



SCHOOL OF THE NATIONS
聯合國學校



ib Diploma Programme

CAS Student Handbook 2014-2016

School of the Nations



Student: _____

CAS Adviser: _____

CAS Coordinator: _____

Our IB mission

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

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB learner profile

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.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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1 DESCRIPTION OF CAS

Creativity, Action, Service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student's Diploma Programme experience along with the Extended Essay (EE) and the Theory of Knowledge (TOK). It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows.

Creativity: Arts, and other experiences that involve creative thinking.

Action: Physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.

Service: An unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme. CAS should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life-changing.



CAS must involve:

- real, purposeful activities, with significant outcomes
- personal challenge — tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning.

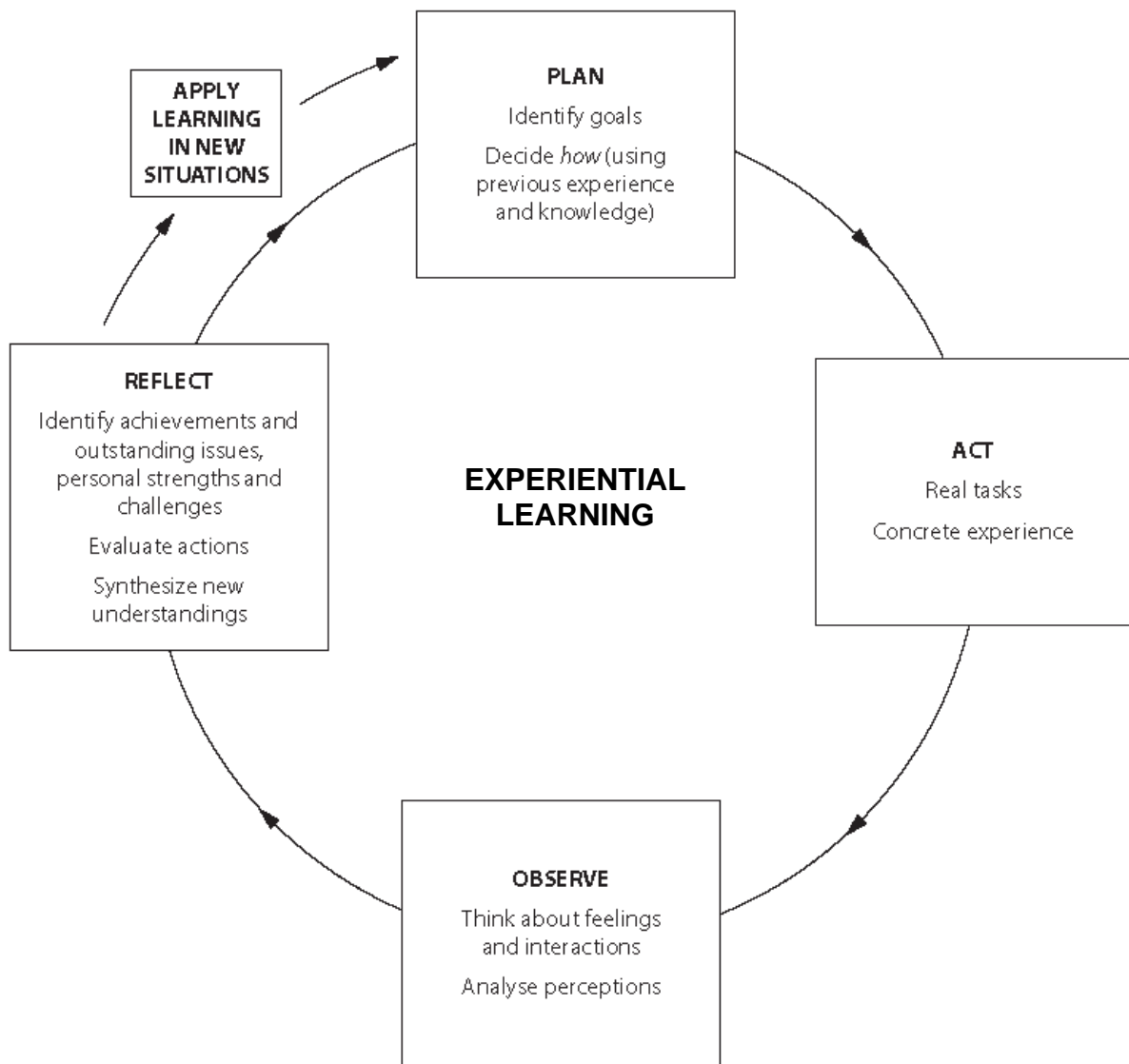
All proposed CAS activities must meet these four criteria. It is also essential that they do not replicate other parts of your Diploma Programme work.

Continuum of learning is important in the Diploma Programme. Therefore, CAS activities should continue on a regular basis for as long as possible throughout the programme, and certainly for at least 18 months.

Successful completion of CAS is a requirement for the award of the IB Diploma. You must document your activities and provide evidence that you have achieved eight key learning outcomes.

Because it involves real activities with significant outcomes, CAS provides a major opportunity for ethical education, understood as involving principles, attitudes and behaviour. The emphasis in CAS is on helping you to develop your own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. Various ethical issues will arise naturally in the course of CAS activities, and may be experienced as challenges to your ideas, instinctive responses or ways of behaving (for example, towards other people).

While different Diploma Programme subjects offer varying amounts of opportunity for experiential learning, it is at the very heart of CAS. The following diagram indicates, experiential learning involves much more than just the activity itself: planning, acting, observing and reflecting are all crucial in making the experience as valuable as possible.



2 PURPOSE – LEARNING OUTCOMES

The completion decision for the school in relation to you is, simply, “Have these outcomes been achieved?”

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

As a result of your CAS experience as a whole, including your reflections, there should be evidence that you have:

- **Increased your awareness of your own strengths and areas for growth**

You are able to see yourself as an individual with various skills and abilities, some more developed than others, and understand that you can make choices about how you wish to move forward.

- **Undertaken new challenges**

A new challenge may be an unfamiliar activity, or an extension to an existing one.

- **Planned and initiated activities**

Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.

- **Worked collaboratively with others**

Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.

- **Shown perseverance and commitment in your 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.

- **Engaged with issues of global importance**

You may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).

- **Considered the ethical implications of your actions**

Ethical decisions arise in almost any CAS activity (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 CAS advisers.

- **Developed new skills**

As with new challenges, new skills may be shown in activities that you have not previously undertaken, or in increased expertise in an established area.

This focus on learning outcomes emphasizes that it is the quality of a CAS activity (its contribution to the student’s development) that is of most importance. The guideline for the minimum amount of CAS activity is approximately the equivalent of half a day per school week (three to four hours per week), or approximately 150 hours in total, with a reasonable balance between creativity, action and service. “Hour counting”, however, is not encouraged.

3 REQUIREMENTS – YOUR RESPONSIBILITY

You have opportunities to choose your own CAS activities and to undertake activities in a local and international context as appropriate. This means that, as far as possible, you should “own” your personal CAS programmes. With guidance from your CAS coordinator, adviser and teachers, you should choose activities for yourself, initiating new ones where appropriate.

You are **required** to:

- self review at the beginning of your CAS experience and set personal goals for what you hope to achieve through your CAS programme
- plan, do and reflect (plan activities, carry them out and reflect on what you have learned)
- plan for undertaking at least one interim review and a final review with your CAS adviser
- take part in a range of activities, including at least one project, some of which you have initiated yourselves
- keep records of your activities and achievements, including a list of the principal activities undertaken using ManageBac
- show evidence of achievement of the eight CAS learning outcomes.

Recommended CAS hours and span activities

Long-term (to be conducted regularly, for a period of at least 10 months)	
Creativity	1
Action	1
Service	1
Short-term (to be conducted on and off or with intervals for a period of at least 10 months)	
Creativity	3
Action	3
Service	3
CAS Project (a total of 30 hours)	
Involving 2 of the three CAS elements	1

4 REFLECTION, REPORTING AND RECORDING

Reflection is an important component of learning in CAS not only after an activity or a project is completed but during the process as well. When you stop and reflect you can check to see if correct assumptions were made. You can also check if your understanding of your role is clear. More importantly, you can look at links to what they are learning at school and outside of the school.

The fundamentals are simple. Of any activity, it is appropriate to ask yourself the following questions.

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

The difficulty lies in the complexity of the possible answers.

4.1 Kinds of Reflection

Different kinds of reflection work for different people. Reflection can be:

- public or private
- individual or shared
- objective or subjective.

For example, in a CAS group project, the planning stages are largely public, so reflection on them can be largely public, shared and objective. The term “largely” is used because there may be individual views that arise independently, in terms of how satisfactory the process was for a particular student (who may enter and leave the activity with different personal experiences from others).

Carrying out the project is likely to be both public and private, both individual and shared, and both objective and subjective.

Outcomes of a project or other activity are similar: there may be objective successes and limitations of the activity as a whole, but what it has meant for the team and for individuals within it may be more varied.

For some students and some kinds of reflection (such as private, individual, subjective), writing is the best tool for reflection. However, for many, reflective writing does not come naturally. It can, to some extent, be “modelled” in oral discussion of more public, less sensitive matters, either as an end in itself or as a prelude to writing.

But writing is by no means the only possible outcome of reflection. You can present their activities orally to peers, parents or outsiders. You can make scrapbooks, photo essays, videos/DVDs or weblogs. You can use journals or make up varied portfolios.

4.2 Developing Reflection

Moving on from the “What ...?” questions outlined earlier, you might consider, where appropriate, for yourself and others, and for each stage of an activity (before, during and after):

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

4.3 Recording and Reporting

You should document their CAS activities, noting in particular your reflections upon their experiences. As previously indicated, this documentation may take many forms, including weblogs, illustrated displays and videos, and written notes. Its extent should match the significance of the particular activity to the student. While it is important to make an early start on their CAS log on ManageBac, there is no point in writing lengthy accounts about relatively routine experiences.

Some of the most valuable recording and reporting happens when there is a real audience and purpose, for example, when you inform other students, parents or the wider community about what is planned or what has been achieved.

There should be consultations between you and your CAS adviser, where your progress is discussed and appropriate encouragement and advice is given. These consultations will be briefly documented. If any concerns arise, especially about whether you will successfully complete the CAS requirement, these should be noted and appropriate action should be taken at the earliest opportunity.

The school will record the completion decision for each student, noting the evidence for each learning outcome. This decision is reported to the IBO.

The school is required to submit sample student CAS records to the IBO, as part of the regular monitoring process, the records required will be:

- **the progress form (form A)**
- **the completion form (form B)**
- **up to 10 sample pages from the student’s on-going documentation.** These sample pages, which may, for example, be photocopied journal pages or printouts from electronic logs, must include a list of the principal activities undertaken and evidence of both planning and reflection. For one or more activities, it must be possible for the reader to tell what happened, why it happened, how it happened, what its value was and what the student learned from it.

4.4 Role of ManageBac

ManageBac is an online learning platform for IB world schools. It enables planning, assessment and reporting, and enhancing communication between you, your CAS Coordinator and your CAS Adviser. The planning, reporting, approval and reflections of your CAS activities and projects can be done through this platform.

5 TIMELINE AND EVIDENCE FOR COMPLETION OF CAS

5.1 Timeline

You must complete and submit all of the following evidence for CAS activities on time. When available, you may use CAS recording software (ManageBac) for reflections and deadlines.
Timeline

Form 4 (Pre-programme)

CAS: Pre-Programme Reflection and Goal-Setting:

Students may fill out a form at the end of Form 4 to set goals for the creativity, service and action projects they plan to complete during Form 5. Documentation of CAS activities may be used for presentations and as evidence that you have committed to a project, but activities before you enter the diploma programme do not count as part of the 18 months of required continuous CAS activities.

Form 5 (Year 1, Diploma Programme)

CAS Activities in Form 5:

Form 5 students complete the following requirements and the related documentations as part of the evidence for CAS completion:

Event	Date
CAS Orientation	September 29 th – 30 th 2014
CAS Interview 1 - Final CAS plan	December 8 th to 19 th 2014
CAS Interview 2 - Interim Reflection on 8 learning outcomes	February 23 rd to 27 th 2015
CAS Interview 3 - Interim Reflection and finalising Group Project	June 1 st to 5 th 2015
CAS Week	June 24 th to 30 th 2015

You are required to keep your Form 5 CAS documentation to resubmit at the end of Form 6 for CAS. **Please keep your papers in a safe spot or backed up on your computer!! Do not store solely on the school's server or only one device, as student files on the school server are deleted after each year in June.**

Form 6 (Year 2, Diploma Programme)

CAS Activities in Form 6:

Form 6 students complete the following requirements and the related documentations as part of the evidence for CAS completion:

Event	Date
Reflection on CAS Week	September 3 rd 2015
CAS Interview 4 - Check-up	October 5 th to 9 th 2015
CAS Interview 5 – CAS final reflections – updated and check-up	December 7 th to 11 th 2015
CAS Exit Interview - CAS completion form and portfolio submission	April 11 th to 15 th 2016

5.2 Evidence

CAS Interim and Final Reflections:

The IB Coordinator, CAS Coordinator and the IB DP candidate's Adviser meets with Form 5 and Form 6 students five times in 18 months to help candidates reflect on their CAS progress. The IB Coordinator will collect these completed reflections and hold them along with other CAS evidences submitted by each student.

Group Project:

Form 6 students document the group project as part of the evidence for CAS completion and for their presentation:

- Plan for group project is due in June 2015
- Final verification of service and creativity/action projects by June 30th 2015
- Students must report on their planning, implementation, and outcome of each project. All reporting must be completed by December 11th 2016

CAS Completion Form:

IB requires all Diploma Programme candidates show evidence of having achieved the eight learning outcomes of CAS. The CAS Completion Form (see Appendix B) will summarise how each student has fulfilled this requirement. The CAS Coordinator must be convinced that a significant level of accomplishment has been reached, demonstrated, and documents in order to fulfil IB requirements. Since candidates can be called upon to produce their evidence of completion, we ask all IB students to keep a record of the evidence they have and where that evidence is stored. The CAS Completion Form must be submitted to the IB Coordinator upon completion of the Programme in April 2016.

6 EVALUATING CAS ACTIVITIES AND PROJECTS

Again, learning outcomes and quality of CAS activities are the foci, your CAS hours are not counted, and you are not required to submit regular hourly reports. Your adviser will track your weekly CAS progress regularly on ManageBac and check in with you at the group meetings. We ask you to reflect and report on what you are learning based on the eight learning outcomes in a weekly log that you keep on line or in your handbook.

The delivery of your written reports, audio and video is recorded on ManageBac. To learn how to use this on-line tool and to submit your reflections to the adviser, attend the group meetings. Your adviser and CAS coordinator will use a qualitative scale consisting of the eight IB DP CAS learning outcomes to guide you when you are trying to decide if your activity qualifies for CAS. The adviser bases his or her evaluation on your current abilities and your personal qualifications to achieve your stated goals for each activity and project. The adviser also uses learning outcomes to gauge your awareness of problems at the time of planning and during field work.

7 STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Some students may face particular issues in their CAS activities. Where these are long-term and will affect their performance in subject examinations and assessment tasks, the school will contact the IBO. Where there is a physical, medical or psychological condition that affects only their participation in CAS, the school will contact the IBO for advice.

The principle in all such circumstances is to focus on what students **can** do, not on what they cannot. Interests developed through CAS activities can contribute to the future well-being of all students. For students with physical injuries or disabilities it may be vitally important that they undertake appropriate activities, which may include exercise or therapy. Students who have suffered psychological traumas need appropriate help and support to help them rebuild their confidence.

8 TOK CONNECTIONS

Both CAS and Theory of Knowledge (TOK) emphasize the importance of reflection and developing self-awareness. CAS reflection flows from experience, from thinking about how an activity feels and what it means to everyone involved. In TOK the approach to knowledge issues tends more towards the abstract and theoretical. The links can nevertheless be very close. For instance, a difficult decision about how to behave towards another person or group in a CAS activity might be informed by a TOK consideration of analogous situations; conversely, such a decision might provide a concrete example to illustrate an ethical dilemma in the context of a TOK discussion.

At a more general level, you are to compare your learning in CAS with your subject learning, and to consider how one may help the other. TOK lessons may provide an opportunity for extended discussion of the values and philosophy of CAS, and student responses to these. Two sample bridging questions are provided in the *Theory of Knowledge guide* (March 2006).

- CAS is often described as “experiential education”. In what ways is learning in CAS similar to or different from learning in other areas of the Diploma Programme?
- In what ways might CAS be said to promote ethical education? Is service to others, in whatever form, a moral obligation? If so, on what might the obligation be based? If not, why not?

APPENDICES:

Appendix A: School Of The Nations IBDP CAS Contract

Name of student: _____ Name of adviser: _____

Expectations

- Students will attend all CAS meetings. If one must be missed, the student is expected to contact the CAS coordinator, Mr Steve Salt, directly.
- Students will complete 18 months of continuous CAS activities. Students may begin in the summer of Form 5 as pre-programme students after Form 4 and save and date documentation of activities for presentations, etc., but time towards the 18-month commitment begins fall of Form 5 at the School of the Nations.
- This contract marks the start of each CAS upon receipt. If late, student time begins on receipt of the contract.
- Students will check their email, ManageBac accounts or Moodle account regularly for important CAS information. All forms are available on ManageBac
- Students will submit documentation (CAS weekly time logs, interim and final reflections) on time or risk a poor evaluation and withholding of IBDP.
- As stated in the Secondary Student Handbook, Form 5 students may be retained at the end of the academic year if the CAS requirements for that year are not fulfilled.
- Students will show evidence of significant level of accomplishment has been reached with respect to the eight learning outcomes.
 - Increased awareness of your own strengths and areas for growth
 - Undertaken new challenges
 - Planned and initiated activities
 - Worked collaboratively with others
 - Shown perseverance and commitment in your activities
 - Engaged with issues of global importance
 - Considered the ethical implications associated with the activities
 - Developed new skills

Please show that you have read and understand the above expectations by completing the contract below. Have your parents sign, then return this contract to the CAS Coordinator or your CAS adviser.

I, _____ (IB DP candidate) with my parent(s) or guardian(s)
_____ have read the above and am aware of the IB Diploma requirements and School of the Nations CAS expectations. We understand that failure to meet these requirements and those set down in the IB CAS Handbook may result in the denial of an IB diploma.

Signatures:

(Student)

(Parent/ guardian)

(CAS Adviser)

(Date)

(Date)

(Date)

(CAS Coordinator)

(IB Diploma Programme Coordinator)

(Date)

(Date)

Appendix B:

CAS Interest Inventory

Name of student:	
1.	What was one of your greatest accomplishments? Did this change your life? What did you learn from it?
2.	What are you really good at?
3.	Name one skill or activity that you have always wanted to try but that you haven't yet.
4.	Why would you like to try this?
5.	Name a person you have always admired. What qualities does this person have that you don't?
6.	What's different about you now compared to what you were like five years ago?
Conclusion:	

Appendix C:

Ideas for CAS Activities and Projects

CREATIVITY

Dance Organizer	Ballet lessons	Mural painting	DJ at a dance
Building a website	Slam poetry	Playwriting	Installing Public art
Stand up Comedy	Making a map	Piano concert	Architectural design
Ad Campaign	Costuming a play	Welding a sculpture	Creating a plan for an event

Your ideas: _____

ACTION

Sports Coach/Player	Blood Drive/Donor	Dance	Becoming a Mime
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Your ideas: _____

SERVICE

Government and non-government social service facilities listed under the Social Welfare Bureau (IAS)
<http://www.ias.gov.mo/en/social-service-facilities>

Friends of the public library	Girl/Boy Scouts	Big Brothers and Sisters
Rooftop Garden	Volunteering in different charitable organisations	

Your ideas: _____

Appendix D:

FORM A: CAS Progress Form

Name of student:			
Name of CAS adviser:			
Event	Date	Signature	Comments
Student has declared an acceptable plan for CAS activities			
First consultation between CAS adviser and student			
Second consultation between CAS adviser and student			
Student has submitted reflective work			
Third consultation between CAS adviser and student			
Student has submitted final reflections			

Appendix E:

FORM B: CAS Individual Student Completion Form

There is evidence that _____ has:
 (Student name)

Learning outcome	Achieved? (✓)	Nature/location of evidence (for example, weblog [date], journal [page xx], progress form [date])
Increased their awareness of their own strengths and areas for growth		
Undertaken new challenges		
Planned and initiated activities		
Worked collaboratively with others		
Shown perseverance and commitment in their activities		
Engaged with issues of global importance		
Considered the ethical implications of their actions		
Developed new skills		

Name of CAS adviser _____

CAS adviser's signature _____

Date: _____