INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

CAS Booklet

A Student Guide



DISCOVER YOUR POTENTIAL

TURN IDEAS INTO ACTION

MAKE A DIFFERENCE TOGETHER

REFLECT, LEARN, GROW

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CAS Booklet

ITU GVO PRIVATE EKREM ELGINKAN HIGH SCHOOL
INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME
FOR STUDENTS' GUIDANCE

Dear Student,

This is the guidebook for the program on Creativity, Activity, and Service. You can get all the information you need to complete your program effectively right here. Make sure you thoroughly read this manual. This method for personal growth is experience-based and is called Creativity, Activity, Service. With the help of your CAS Coordinator, it will be designed by you. It is our responsibility to get to know you, answer any questions you may have, and help you through this process.

The manual contains various helpful materials as well as the rules and explanations for CAS encounters. You can use uploads to fully document your CAS portfolio online on Managebac once you've created it.

I hope you have an inspiring new year!



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"WHAT IS THE CREATIVITY, ACTIVITY, SERVICE PROGRAM?"



The Creativity, Activity and Service program (CAS) is a scheme of experiential learning. It is at the core of the IB Diploma and it is aligned to our school's core values of companionship, integrity and respect. Simply put, CAS continues your education outside the classroom. It is an opportunity for you to develop your own skills and interests and contribute what you have to offer to various communities by short-term or long-term experiences you have undertaken.

CREATIVITY

Exploring and extending ideas leading to an original or interpretive product or performance. Creativity will come from your talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. You are encouraged to engage in creative endeavors that move them beyond the familiar, broadening their scope from conventional to unconventional thinking.

ACTIVITY

Physical exertion contributes to a healthy lifestyle. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit. Students who regularly participate in suitable activity experiences are encouraged to develop and extend their participation. Students could expand personal goals, explore different training models to enhance their existing sport or become involved in a new sport.

SERVICE

Collaborative and reciprocal engagement with the community in response to an authentic need. The aim of the "Service" strand is for students to understand their capacity to make a meaningful contribution to their community and society. Through service, our students develop and apply personal and social skills in real-life situations involving decision-making, problem- solving, initiative, responsibility, and accountability for their actions.



FOUR TYPES OF SERVICE ACTION

It is recommended that our students engage with different types of service within their CAS programme. These types of action are as follows:

DIRECT SERVICE:

Student interaction involves people, the environment or animals.For example, this can appear as one-on-one tutoring, language, math tutoring with local kids, peer-to-peer listening, musical instrument teaching, science experiments with local kids.

INDIRECT SERVICE:

Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment. For example, this can appear as re-designing a non- profit organization's website, letter writing to politicians, businesses and journalists call for change on matters of humanitarian and environmental concern.

ADVOCACY:

Students speak on behalf of a cause or concern to promote action on an issue of public interest. For example, this may appear as initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.

RESEARCH:

Students collect information through varied sources, analyse data, and report on a topic of importance to influence policy or practice. For example, they may conduct environmental surveys to influence their school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.



CAS is intended to help you develop as an individual, through a process of self-discovery, self- awareness and reflection.

During this process, you will think about yourself and about how others see you. You will assess your strengths and areas to work on, and you will reflect on the experiences as you carry them out. During and after an experience, you will have to reflect on what you are doing, how you are doing it, and what thoughts or feelings it creates for you. As a result, before you start, you need to stop and look at yourself and the activities which you would like to take part in. How to do this is explained in this Handbook.

A good CAS program must relate to your personal qualities, aims and ambitions, so that it is relevant for you and has a powerful learning value. Setting goals, making plans to achieve them, and the assessment of your results are fundamental to experiential learning. It is essential that you develop the habit of critical reflection.

Naturally, CAS experiences should be something you both enjoy and feel are worthwhile to you and the community of our school and beyond!

We hope you all enjoy this framework and make the most of the opportunities it provides.

A CAS experience can be a single event or may be an extended series of events. it must be distinct from, and may not be included or used in, the student's diploma course requirements.

How to determine if an experience is CAS? It is CAS if the experience...

- Fits in one or more strands
- Is based on interests or skills
- Gives an opportunity to develop the IB learner profile attributes
- Is enjoyable
- Allows reflection and growth
- Allows learning outcome(s) to be addressed It is not CAS, if the experience...

- Is part of the student academic programme
- Is mundane, repetitive
- Is part of a religious devotion or involves proselytizing
- Is passive, such as visits to museums or the theatre unless relevant to a project
- Has anything to do with the family, the holidays (except for organised courses, guided trekking...)
- Is raising money with no particular aim
- Could cause friction between community groups
- Has no contact at all with other people
- Actually does not provide service for other people.

PROCEDURE FOR INITIATING A CAS EXPERIENCE

01 Think carefully about how the experience fits into your overall CAS programme.

02 Ask someone to be your CAS supervisor.

03 Submit the CAS experience or CAS project proposal form.

04 Answer the guiding questions and send these to the CAS cordinator. She will help you. decide if the activity really is a CAS experience.

05 Check with the CAS coordinator that the experience has been approved

06 Carry out the experience.

07 Reflect continuously on the experience and document your reflection. You should reflect. On each experience before you begin it, while you are carrying it out, and after completing it. All experiences should be reflected upon within one week after completing the experience!

08 Ask your supervisor to fill in the evaluation form.e.

ALSO IN CASE OF A CAS PROJECT:

Follow the five CAS stages
also keep in mind that the required documents for CAS project should be completed and approved PRIOR to starting your planning

REFLECTIONS

To meet the CAS requirement for your diploma, you must fulfill each of the requirements listed in the section, "requirements for each CAS experience". Your experiences must be properly documented and you must provide evidence that you have achieved the seven key learning outcomes. The school will offer you formative feedback on your progress and guidance on future experiences. The final decision on completion is made by the school and this is reported to the IB.

THE FIVE CAS STAGES

01 Investigation

Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.

02 Preparation

Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.

03 Action

Students implement their idea or plan. This often requires decision-making and problem- solving. Students may work individually, with partners, or in groups.

04 Reflection

Students 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. Reflection may lead to new action.

05 Demonstration

Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.



THE CAS PROJECT

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. CAS students must be involved in at least one CAS project during their CAS programme. A minimum of one month is recommended for a CAS project, from planning to completion.

A CAS project must:

- Be collaborative and can address any single strand of CAS, or combine two or all three strands
- Last at least one month from planning to completion.
- Follow the 5 CAS stages with evidence of each.
- Include a risk assessment.

Students can initiate other projects in other areas, for example starting a new Global Concern group, choreographing a dance show, organising and choreographing a fashion show to raise money for a Global Concern group, etc....



THE DURATION OF THE CAS PROJECT

A minimum of one month is recommended for a CAS project, from planning to completion. CAS projects of longer duration can provide even greater scope and opportunities for all participants are encouraged, if time allows and a healthy balance is struck.



SERVICE AND CREATIVITY

Reducing the consumption of single-use plastic bags.

CREATIVITY

A student group plans, designs and creates a mural.

SERVICE

Student set up and conduct tutoringfor local people.

CREATIVITY, ACTIVITY, AND SERVICE

Students rehearse and perform a dance production for community events like festivals.

CREATIVITY AND ACTIVITY

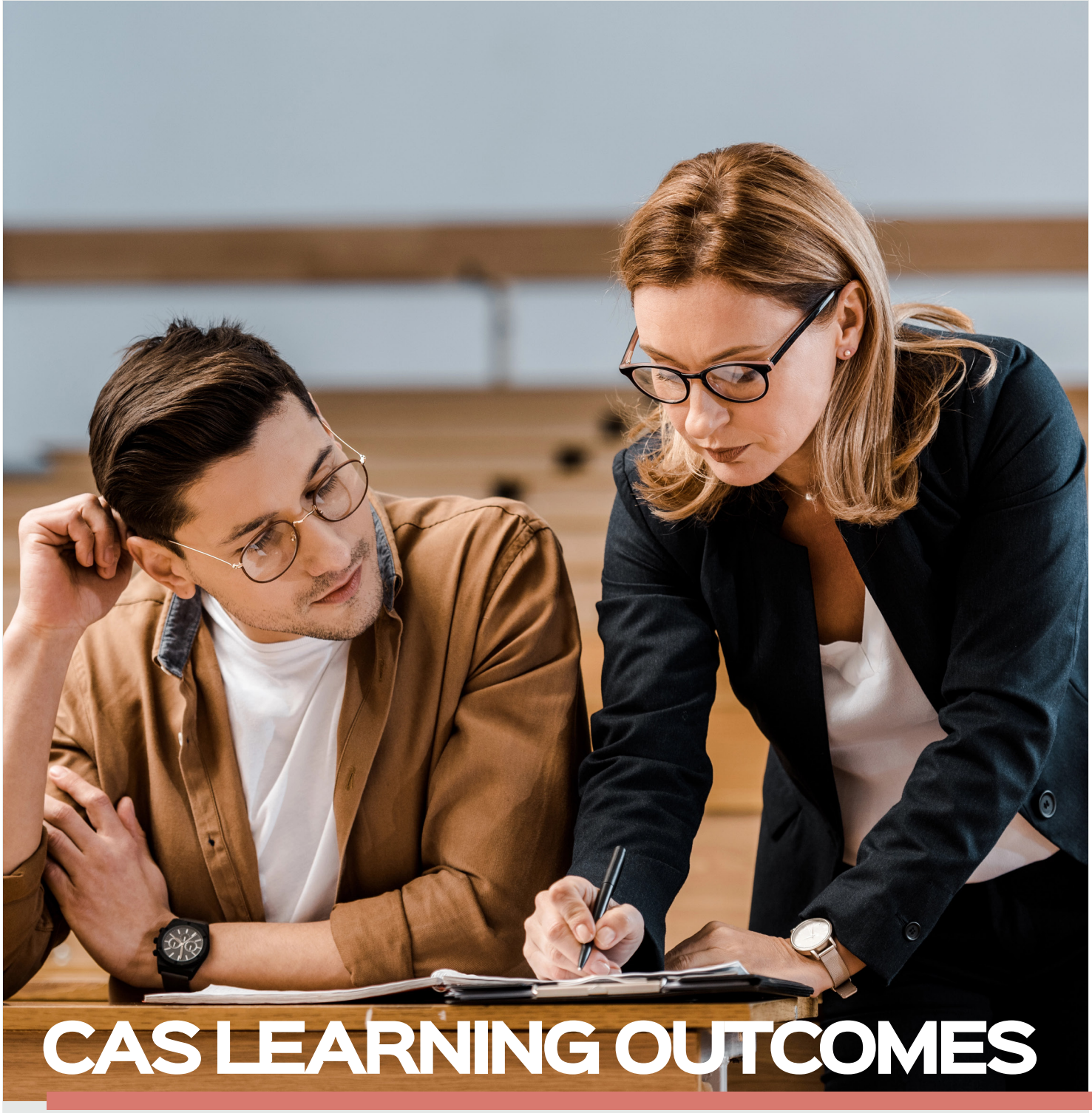
Students choreograph a routine for their marching band.

SERVICE AND ACTIVITY:

Students plan and participate in the planting and maintenance of a greenhouse.

ACTIVITY

Students organize and participate in a sports team including training sessions and matches against other teams.



CAS LEARNING OUTCOMES

Student completion of CAS is based on the achievement of the seven CAS learning outcomes realized through the student's commitment to his or her CAS programme over a period of 18 months.

Some learning outcomes may be achieved many times, while others may be achieved less frequently. Not all CAS experiences lead to a CAS learning outcome, but completion of CAS requires that there is some evidence for every outcome

On Managebac, Students provide evidence in their CAS portfolio of having achieved each learning outcome at least once through their CAS programme. The evidence of achieving the 7 CAS learning outcomes is found in students' reflections, which should be recorded in Managebac and demonstrated during the student's last interview. To complete CAS, the student is responsible for showing achievement in each of the 7 learning outcomes.

WHAT ARE 7 LEARNING OUTCOMES ?

01 **Identify own strengths and develop areas for growth**
Thinking about your own strengths and qualities: how did an activity help your self-awareness about your existing qualities and skills? Which of your own existing skills and qualities could and should you improve and develop in the future?

02 **Demonstrate that challenges have been undertaken, developing new skills in the process**
How was an activity a new challenge to you? What was unfamiliar or difficult about it, to make it a challenge for you? Which completely new skill did I develop, or which existing skill did I significantly improve, as a consequence of a CAS experience?

03 **Demonstrate how to initiate and plan a cas experience**
You 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. You show your knowledge and awareness by building on a previous experience or by launching a new idea or process. Was an activity you are reflecting on planned and initiated by you right from the start of that activity? Did you initiate that activity or did you join an activity initiated by someone else?

04 **Demonstrate the skills and recognize the benefits of working collaboratively**
You should be able to identify, demonstrate, and critically discuss the benefits and challenges of collaboration gained through CAS experiences..
You can ask yourself:
Did I work alone or did I collaborate with others?
How did the collaboration go – what did I observe?
(Note: one project, involving collaboration and the integration of at least two of creativity, activity and service is required.

05 **Show perseverance and commitment in their activities**
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. Did I show perseverance and commitment while doing a regular, weekly CAS activity, or was my participation irregular and occasional? Did I accept a share of the responsibility for dealing with problems that arise in the course of activities.

06 **Engaged with issues of global importance**
If you are able to join international projects (for example during holidays) you may but there are many global issues at a local or national level as well (i.e., environmental concerns, caring for the elderly). Think global, act local!

07 **Recognize and consider the ethics of choices and actions**
Ethical decisions arise in almost any CAS experience (for example, on the sports field, in musical composition, in relationships with others involved in service activities).
Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with the CAS coordinator.
All seven outcomes must be met, along with a balanced amount of creativity, activity and service experiences, for a student to complete the CAS requirement. In order to meet these goals, students should be conducting a new CAS experience all through the DP programme over 18 months.



A Reflection must be completed within 1 week of the completion of the CAS Experience. Reflection needs to be developed. It should not be assumed that it comes naturally; your reflections will improve over time. Reflections and the process of showing evidence of your activities should be about the quality of the evidence and reflection that demonstrate your learning process. The fundamentals are simple. Of any experience, it is appropriate to ask the following questions.

*Note - These are guiding questions, but should be used to help guide your reflecting and expressions thereof.

CAS REFLECTION GUIDELINES

1- Summarize what you/your group did in this experience/project and how you interacted with others.
2- Explain what you hoped to accomplish through this experience/ project.
3- How successful were you/your group in achieving your goals? What difficulties did you encounter and how did you overcome them?
4- What did you learn about yourself and others through this experience/project? What abilities, attitudes and values have you developed?
5- Did anyone help you to think about your learning during this experience/project? If so, who helped and how did they help?
6- How did this experience/project benefit others?
7- How did your experience reflect the IB Learner Profile?
8- What might you do differently next time to improve?
9- How can you apply what you have learned in other life situations?

Reflections can be more than just answering these nine reflection questions. You can keep a journal, a scrapbook, a blog, make CDs, take pictures, create photo essays, videos/DVDs or weblogs, or make up varied portfolios. The type of evidence chosen should reflect the learning outcomes met, and the experience gained over the course of the experience. And all must be uploaded to ManageBac to show completion of your CAS experience.

You can find some good examples of student reflections below:



FOOTBALL CAS: A SERIES OF WRITTEN REFLECTIONS BY ONE STUDENT

17 FEBRUARY

I wouldn't say my football ability is terrible but I would like to improve on the skills I already have. During secondary school, I would occasionally play football, however, in my opinion, there was no real passion behind it. I played football just because I had to, however, over the given two year period, I've grown to the sport and began watching a lot more on television. This has driven me forward into building upon the skills I have into a better player overall. Also, this would help me keep fit and healthy while studying the IB. The first week, I filled in the midfield role to push for a 3-1 victory over the opposing team. Good start to a promising future I thought

24 FEBRUARY

I decided I wanted to play the same role as I did during the first week. My reason for this was I knew some of the mistakes I had made during my debut match. For instance, in an attempt to pass the ball to one of the strikers as they were in on goal, I accidently passed it off the pitch. This led to the opposing team getting a throw in and led to them getting a goal. Therefore, this time round, my aim for this week was to play the role I was 100% sure of and knew the limits to my abilities.

02 MARCH

As I started the match on both first and second week, I did not want to be greedy and continue to be first pick. The main reason I believe I was first picked was purely based upon knowing friends that attended football on Friday. I took this time to stand on the side and observe those who played in the role midfield that I would normally be playing to see if they are doing anything different in comparison to me. I know that in any team sport it is essential to be cooperative and have good communication with the team. Saying this, I wanted to explore how important it was to be a communicative player in a team and therefore, at the beginning of next week, I shall be asking if I can play manager of the team rather than playing. This will allow me to see how the team interacts and able to communicate good strategies I may have come across.

09 MARCH

This week went successfully I think. I had the privilege to manage the team, which I found interesting. My plan was to observe the game and, during the second half, have a quick team talk about the positives and negatives. I called for a change in formation, as I believed it would be more beneficial to the team if we played 1 striker but 5 midfielders instead. Fortunately, the strategy worked and we came out from a 2-1 lose during the first half to a 2-3 win for the students! What an intense game.

16 MARCH

Getting picked for a starting position felt good again. Although previously I had really enjoyed the manager role, I think a big part of playing football every Friday is to maintain a high level of fitness and try to extrapolate as much both physical and mental skills as I can from the sport. Therefore, going back to the midfield role was fun and interesting as I could use the skills I had acquired from last session whilst playing in the game.

30 MARCH

This week was not as exhausting as other weeks are for me as we ended up playing a five-a- side match due to a shortage of players. I could not gain much from the game and therefore once everyone decided to leave, me and friends stayed to play penalty shoot out. I found out during this week that there is a huge amount of pressure on one's shoulders.

STUDENT REFLECTION ON SINGING



I think that I would really like to improve my singing abilities in Cantabile. Absolutely fantastic singers surround me, so perhaps I could pick up some things regarding singing technique from them. They are willing to teach, and so I should be open to learning new things about my voice and how to sing. Also, we are constantly being pushed, in terms of breathing

time, range, vocal abilities, and so on. For the Beethoven 9th Symphony that we're doing with the Singers, the highest note is a high B, and there are numerous high As, which is at the absolute top of my range, which causes me some discomfort. However we do extensive warm- ups to get to it and I know that if I persist at it, my range will increase. Also for some of the motets that we do, because of the slow tempo and lengthy Latin phrases, breathing is

scarce and therefore that trains my diaphragm and also increases my breathing efficiency. So these are just ways in which I hope to improve in Cantabile over the coming year.

STUDENT REFLECTION ON DEBATING

"I have always wanted to join a debating as I believe we learn a lot of valuable skills for the future. Debating helps us argue persuasively and make our point without becoming aggressive and one of the career options I'm looking at is law, and debate will definitely help my oral and critical thinking skills in this profession. Debate club in the first term was a critical experience because it gave me regained confidence to speak well in public and I discovered that the debate skills learnt in the workshops on weekends helped me in other subjects too, for example, in history we had a class debate and my performance was much better than I expected due mainly
to the new skills learnt."

We expect you to reflect in an inspired, rather than required fashion. overall, your cas portfolio should be reflective, rather than descriptive. The ultimate purpose of reflecting in cas is not to complete "A reflection", it is to become reflective by choice and as a lifelong process.



What are the requirements for a complete cas programme? To successfully complete the program, you need to meet the following seven requirements:

01 Regular, habitual participation

The CAS program is designed to create enjoyable, meaningful, regular experiences for you. It is expected that you spend 2,5 hours a week (on average) with your CAS engagements. CAS experiences should be challenging, set to develop new skills and of course fun!

02 Balanced portfolio

You are expected to create a balance between the three "strands" of creativity, activity and service. A balanced portfolio means that the time spent on a single strand does not exceed 40% of your whole program. As a rule of thumb, you should aim for each experience to last at least 3 months, or one term. You should also leave some time unplanned for spontaneous opportunities that come up (a hike, a favour, a creative idea). All experiences should be documented in a timely manner. Keep track of everything!

03 An 18 month-long program

The program lasts 18 months. In other words, you cannot finish earlier.

04 Three formal interviews with the mentor

DP1 first interview in October: Together we discuss the programme you made for CAS including the relation to the learning outcomes and the importance of reflections. We are also addressing the start of your Portfolio.

05 CAS Project

At least one of your experiences per DP year mustmeet the criteria for a project. The criteria are the following:

- Collaboration with peers (other IB students)
- It has to combine at least two "strands" of Creativity, Activity and Service
- Show true impact
- Explicitly using the CAS stages as a planning and reflection tool and should be carefully documented
- A minimum of one month from planning to completion
- CAS project form submitted at the beginning to the CAS Coordinator



06 The online portfolio and the good number of reflections

Your Managebac (MB) portfolio is the touch base between the coordinator and you. You are expected to do the house-keeping regularly. We especially place an emphasis on properly setting up a CAS experience. We also expect you to use video, digital photography, and / or other creative evidence in the portfolio. You are allowed to work on paper if that gives you wings, however, later on the essential aspects must be scanned and uploaded. There is no "Good Number of Reflections". You have to develop your sense of judgment to know when you are reflecting in an inspired fashion and when you are doing it only to please somebody else. Inspired reflections are welcome, because they will show you how you have grown. Naturally, we expect you to go beyond just writing down facts.

07 Learning outcomes and ib learner profile features

Your CAS experiences need to meet learning outcomes. Your reflections are expected to show a connection between your goals, learning outcomes and the IB learner profile. Keep in mind "think global, act local!"

Every single one of us makes a difference every single day.

Jane Goodall

THE CAS PORTFOLIO

The IB requires that students keep a CAS portfolio, uploaded onto Managebac. This is a collection of reflections and evidence of experiences to demonstrate engagement with CAS and the achievement of the 7 learning outcomes 14

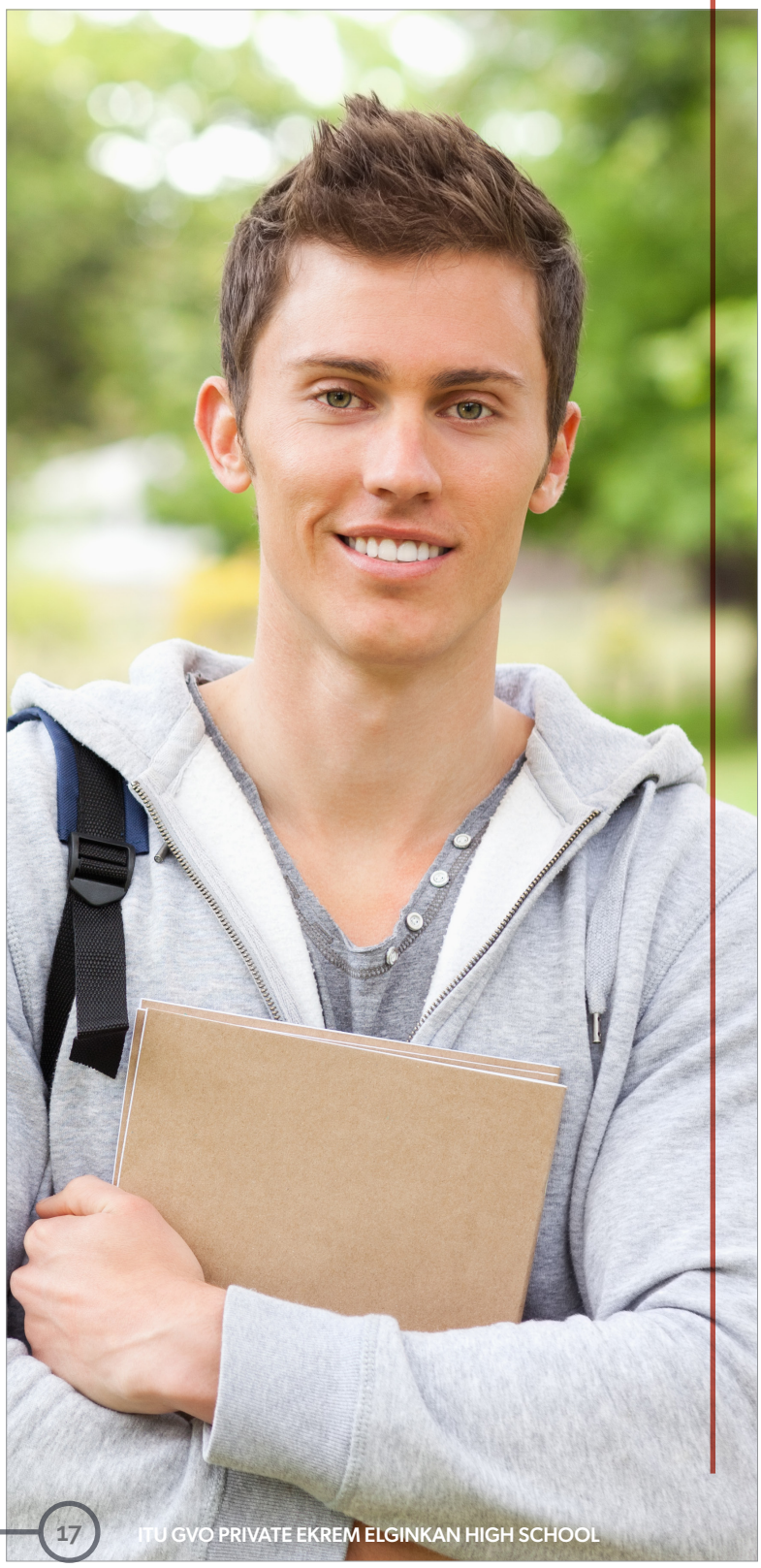
On Managebac, Students should record their experiences and reflections. Photos and other records of their participation can be uploaded. At the start of the student's DP1 year, they will be given their log in details to access Managebac and shown how to use it effectively.

Profile

Here, students would include their goals, interests, skills and talents and plans for their CAS programme. At the start of CAS, students map their interests against the three strands of CAS to identify possible CAS experiences, creating a personal profile. They identify both short- term and long-term goals in their CAS programme. Throughout CAS, students should add their reflections regarding their ongoing personal development and self-awareness.

Experiences

This section would chronicle a student's journey in CAS, incorporating a variety of reflections, learning moments, personal achievements, significant opportunities and how he or she has utilized the CAS stages. This section would demonstrate that the student has actively engaged in his or her individual CAS programme.



Reflections & Evidence

Students would place in this section the collected evidence of their involvement in the CAS cycle and their achievements. Evidence could include, but is not limited to, planning documents, letters, emails, certificates, acknowledgments of participation and achievements, photographs, videos and so on. Students could correlate their involvement with the learning outcomes and may extend their thoughts to future ambitions within and outside of the CAS programme. Students will have preferences that allow for differentiation, for example, a scrapbook, video log, blog, files or school-organized website.

Managebac can be accessed by the Student's Mentor, the CAS supervisor, the Head of IB and the IBO, if necessary. It is a fundamental expectation of the student to ensure that Managebac is updated regularly, with evidence and reflections. Student's entries in Managebac will be referred to during their CAS interviews and for writing reports atthe end of each term.

Getting Started On Managebac...

During the first few weeks of DP1, we will help students to create their required Personal Profile on Managebac. Students are required to record all of their CAS experiences in Managebac, as well as details of their CAS project(s), with their reflections. Mentors check their student's progress in Managebac.



Mentors

In Managebac, from the IB Manager menu, choose Year Group/ CLASS..., where you can see and check your mentee's activities and reflections. For Mentors, there is a comment box in Managebac, to communicate with and encourage their Mentee(s). This is particularly useful to record praise and admonishment, alike, for the present and future. These comments are archived and can be viewed by the CAS Supervisor/ Advisor/ Co-ordinator and IB Coordinator.

Students

To start, they add their proposed CAS experiences and their associated names of Supervisors to their CAS worksheet. Students need to identify a CAS Supervisor for each of their CAS experiences. It is the responsibility of the student to inform their Supervisor that they have named them as such on Managebac, as each Supervisor will be expected to write a brief report on them in Managebac upon completion. Attendance will be taken regularly, and if more than three unexcused absences are recorded, the student will be asked to suggest a way of making up for the missed sessions in order for the supervisor to confirm successful completion of the experience.

Alone we can do so little;
together we can do so much.

Helen Keller

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