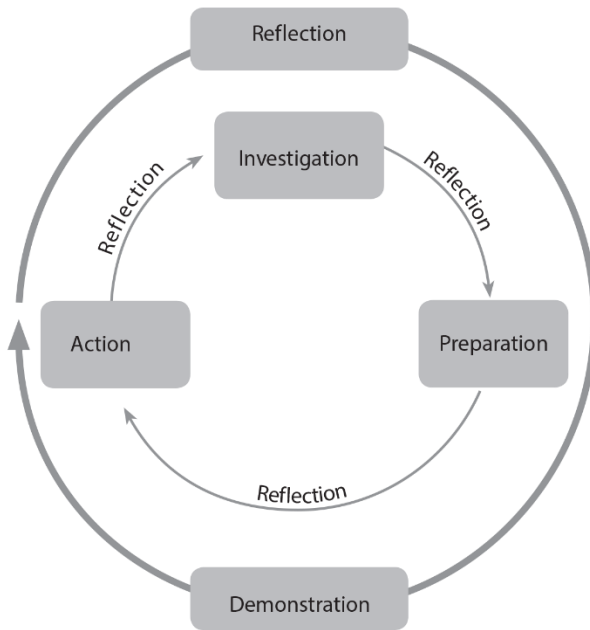
You will be asked to plan your CAS experiences and your CAS project according to the "CAS Stages". These stages offer a supportive framework and continuum of process as you consider what they would like to do in CAS.

Planning each CAS activity you will follow a process in which you will explore your interests, prepare by learning more, take some form of action, reflect on what you have done along the way, and demonstrate your understandings and the process.

The CAS stages framework:

- promotes students' self-awareness
- enhances students' willingness to step outside their comfort zone
- supports different learning styles
- develops students' ability to collaborate and communicate

- enables all students to experience personal development.



The five CAS stages

There are two parts as noted in the diagram.

First, the center circles and arrows represent the process with four key parts: **investigation, preparation, action and reflection**

Second, the outer circle has two parts and guides you in summarizing the experience: **reflection and demonstration**.

Stage one: Investigation

Investigate what you want to do and determine the purpose of your CAS experience. In the case of service, identify a need you want to address.

Things to consider at Stage 1:

1. What are my interests, skills, talents and potential areas for personal growth and development?
2. What do I want to do? What kind of CAS experiences can I do? How can I contribute towards my community? How do I want to spend my time?
3. What would I need to know in order to be able to get started? What skills will I need? Who might be a partner or mentor if needed? What goals could be set? What are potential areas for personal growth and development?

Stage two: Preparation

Clarify roles and responsibilities, develop a plan of steps to be taken, identifying specified resources and timelines. If needed, acquire any skills necessary to engage successfully in the CAS experience.

For example, if the CAS experience is to go to the gymnasium every week, you may need to:

- write a proposal
- choose the gymnasium
- organize a fitness test
- establish a training routine
- set goals
- create a timeline or calendar.

Stage three: Action

Implement your idea or plan. This often requires decision-making and problem-solving. You may work individually, with partners or in groups.

Stage four: Reflection

During meaningful reflection, you describe what happened, express feelings, generate ideas and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience and to make explicit connections between their growth, accomplishments and the learning outcomes for personal awareness. However, you are required to post at least one reflection every month. Reflection may lead to new action.

Stage five: Demonstration

You need to make explicit what and how you learned and what you have accomplished, for example, by sharing your CAS

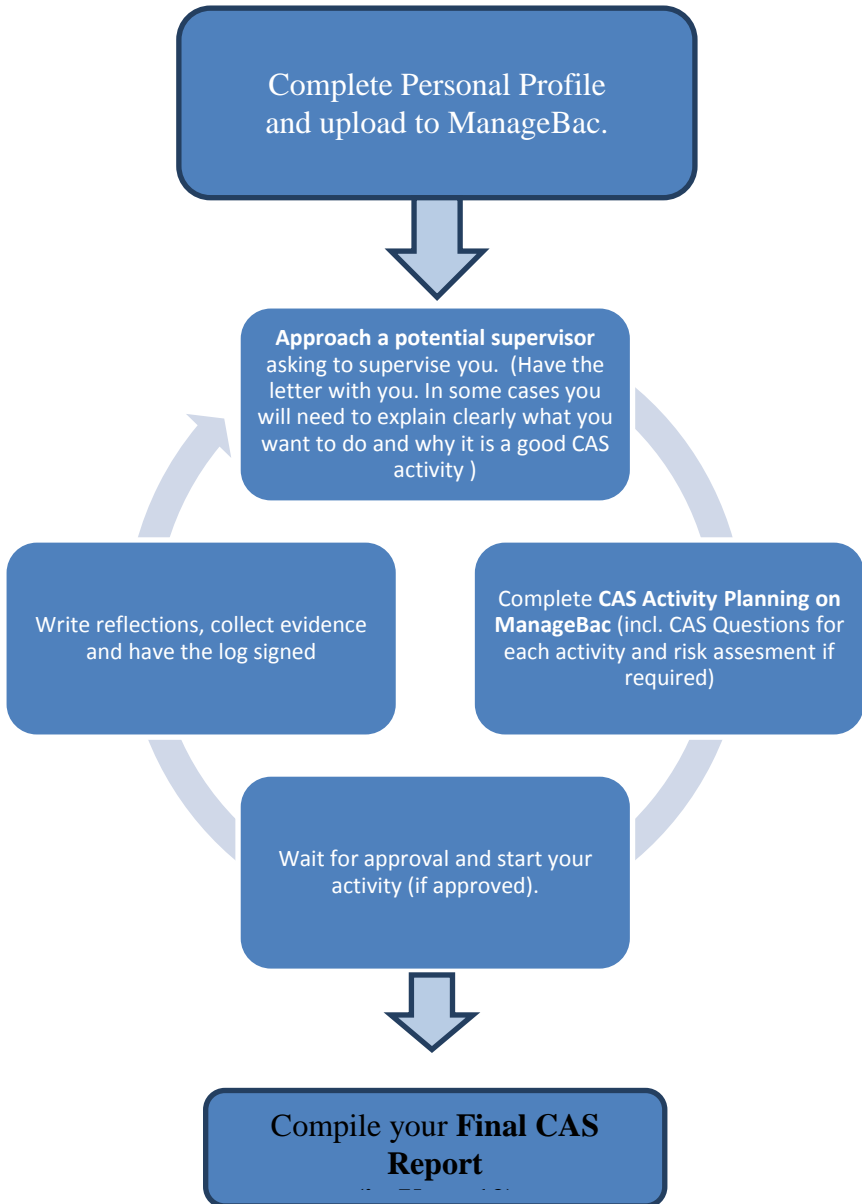
experience through the CAS portfolio or with others in an informal or formal manner.

Examples of stage based planning:

Creativity: A student interested in theatre decides to work on a theatrical monologue. For **investigation**, the student asks the librarian or theatre teacher for suggestions and reads several selections. For **preparation**, the student gathers needed props and a hat and scarf for a costume. For **action**, the student carries out an activity. For **reflection**, the student posts a meaningful reflection on ManageBac. For **demonstration**, the student posts a short video on ManageBac (or other evidence), makes a showcase of his/her experience, organizes a school assembly to raise awareness about a problem, writes an article in the Eyes of SISS or for a local newspaper if appropriate.

CAS project: Students want to combine activity and service by hosting a game day for a group of children. For **investigation**, the students interview someone from a local school to ensure it would be of benefit to the children. For **preparation**, the students clarify roles and responsibilities of all involved, gather supplies and prepare an agenda for logistics and experiences. **Action, reflection, demonstration** as above.

CAS Step by step guide



CAS Plan of Action

CAS is Your Responsibilities

1. Self-Evaluation and Pre-planning (Must be done before you begin activities)

- You must self-review at the beginning of your CAS experience and set personal goals for what you hope to achieve through your CAS activities. This will involve identifying your interests, strengths, weaknesses, and resources.
- Forms and prompts to help you complete this process will be made available during CAS Orientation Meeting in June.

2. Create your CAS Plan

- In the beginning of each term you will need to prepare a tentative plan for all your CAS activities in a given term. You must take part in a range of activities, some of which you initiated yourself. You should plan on spending, on average, approximately three to four hours per week, with a reasonable balance between creativity, action and service. If you find that you have not engaged in activities relating to your CAS Plan for longer than three to four weeks, it is definitely time to get re-engaged.
- Your plan should include specific ideas as to how you will reflect on your activities—what questions will you be asking yourself, and how you will demonstrate reflections.

- Please note that this plan is fluid and will change as you begin to carry out your plan, grow, reflect and meet with your CAS Coordinator.
- All activities must be pre-approved by CAS Coordinator before you start an activity. Complete the Activity Proposal Form on ManageBac and ask the CAS coordinator/advisor for approval.

3. Carry out your CAS Plan

- You must plan your activities, carry them out, and reflect on what you have learned.

4. Recording and Reporting

- You must keep records of your activities and achievements, including a log of the principal activities, supervisor verification forms where required, and photos, audio or video recordings whenever possible, as part of your CAS portfolio. You must provide evidence of your achievement of the seven CAS learning outcomes. This evidence can be in a variety of forms: scrapbooks, diaries, forum/blog entries, photo essays, videos, poetry, originally composed song lyrics, or essays.

5. Meet with your CAS Coordinator periodically

- You will be meeting with your CAS advisor for at least two interim reviews of your progress in Year 11, and again, in Year 12.

6. Reflections

- Experiential learning is at the heart of CAS.
- Experiential learning involves much more than just planning and carrying out the activity itself. It also involves personal observation and reflection of your feelings and interactions--analysis of your perceptions, identifying your achievements, outstanding issues, personal strengths and challenges, evaluating your actions and thinking about your new understandings.
- During the project, you should note down feelings, thoughts, and observations you have made, applying this learning to the next activity or situation. This is the spiral of self-evaluative feedback, change, and growth that drives experiential learning and CAS.

What can you accomplish through the process of reflection?

- Taking charge: Being able to learn from experience gives us the power to influence the meaning and impact of things that we do or that happen to us.
- Increasing your problem-solving ability: Being able to analyze problems, generate alternatives, and anticipate consequences are critical skills.
- Power to assess your personal impact: Ongoing reflection helps reveal and even determine what personal changes are occurring in self-image, new skills, and ideas about a career.
- It can give you the self-confidence to take on a bigger project or to use more of your skills.

It will be through your reflections that you will learn from what you are doing, and we will know whether:

- your attitudes and values were able to transcend race, class, religion, age, gender, and politics
- you grew in areas of knowledge and technical abilities, and developed a spirit of discovery and self-reliance
- you made links with the local community and developed longer-term goals
- your academic disciplines were complemented by your real life experience

Reflections a compulsory part of CAS!

Reflections are a huge part of CAS and you will learn how to do it and how to improve. This does not mean that you have to write an essay each time; remember that reflection can take different forms and media expressions. Reflection involves observation, asking questions, putting facts, ideas and experiences together to come up with new meaning.

You need to submit at least one reflection per month for each activity. Normally one reflection would explain in detail how you have been meeting one learning outcome. However, there will be exceptions from this rule. Your CAS Advisor will be able to offer you more guidance on reflection structure.

As a matter of curtesy, you should message your supervisor once you have posted a reflection.

"Make it thy business to know thyself, which is the most difficult lesson in the world." *Miguel de Cervantes*

When writing reflections

- Ask yourself:
 - What did I plan to do?
 - What did I do?
 - What were the learning outcomes for me, for the team I was working with, and for others?
- Identify which learning outcomes you pursued and describe in detail how you were successful.
- Label the activity as creative, active, and/or service. This is important so that the coordinator can ensure that you are adequately balancing between the three categories.
- After focusing on what you did, ask yourself/consider:
 - 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 might apply more widely?
- Was the activity a success or a failure? Why? What did you learn from this?

Towards a meaningful reflection

A necessary part of turning what you experience into what you know is reflection – time to sit down and consider:

- What you saw and didn't see
- Who needed you and why you were there?
- What did you learn and what did you teach?

Reflection involves:

- observation
- asking questions
- putting facts, ideas and experiences together to come up with new meaning.

Consider the following examples to understand what a meaningful reflection is:

Volunteer at Walker Methodist Centre - Service

"I have seen first-hand the harshness of the aging process. People who were once vibrant, bustling human beings are now confined and subdued by their deteriorating health. Jane has Parkinson's Disease and is inhibited by her soft speech and inability to use her hands. I know from the time we have spent together that she has so much to say and many interests, but is slowed and sometimes stopped by her illness. Anne's only disease is effects of time and how it has affected her memory and hearing. Although she always recognizes me, Anne does not remember my name or hear much of what people say to her. As time went by, I began to realize that they had wonderful lives. Both have successful and large families, with interesting experiences throughout their lives. Now they are slowed down, but maybe because its time for them to rest. I have learned a lot from them, about many things, but mostly about how to live with what you are given... I hope when I am their age and in their situation like theirs that I can have their attitude - life is what it is and the best thing to do is accept it and be happy."

A different volunteer at the same facility

"Today I got to the nursing home at 2:00. Talked to some ladies. Passed out popcorn at the movie. Went home at 4:00. When you volunteer at the nursing home, the residents really make you feel appreciated. It makes it all worthwhile."

Whether it was for a long period or short, this student reflecting on their social service **missed the point**. This student was **surrounded by human drama**. On every side

were **loneliness, love, struggle, joy, death, dignity, injustice, need and concern.** There were more than a dozen health-related, trades-related, professional-related careers to observe and experiment with. **There were people with wisdom to draw upon and pains to ease.** From their observations and reflections, these students experienced nothing.

It's not supposed to be that way. People can learn from experience. In fact, it is not only a possibility but also a necessity.

"Experience is not what happens to a person; it is what a person does with what happens to him or her."

Aldous Huxley

7. At the End of your Program you might be asked to present your final presentation

- Using the CAS requirements and learning outcomes, as well as your CAS self-evaluation and plan, devise a presentation that evidences your satisfactory completion of the expectations of CAS. Multimedia elements, such as photos and scrapbooks, are welcome. You must provide 10 sample pages from your ongoing documentation. They must provide evidence of the principal activities you have undertaken as well as evidence of planning and significant reflection, as follows:
 - Prove that all 7 learning outcomes have been met.
 - Prove that you have completed at least one self-directed, self-initiated project that involved collaboration and integrated at least two of the strands of creativity, action, and service.
 - Demonstrate sustained commitment throughout the IB Diploma Program.
 - For at least one activity, it must be possible for the reader to experience the entire cycle—from selection, motivation for selection, what happened, how it happened, and what its value was both to the community and to your personal growth in meeting the 7 outcomes.

Make sure you are doing activities continuously from the beginning of Year 11 to the middle of Year 12.

DO NOT PROCRASTINATE!!!

In order to meet the CAS requirement, you must show that you've sustained your program and reflected on it throughout the experience. Plan on entering reflections at least once a month!

LETTER TO THE SUPERVISOR

To whom it may concern,

The International Baccalaureate Diploma students (Year 11 and 12) at the State International School Seeheim (Schuldorf Bergstrasse) are participating in a programme known as **CAS** (Creativity, Activity, Service). In order to complete the programme, our students must undertake activities within these areas outside of school time.

You have received this information letter because one of our students would like to participate in an activity you are running and would like to count this as part of their CAS work. Each activity requires a supervisor who can support the student in setting and achieving their goals. I would like to request your assistance as a supervisor for this student in the activity that you are running.

The ethos behind a student's involvement in a CAS activity is to allow the student to undertake experiential learning to gain those all important "life skills." For the students this involves a cycle of goal setting/planning, review of progress and then reflection on their experience/outcome. Students may share with you their personal goals and ask your advice when setting goals. They may also require some feedback regarding how well they are meeting their goals.

It is the student's responsibility to manage all of their documents. The Supervisor's final evaluation will only take a few minutes of your time. I thank you in anticipation of your commitment to our student's CAS efforts.

Yours Sincerely,

Rafal Milerski
IB CAS Coordinator

CAS SUPERVISOR EVALUATION FORM

Thank you very much for supervising a student from the SISS and for completing this evaluation form. This form will be kept in student's file and will be used for assessing student's engagement in CAS. Please mark the appropriate boxes and write a short comment about student's performance in your activity.

Name of student: _____

Name/description of activity: _____

Please mark the most appropriate heading for each evaluation area:

	Exemplary	Good	Acceptable	Adequate	Unsatisfactory
Attendance					
Punctuality					
Time Management					
Collaboration With Others					
Initiative					
New Skill Development					
Enthusiasm					
Reliability and Work Ethic					

Signature/Stamp: _____

CAS AND MALPRACTICE: IMPORTANT INFORMATION TO ALL CANDIDATES

We must bring to your attention some important points, cited from the following IBO sources:

General regulations: Diploma Programme (IBO 2006)

IV Responsibilities of candidates

Article 9: Responsible and ethical behaviour

“Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Programme and examinations. In particular, candidates must avoid any form of malpractice.”

Academic honesty: guidance for schools (IBO September 2003)

Section 2.1(d) Malpractice

“Any (other) behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example...falsifying a CAS record)”

If, during any school submission, it is deemed from supporting evidence that a student has falsified a record, all forms for the activity will be cancelled, pulled, and placed in the student's file, along with a copy of a letter to be mailed, explaining to the parents or guardians what has happened.

In the final submission for CAS, if a record is deemed falsified, the student will have no recourse for correction. Their name will immediately be submitted to the IBO for malpractice and their IB diplomas will consequently be withheld. This is non-negotiable. The student cited for malpractice will bear full responsibility for his/her own actions, as well as for the resulting withholding of the IB Diploma.

Here are some possible examples of malpractice or suspected malpractice:

- Changes, alterations, Blanco corrections to names, hours, signatures or dates
- Photocopies or faxes of forms, instead of originals, since a) they cannot be authenticated, and b) it is an IBO regulation that all CAS Forms are originals
- Signatures that do not match
- A supervisor who has no knowledge of the student when contacted
- A supervisor who confirms the student has had less participation than what is documented on the forms
- A form which has an official stamp, and subsequent ones for the same activity do not

DO NOT RISK MALPRACTICE! SEE US IF YOU HAVE QUESTIONS ABOUT HOW TO AVOID IT!

STUDENT

I, _____, agree to abide by the terms concerning CAS and malpractice, outlined on this page.

Signed

Date

PARENT/GUARDIAN

I, _____, have read and understood the terms concerning CAS and malpractice, outlined on this page.

Signed

Date

CAS INDIVIDUAL STUDENT COMPLETION FORM

Learning Outcome	Achieved (circle)	Evidence
Increased their awareness of their own strengths and areas for growth	Yes No	
Undertaken new challenges	Yes No	
Planned and initiated activities	Yes No	
Worked collaboratively with others	Yes No	
Shown perseverance and commitment in their activities	Yes No	
Engaged with issues of global importance	Yes No	
Considered the ethical implications of their actions	Yes No	
Developed new skills	Yes No	

CAS Coordinator signature: _____

Date: _____

SISS CAS PROGRAMME – PARENT FORMS

School years 2014-2016

Dear Parents / Guardians:

An important part of the IB program is an extracurricular requirement in which students complete a number of activities in three areas: Creativity, Activity, & Service (CAS). The philosophy behind CAS is based on the fact that "an international education must go well beyond the provision of information & is involved in the development of attitudes & values which transcend barriers of race, class, religion, gender, or politics. Creativity & activity should play an equal part with service in any CAS program. CAS should challenge & extend the individual student, develop a spirit of discovery & self-reliance, encourage new skills & interests, as well as inspire a sense of responsibility towards all members of the community." (IBO)

Given this philosophy, students will have to be involved in actions outside the classroom setting & within the context of their immediate community. Through CAS, students will be able to develop physically, become socially responsible, & make use of their skills in creative ways.

To meet their CAS requirements, some students will organize, suggest, or be involved, on a regular (i.e. weekly/fortnightly) basis, in activities taking place on site at one or more organizations. To reach their destination, students may need to take a variety of means of transport including cars, buses, trains, or taxis. Since the school will wholeheartedly support in every way student initiatives & involvement in their CAS, parents will appreciate that for such regular CAS activities, it would be both inconvenient & cumbersome for parental permission to be sought for every single student visit. By signing & returning the attached form, you will be informing us that you understand the situation related to your son's / daughter's involvement in regular visits to meet the requirements of the CAS program.

On the other hand, if the school organizes or sponsors one-time trips or activities, you will be asked, as parents or guardians, to sign a permission form for that activity. The permission form will include specific information on the trip in terms of date, location, time, duration, means of transport used, expenses (if any), & purpose. If you do not receive a form about such one-time activities, then this will indicate the particular activity has not been organized by the school.

Thank you in advance for your cooperation & understanding.

Warm Regards,

Rafal Milerski
CAS Coordinator

REGULAR CAS VISITS **(weekly or fortnightly)**

Return to: Rafal Milerski, CAS Coordinator

Regarding (name of student):

By signing this form, I acknowledge that I have read the letter from Mr. Milerski regarding the CAS Programme. Through my signature I grant my approval for my son's/daughter's involvement in the regular visits that will take place on site at one or more organisations and that there might be a need for my son/daughter to take a variety of means of transport to reach his/her destination. Finally, I acknowledge that from the moment my son/daughter leaves the school grounds of the State International School Seeheim is not responsible for his/her safety. I also understand that s/he will be responsible for going home after the site visit. My signature reflects that I understand that for parental permission to be sought every time for such regular CAS related visits would be inconvenient and cumbersome.

Date: _____

Parent Signature: _____

What Is Not CAS?

- Student in a passive rather than an active role
- Student not interacting with others
- Any class, activity, or project that is already part of a student's Diploma Program
- An activity for which a student is personally rewarded financially or with some other benefit (unless this benefit is passed on in full to a worthy cause)
- Doing simple, tedious, repetitive work such as shelving school library books
- Working in an elderly people's or children's home when the student:
 - Has no idea of how the home operates
 - Is just making sandwiches
 - Has no contact with the residents
 - Actually does no service for other people
- A passive pursuit such as a visit to a museum, the theatre, art exhibition, concert, or sports event
- All forms of duty within the family
- Participation in religious activities that are for the purpose of religious instruction or worship
- Religious devotion and any activity which can be interpreted as proselytizing
- Work experience that only benefits the student
- Fund-raising with no clearly defined end in site
- Activities which cause division amongst different community groups
- Volunteering in any place of work that is a profit making business

- An activity where there is no leader or responsible adult on site to evaluate and confirm student participation and performance (Family members can not approve CAS hours.)

Commonly Asked Questions (from other IB Schools)

1. What is CAS?

Creativity, activity, service is part of the of the IB program. The hexagon is made up of CAS, EE (extended essay, and TOK (theory of knowledge) and makes the IB program very different from other academic programs. CAS involves the student in a range of activities beyond the academic classroom. It enhances personal and interpersonal development through experiential learning. It counterbalances the academic pressure of the rest of the Diploma Program.

2. What do CAS activities involve?

Creativity involves the arts and creative thinking. Activity involves physical exertion. Service is unpaid, voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected. Family duties are not CAS.

3. What are the criteria for a CAS activity?

All CAS activities must be real, purposeful activities, with significant outcomes. The activity must be a PERSONAL challenge to the STUDENT. There must be evidence of thoughtful planning, reviewing progress, reporting. The personal growth in CAS Learning Outcomes must be evidenced through reflection.

4. How will the CAS Coordinator decide whether to approve an activity or not?

The stamp of approval will be given based on several criteria. A large part of the decision will be based on your presentation of the idea. You must be willing to show that the activity will involve one of the eight learning outcomes. Your involvement

must involve more than just having a pulse, simply showing up, or going through the motions. The activity must be safe for you and all involved. Social impact will also be taken into consideration (will your activity cause or worsen social divisions?).

5. Can I get paid for a CAS activity?

NO. A CAS activity should have no financial rewards.

6. I babysit for a neighbor every Saturday night. Can this be my service component, as I am helping them?

CAS is about personal growth. It is essential that service activities have learning benefits for you. Think about what your goal would be for this. What would you be learning? If the answer is not much, then it is not CAS.

7. What if I sing in the church choir?

Your desired participation in your chosen religious activities is very admirable. Participation is a responsibility within most spiritual groups. However, as such it will not count as CAS. Should your choral group volunteer to sing Christmas carols at a senior's home this would be acceptable.

8. Does the school band count?

If you volunteer, Yes (this would be not for credit). Should you be receiving a school credit for it, the answer is no.

9. Are sports the only form of athletic activity?

No. While being a part of a school or community activity is considered athletic, other activities can earn you experiential learning hours. Cultural dancing, bi-weekly exercise program, Tae-Kwon-do classes, walking 4 hours for cancer fundraiser.

10. I have been drawing some pictures at home just for fun. Can this be my creativity?

Creative activities should have a goal. If you did not have a goal in mind this is not a meaningful learning experience and therefore not suitable for CAS.

11. I have to produce many pieces of art for my IB diploma visual arts course. This is creative so can I count this as CAS?

NO. It is a requirement that CAS activities do not replicate other parts of your Diploma Programme.

12. I have been playing basketball for five years. Can I count this towards CAS?

A CAS activity should be a new experience for you. You may already have sporting pursuits, but if you want these to be meaningful ACTIVITY you need to set for yourself clear new goals within the activity. This will allow you the opportunity to gain new skills and reflect upon your achievements. It is essential that all activities have learning benefits for you the student.

13. If I don't want to work with other people on my activities, but choose to do three things on my own, is that okay?

All students should be involved in at least one project involving teamwork that integrates two or more of creativity, activity and service, and is of significant duration. You need to think about this when you are planning your CAS activities and view the opportunity to work collaboratively with others as a learning experience.

14. What is the timeline for CAS?

CAS activities may begin when the student is officially an Y11 IB DP student and must be continuous over a minimum of 18 months.

15. Can I complete all my CAS activities in the first year of my IB diploma so I have more free time during my second year?

NO. The ethos of CAS is for you to develop as an individual throughout your time as a diploma student. CAS activities should continue on a regular basis for as long as possible throughout the programme, and certainly for at least 18 months.

16. How often does the student enter reflections or evidence?

Students should enter a journal reflection at least once a week.

17. What is a journal?

Journaling is similar to keeping a diary and should describe PERSONAL growth in the Learning Outcomes.

18. Who reads and gives feedback to the student?

The CAS Coordinator reads and respond to the student's entries.

19. What is the description of the activity supervisor?

For each activity a student participates in there must be an activity supervisor. This person should be an adult who is not related to the student concerned. One student cannot act as a supervisor to another student. Supervisors can be members of the SISS staff or people independent of the school. This person needs to be given the "CAS Supervisor Information", be willing to provide his/her signature for verification of hours served, and be willing to fill out the "Supervisor Evaluation Form" after the activity has been completed.

20. Should I keep a time sheet?

Yes, keep as many as possible. Strong recording is important. One time sheet is required for each submission. A Summary sheet is also required.

21. How important are DUE DATES?

Time management is an integral element of the IB program. We have a team of dedicated staff members who give of their time to read and assess your CAS portfolios. It would be disrespectful to delay their work.

22. What if my submission is not ready?

Learn from this. Plan ahead next time. For this submission, place everything that you have in your booklet in the best order possible. Indicate the reasons for the missing documentation and when you will commit to remedying this situation (give yourself a few days maximum). You should always come and see me when a delay is anticipated.

