



المدرسة الملكية الكندية-القاهرة
Royal Canadian School-Cairo

CAS Handbook

Table of Contents

Welcome note 2

International Baccalaureate (IB) system 2

RCS Vision 3

RCS Mission Statement 3

Faculty Team: 3

The Spirit of CAS 5

CAS Experience and Strands 7

Creativity 7

Activity 7

Service 7

HOW TO DETERMINE IF AN EXPERIENCE IS CAS? 7

CAS Projects 8

CAS and Theory of Knowledge 8

The Five CAS Stages 9

The 7 Learning Outcomes 10

CAS Requirements 11

Samples of Good CAS Activities 12

Reflections and Evidence 13

THE THREE A's OF REFLECTION 14

WHY REFLECT? 14

HOW TO WRITE CAS REFLECTIONS? 15

EVIDENCES 17

CAS Interviews 18

CAS AGREEMENT 20

CAS Experience/Project Proposal Form 21

STUDENT CAS PROJECT SUPERVISOR FORM 22

CAS – Homework 24 CAS

HELPFUL HINTS 25

References:

[Welcome note](#)

Welcome to the 2024-2025 school year!

I hope you had a great summer. On behalf of the whole faculty and staff! We at RCS are all eager to start what was predicted to be a very fruitful year. Always keep in mind that we are making every effort to support your inherent curiosity and personal passions. We work to help you develop into future leaders who are tolerant, compassionate, contemplative, creative, and disciplined lifelong learners who

contribute to the growth of your communities and serve successfully in a changing world. Being a part of a community where parents, teachers, and students value one another and work to foster relationships that foster social and academic development is a wonderful luxury. We see ourselves as a unit.

This academic year is going to be extraordinary. Fun, enthusiasm, and education will all be present at RCS. You need to understand how much we genuinely care about you. We are eager to get to know you, everyone. You are welcome to visit my office whenever you need to. I'm here for you whenever you need me, and I welcome your thoughts and recommendations. **Head of the school**

Sherecin' Batchelor

Handbook Use & Purpose

This handbook provides parents with a description of the policies, procedures, and expectations of the Royal Canadian School (RCS). Please go through this document with your children so everyone becomes familiar with the information. This is a ‘living’ document and its content may be revised and updated over time as needed. Any revisions will be communicated to students and parents.

International Baccalaureate (IB) system

The IB is a very interesting education system. Its goal is to help develop students who create a better world through their intercultural understanding and respect. The IB system is divided into primary years, middle years, and diploma programs.

The diploma program’s main goal is to enhance students who have an excellent depth of knowledge. It helps students succeed physically, intellectually, emotionally, and ethically. The DP curriculum consists of six subject groups and the

DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS), and the extended essay.

RCS Vision

RCS Cairo aims to cultivate future leaders who demonstrate the global understanding, empathy, and skills to solve 21st-century challenges and make their world a better place.

RCS Mission Statement

RCS will nurture intellectual curiosity, academic excellence, environmental awareness and pride in community, host country and home country.

Faculty Team:

Head of School: Sherein' Batchelor

DP Coordinator: Dalia Kamal

CAS Coordinator: Sara Amr

Extended Essay Coordinator: Dalia Kamal

TOK Coordinator: Sara Amr

CAS is for Life

*There are no small parts only small acts, they say
In other words, some actors put pride in the way.*

*Success is not judged by the size of the deed.
Rather it is judged by the size of the need.
So, try to meet needs no matter how small
because even tiny acts beat no acts at all.*

*The butterfly effect is a thing, to
change the world just flap a wing!*

The Spirit of CAS

The core of the IB Diploma Program is CAS. It enables students to advance their interpersonal and personal growth and aids in their quest to realize their full potential. A fulfilling CAS program is a journey of self-discovery that has the potential to be profound and transformative. Each student has a unique beginning point for their journey, as well as diverse needs and objectives.

CAS aims to develop students to be:

- Reflective thinkers who can set objectives and create plans for personal development because they are aware of their strengths and weaknesses.
- Open to taking on new responsibilities and tasks.
- Conscious of their roles as community members who have obligations to one another and the environment.
- Proactive contributors to ongoing joint projects
- Proactive contributors to ongoing joint projects
- Balanced – they enjoy and find meaning in a variety of intellectual, physical, creative, and emotional experiences-based activities.

Students must give CAS as much importance as any other part of the diploma program to make sure that enough time is allocated for engagement in the program. The successful completion of CAS is a requirement for the IB Diploma. Students reflect on their learning and include evidence of achieving the seven learning

outcomes in their portfolios, even though they are not formally evaluated. This process starts at the start of the diploma program and continues regularly for at least 18 months with a reasonable balance between creativity, activity, and service.

As proof of their participation, all students are required to maintain and complete a CAS Portfolio. The Portfolio is a body of work that documents student reflections and CAS experiences; it is not formally evaluated.

CAS is based on the three strands of Creativity, Activity, and Service defined

CREATIVITY

Exploring and extending ideas leading to an original or interpretive product or performance.

IBO, 2015

ACTIVITY

Physical exertion contributes to a healthy lifestyle.

Collaborative and reciprocal engagement with the Community in response



IBO, 2015

CAS Experience and Strands



SERVICE

to an authentic need.

IBO, 2015

All strands of CAS should involve real and purposeful activities with significant outcomes, personal challenges, thoughtful consideration, reflection on outcomes, and personal learning.

Creativity

This strand involves creative thinking and should work on personal growth and community benefit. It must end in a product, performance, or presentation. Art-based examples are Music, Visual Arts and Design, Pottery, Theatre, Dance, and Photography. Or you could be creative by coding, writing articles, taking part in a cooking course, or organizing events.

Activity

This involves physical exertion contributing to a healthy lifestyle.

Any sport/athletic or Outdoor Education activity that you take part in as part of the RCS activities program can be included in this strand so this gives a huge scope for variety and challenges.

Service

Includes experiences that benefit others and improve their existing situation with a collaborative and reciprocal engagement with the community in response to an authentic need. This must be unpaid and voluntary. The rights,

dignity, and autonomy of all those involved must be respected. Service on a global and local level is encouraged and these activities can include Direct or Indirect Service, Advocacy, or Research.

HOW TO DETERMINE IF AN EXPERIENCE IS CAS?

It is an experience if it:

- Fits in one or more strands
 - Is based on interests and skills
 - Allows development of the IB learner profile attributes
 - Is Enjoyable
 - Allows reflection and growth
 - Allows learning outcome(s) to be addressed
- ### **It is not an experience if it:**
- Is part of the student academic program
 - Is mundane and repetitive
 - Is passive, such as visits to museums or the theatre unless to a relevant project
 - Has anything to do with your family
 - Is raising money with no particular aim
 - Could cause friction between community groups

If in doubt whether an experience can be used for CAS or not, students should consult the CAS Coordinator.

CAS Projects

A CAS project must:

- Be a series of sequential CAS experiences
- Encompass at least one strand
- Have a defined purpose and goal
- Be collaborative
- Last at least 8 weeks from planning to completion
- Follow the 5 CAS stages with evidence of each

CAS and Theory of Knowledge

CAS and theory of knowledge (TOK) both place a strong emphasis on the value of reflection and the advancement of self-awareness.

Thinking about how an activity feels and what it means to everyone involved helps in CAS reflection. The approach to knowledge challenges in TOK leans more toward the theoretical and abstract. Even yet, the connections might be very close. For instance, a tough choice regarding how to act toward another person or group in a CAS activity might be guided by a TOK analysis of comparable circumstances; alternatively, such a choice might offer a specific illustration of an ethical conundrum in the context of a TOK discussion.

The Five CAS Stages

The five CAS stages represent a process that can assist students in many aspects of their lives. They follow a process whereby students investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what they have done along the way, and demonstrate their understanding of the process



Stage 1—Investigation:

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

Stage 2—Preparation:

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

Stage 3—Action:

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

Stage 4—Reflection:

Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, assist with revising plans, learn from experience, and make explicit connections between growth, accomplishment, and the learning outcomes for personal awareness. Reflection may lead to new action.

Stage 5—Demonstration:

Students make explicit what and how they learned and what they have accomplished for example, by sharing their CAS experience through an assembly or social media channels. Through this demonstration and communication, students solidify their understanding and evoke responses from others.

The 7 Learning Outcomes

Grow - Learning Outcome 1:

Identify your strengths and develop areas for personal growth.

- Aware of your strengths and areas of challenge
- Open to improvement and growth opportunities
- Able to propose activities according to your interests and strengths
- Willing to participate in different activities
- Able to undertake a thoughtful self-evaluation
- Able to see yourself as an individual with various abilities and skills, some more developed than others

Challenge - Learning Outcome 2:

Demonstrate that challenges have been undertaken, developing new skills in the process

- Participate in an experience that demands an appropriate personal challenge with new or familiar experiences
- Be willing to become involved in unfamiliar environments and situations
- Acquire new skills and abilities
- Increase your expertise in an established area
- Show newly acquired or developed skills or increase expertise in an established area

Initiate - Learning Outcome 3:

Demonstrate how to initiate and plan a CAS experience.

- Articulate the 5 CAS stages
- Demonstrate knowledge and awareness by building on a previous CAS experience
- Show initiative by launching a new idea or process
- Suggest creative ideas, proposals, or solutions
- Integrate reflective thoughts in planning or taking the initiative
- Be aware of your roles and responsibilities when designing an individual or collective CAS experience

Persevere - Learning Outcome 4:

Show commitment to and perseverance in CAS experiences.

- Demonstrate regular involvement and active engagement with your CAS experiences and CAS projects
- Be able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
- Demonstrate adaptability to uncertainties and changes.
- Be involved in long-term CAS experiences and CAS projects.

Collaborate - Learning Outcome 5:

Demonstrate the skills and recognize the benefits of working collaboratively.

- Share your skills and knowledge
- Listen respectfully to proposals from your peers
- Be willing to take on different roles within your team
- Show respect for different points of view and ideas
- Make valuable contributions to your team
- Readily help others in your team
- Be able to identify, demonstrate, and discuss critically the benefits and challenges of collaboration gained through CAS experiences.

Act Globally - Learning Outcome 6:

Demonstrate engagement with issues of global significance.

- Recognize the global implications of local issues
- Be able to identify global issues in the local or national community
- Show awareness of the issues of global importance and take concrete and appropriate actions in response to them either locally, nationally or internationally
- Get involved in a CAS project addressing global issues in a local, national, or international context
- Develop awareness of and responsibility toward a shared humanity

Examples of global issues include environmental preservation, gender equality, race relations, child poverty, the aging population, the effect of pop culture on morality and traditional society, freedom of education, freedom of speech, fair trade, disparities in wealth

Act Ethically - Learning Outcome 7:

Recognize and consider the ethics of choices and actions.

- Recognize ethical issues
- Take into account the cultural context when making a plan or ethical decision
- Identify what you need to know to make the ethical decision
- Articulate ethical principles and approaches to the ethical decisions you may have to make
- Show accountability for your choices and actions
- Be aware of the consequences of the choices and actions regarding yourself, others involved, and the community
- Integrate the process of reaction when facing an ethical decision
- Show awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences

CAS Requirements

Expectations over 18 months:

Creativity: Minimum of 6 in total

Activity: Minimum of 8 in total

Service: Minimum of 8 in total

Projects: Minimum of 2 projects over 18 months

(project must be Service based)

Samples of Good CAS Activities

- Teaching children with disabilities to swim (a, s)
- Coaching a softball team (a, s)
- Teaching guitar to a younger class (c,s)
- Writing for the school newspaper (c,s)
- Working with children to paint murals (c, s)
- Setting up a club at an elementary school to teach a language to children (c, s)
- Exchanging artistic or musical skills with other local schools (c, s)
- Leading an expedition (a, s)
- Organizing a camp for children (a, s)
- Clearing a road of garbage (a, s)
- Organizing a beneficial event eg: walkathon (c, a, s)
- Raising funds for a non-profit (c, s)
- Creating a website as a service to others (c, a)
- Assisting victims of natural disasters (c, a, s)
- Working at a local festival (c, a, s)
- Learning to paint watercolor landscapes (c)
- Joining a running club (a)
- Learning to scuba-dive (a)
- Playing on a softball team (a)
- Making a documentary movie (c, a)
- Singing in a choir (c)
- Making something for sale for a fundraiser (c, s)

- Create a CAS corner in your school (c,s)
- Constructing a website or a newsletter for your school (c, s)
- Tutoring younger students (s)
- Teaching ignorant people reading and writing (c, s)
- Participating in an environmental reconstruction project (a, s)
- Making quilts for shut-ins (c, s)
- Writing & performing a play (c, a, s)
- Running a science fair for younger students (c, a, s)
- Planting trees (a, s)
- Being a camp counselor (c, a, s)
- Volunteering with a local non-profit or other organization (c, a, s)

CAS Portfolio

To demonstrate the students' involvement in CAS and accomplishment of the seven CAS learning goals, all CAS students are required to maintain and complete a CAS portfolio. The IB learner profile's characteristics can be seen in students' CAS portfolios as well. Students utilize the CAS portfolio to organize their CAS program, reflect on their CAS experiences, and compile proof of their involvement in CAS; it is not formally graded.

The CAS coordinator or adviser must make sure the students maintain an up-to-date and relevant CAS portfolio because it serves as a summary of their CAS program. The CAS portfolio serves as a display of the student's CAS program and ought to make the student feel proud. Students could have a say in how their CAS portfolio is put together, what they include, and how it is disseminated to emphasize its importance. The kind of portfolio each student uses—digital, online, diary, notebook, scrapbook, or a combined approach—will depend on their particular learning preferences. Students are urged to investigate the various possibilities at their disposal. Even though the IB does not specify a certain format for the CAS portfolio, students, CAS coordinators, and The CAS coordinator or adviser must make sure the students maintain an up-to-date and relevant CAS portfolio because it serves as a summary of their CAS program. The CAS portfolio serves as a display of the student's CAS program and ought to make the student feel proud. Students could have a say in how their CAS portfolio is put together, what they

include, and how it is disseminated to emphasize its importance. The kind of portfolio each student uses—digital, online, diary, notebook, scrapbook, or a combined approach—will depend on their particular learning preferences. Students are urged to investigate the various possibilities at their disposal. Even though the IB does not specify a certain format for the CAS portfolio, students, CAS coordinators, and could include the following sections: “Profile”, “Experiences”, and “Evidence”.

Types of CAS portfolios

For the CAS portfolio, there is no one preferred method. Even though the CAS coordinator can decide on this, giving the students an option would increase their level of engagement. For example, a scrapbook, video log, blog, files, or schoolrun website may be among the preferences that students have that allow for differentiation. A website, blog, or commercial database can be required by the school (Google Classroom), or they can choose to let students choose for themselves how they will show their CAS portfolio. Access for CAS coordinators and advisers, public versus private sharing, pricing, uploading features, and permitted media genres are all things to take into account when selecting a method.

Reflections and Evidence

CAS Reflection Guidance. Every experience must be reflected upon three times. Rather like a scientific experiment your *1st reflection should be like a hypothesis*, your *2nd* an “*in the moment*” commentary on how you feel about the experience whilst you are doing it or just after you have completed it and your *3rd* and final should reflect in *retrospect* what you feel went well or could have been more successful. Ensure that you identify at least one learning outcome in each reflection. All learning outcomes that you select for your experience must be identified in reflections and evidence. Every project must have *two reflections per learning outcome* and should be reflected every week demonstrating commitment and engagement

Reflection can take many forms, you must consider which one suits you, It is ideal if you use several formats and it will be shared on Google Classroom.

- Written: ideally short, 2 to 3 sentences only, more like a Snap or Facebook update than long paragraphs

- Photographs with annotation
- Voice recordings – monologue or dialogue
- Videos (no longer than 3 minutes)
- Sketches / Paintings with annotation
- Dramatizations
- Songs
- Poems
- Mind maps

THE THREE A's OF REFLECTION

Awareness

Recall the experience. What were your most memorable moments? How did you feel? What went well? What did not go as you had planned?

Analysis

What happened? Why was it like this? How did your team work together / or not?

What did you achieve? And how did you achieve it?

Application

What will you take away from the experience? How has it changed you? What difference do you think you have made?

WHY REFLECT?

Reflection can improve self-awareness, self-management, thinking, and well-being in several ways by supporting enhanced:

- Consciousness (mindful awareness)
- understanding of ourselves and others (consciousness, flexibility, and interdependence)
- Thinking (taken in its broadest sense to include cognitive and affective thought)

CAS Reflection is	CAS reflection is not
<input checked="" type="checkbox"/> Honest	<input type="checkbox"/> Just saying what you did
<input checked="" type="checkbox"/> Individual	<input type="checkbox"/> A description of the day
<input checked="" type="checkbox"/> Authentic	<input type="checkbox"/> A third person recall of the experience
<input checked="" type="checkbox"/> Sometimes creative	<input type="checkbox"/> Done so far after the fact it is useless
<input checked="" type="checkbox"/> Personal feelings	<input type="checkbox"/> Contrived
<input checked="" type="checkbox"/> Awareness of your state of mind	<input type="checkbox"/> Provided by a teacher
<input checked="" type="checkbox"/> Guided	<input type="checkbox"/> Formulaic
<input checked="" type="checkbox"/> Can take many forms	<input type="checkbox"/> Just providing a picture for evidence
<input checked="" type="checkbox"/> Meaningful	<input type="checkbox"/> Purely descriptive
<input checked="" type="checkbox"/> Critical thinking	<input type="checkbox"/> One sided
<input checked="" type="checkbox"/> Internalisation of learning	<input type="checkbox"/> Forced

HOW TO WRITE CAS REFLECTIONS?

When you write or record your CAS reflections focus on one or two learning outcomes.

Use these questions to help structure your thoughts. Use #LO4, #LO6, etc. to tag your posts so it is easy for you to identify them later.

#LO1 Learning Outcome 1:

Identify your strengths and develop areas for personal growth.

- What previous experience have I had with an activity like this?
- What am I good at? What are my strengths?
- What would I like to improve?
- How has my involvement in this activity made me aware of my strengths and areas for growth?
- Have I improved and in what areas? How do I know?
- Why have I struggled in some areas?

#LO2 Learning Outcome 2:

Demonstrate that challenges have been undertaken, developing new skills in the process.

- What was it about this activity that I found challenging/difficult?
- What risks have I taken as part of this activity?
- What actions did I take to overcome these challenges?
- Were there challenges that I could not overcome? Why/why not?
- How will I approach a challenge like this in the future?
- What new skills have I developed in this activity?
- How did I measure my improvement?
- Why were some skills easier to develop than others?
- How important were the skills I developed to achieving success in this activity?
- How can I use the skills I developed in this activity in other areas of my life?

#LO3 Learning Outcome 3:

Demonstrate how to initiate and plan a CAS experience.

- What activities did I plan?
- What was the outcome of my planning? How do I know?

- How did my plans change as the activity progressed? Why?
- What difficulties did I face in executing my plan?
- How did I overcome these challenges?
- How did I respond to changes in these plans? Would I respond the same way in the future? Why/Why not?

#LO4 Learning Outcome 4:

Show commitment to and perseverance in CAS experiences.

- How did I show perseverance, resilience, and commitment in this activity?
- How did I maintain my motivation?
- How did I help others or how did others help me stay committed to this activity?
- What impact did my commitment or lack thereof have on the success of this activity?
- What things affected my commitment levels, ability to persevere, or resolve?

#LO5 Learning Outcome 5:

Demonstrate the skills and recognize the benefits of working collaboratively

- Who did I collaborate with?
- What made it easy or difficult to work together?
- What challenges did we face when working together?
- How did we overcome them?
- Why couldn't we overcome some challenges?
- How important was collaboration in achieving the outcomes of my goal?
- What could I do in the future to be a more effective team player?

#LO6 Learning Outcome 6:

Demonstrate engagement with issues of global significance.

- What did I learn about this issue?
- Why is this a significant issue?
- How have my actions had a positive/negative impact on this issue?
- How has my thinking about this issue changed as a result of my participation in this activity?
- Am I more open-minded, caring, and /or principled as a result?

#LO7 Learning Outcome 7:

Recognize and consider the ethics of choices and actions.

- At what times did I face ethical decisions when participating in this activity?
- On what did I base my decision-making? Why?
- How did my moral principles affect the decisions I made?
- Was I ever in conflict with another person because our morals were different? How did we resolve this conflict?
- Have I become more or less principled as a result of my participation in this activity? Why?

EVIDENCES

Submitted evidence, be it photographic, video clips, or audio recordings, must act as supporting documentation to confirm that you have taken part in the experience or project that you are reflecting on. This evidence does not need to have annotation beyond a date and location when you were taking part in the experience unless the student feels that a further explanation is required.

Which forms and evidence do I need for a CAS project?

Proposal Form (complete before beginning project)

Supervisor Form (complete after the project is finished)

Typed Reflection Describing Learning Outcomes You Met (complete after the project is finished)

Evidence

What must be in my portfolio?

- CAS Handbook
- CAS Agreement
- Hour Log
- CAS Project Proposal Form
- CAS Supervisor Form for Project
- Typed Reflections (at least one reflection for each of the 7 Learning Outcomes) -Evidence

CAS Interviews

As previously indicated the student will have six formal interviews with the CAS Coordinator during the 18 months they are taking part in CAS as part of their IBDP. These interviews cover three stages:

Initial Interview | Grade 11

Focus – Ensuring that the student understands the requirements of CAS, learning outcomes, how they may achieve them, ideas for experiences, and style of reflections.

Students must ensure their portfolios (including reflections and evidence) are up to date before the initial interview with the CAS Coordinator and that the Coordinator has been advised of any completed experiences and supervisor evaluation requests have been made.

Interview Questions

(The CAS Coordinator will choose 4 to focus on)

- What Creativity/Activity/Service experiences are you doing?

- Are your experiences real and purposeful?
- What personal challenges can you foresee in one or two of them?
- How are you providing evidence of the learning outcomes you are achieving?
- Can you identify a gap in your potential experiences?
- How can you see yourself making a difference?

Intermediate Interviews | Grade 11

Focus – Assessing the progress of the student, commitment to experiences, learning outcomes achieved so far, project experience, and reflections. Students must ensure their portfolios (including reflections and evidence) are up to date before each interview with the CAS Coordinator and should have requested Supervisor evaluation for any completed experiences and the Coordinator has been advised of those experiences that are completed.

Interview Questions

(The CAS Coordinator will choose 4 to focus on)

- What difficulties have you faced so far and how have you overcome them?
- What are you most proud of to date?
- Is there anything that has surprised you?
- Which learning outcome stands out as being achieved well and why?
- Which learning outcome needs further working on and how will you address this?
- Give an example of experiential learning in each of the Learning outcomes.
- Give an example of how you have implemented the five stages of CAS in one of your projects or experiences.

Final Interview | Grade 12

Focus – Summative interview, how the student has achieved the learning outcomes, discuss and evaluate the program followed and experiences and projects completed. Students must ensure their portfolios are 100% up to date before the final interview with the CAS Coordinator. All reflections and evidence should be posted and all Supervisor evaluation requests must be completed and returned by supervisors for all completed experiences.

Interview Questions

(The CAS Coordinator will choose 6 to focus on)

- How have you made a difference to your community (school, local, and global) and how did you change in yourself?
- Pick three key moments or turning points from your CAS IBDP journey.
- Consider why they were key – What were the obstacles you overcame how did you achieve success? What do you, as a person, think you have got out of CAS?
- What was your most powerful learning experience through your CAS journey?
- What was your favorite project or experience?
- What could I do better as a CAS coordinator?
- What could the school do better relating to CAS?
- What are your plans for next year, and how will CAS be a part of that?



CAS AGREEMENT

(Before beginning CAS, this form must be completed.)

NAME:

Statement:	Initial:	Date:
I have carefully read the CAS handbook and I fully understand the CAS requirements.		
I know who the CAS Coordinators are and how to contact these individuals.		
I know who my CAS advisor is and how to contact him/her.		
I know I can always discuss CAS issues and concerns with my CAS advisor or any member of the CAS team.		
I am aware of the 18-month timetable and will follow it.		
I am responsible for my own CAS plan.		
I know I must try and maintain a balance between Creativity, Activity, and Service in my experiences and project.		
My parents/guardians are aware of the CAS component and its' requirements.		
I know that I must have a responsible adult supervisor (who is not a family member) for the project I undertake.		
I understand that my CAS advisor and parent/guardian must Sign the Proposed Activity Form before the start of the CAS project.		
I will maintain a log of my experiences and keep it updated at At least every 2 weeks.		

I will keep all forms, reflections, and evidence in my portfolio.		
I know I must have preapproval for my CAS project.		
I am aware that I must complete an evaluation form upon completion of the project.		
I have copies and know where to locate additional copies of all necessary CAS forms.		
I clearly understand that without satisfactory and timely completion of CAS, I will not be awarded the IB Diploma.		

I fully understand the requirements of CAS:

Student Name Printed: _____ Signature: _____

_____ Date: _____

Parent Name Printed: _____ Signature: _____

_____ Date: _____

CAS Advisor Name Printed: _____ Signature: _____ Date _____

CAS Experience/Project Proposal Form

Name _____ Grade Level _____

Name of Project/Experience:

Dates of proposed activity: From to

Description & Objectives

The activity involves (check all that apply): Creativity _____ Activity _____ Service _____

Circle the number (s) that represent the **CAS Learning Outcome(s)** you will demonstrate in this experience/project:

1 **2** **3** **4** **5** **6** **7**

Name of Supervisor _____

Name of Institution (if it is an off-campus project): _____

It is the student's responsibility to have parental permission and, if possible and necessary, an adult supervisor at all CAS endeavors that are not school-sponsored activities. The school does not officially sponsor any outside CAS activities and students assume their own risk for these events.

Student Signature _____ **Date** _____

Signature of CAS Coordinator _____

STUDENT CAS PROJECT SUPERVISOR FORM

*(When you have completed your project, submit this completed form,
your typed reflection if needed, and your evidence to your advisor.)*

Completed by CAS Student

Name:

Project Description:

Actual # of hours proposed for activity: _____

Actual beginning date: _____ Actual ending date: _____ (minimum 1 month required)

Learning Outcomes Mastered (Completed by CAS Student and CAS Project Supervisor)

Note to CAS Student: Sign your initials next to the Learning Outcomes that you feel that you have satisfied in this CAS Project.

Note to an individual who supervised the CAS project: The student that you supervised needs to satisfy 7 Learning Outcomes in their CAS program. Below you will find a list of these Learning Outcomes. The CAS student has signed his/her initials next to the Learning Outcomes that he/she feels that have been mastered during this CAS project. Please sign your initials next to the Learning Outcomes to which the student has been exposed and in your opinion has been satisfied in this project.

LEARNING OUTCOMES	STUDENT INITIALS Completed by CAS Student	INITIALS OF INDIVIDUAL WHO SUPERVISED CAS PROJECT Completed by CAS Project Supervisor
Identify own strengths and develop areas for growth		

Demonstrate that challenges have been undertaken, developing new skills in the process		
Demonstrate how to initiate and plan a CAS experience		
Shows commitment to and perseverance in CAS experience		
Demonstrates the skills and recognize the benefits of working collaboratively		
Demonstrate engagement with issues of global significance		
Recognize and consider the ethics of choices and action		

Completed by CAS Project Supervisor

Punctuality: Excellent Good Poor (Circle One) Attendance: Excellent Good Poor
(Circle One)

Comments:

Signatures

Student Name Printed: _____ Signature: _____

_____ Date: _____

CAS Project Supervisor Name Printed: _____ Signature: _____

_____ Date: _____

CAS Advisor Name Printed: _____ Signature: _____

_____ Date _____

SUGGESTED CREATIVITY ACTIVITIES:

Draw plans for, and make, clothing for children in developing nations	Engage in website design for a non-profit organization	Compose and original piece of music or learn a challenging piece of music and perform for a local audience
Choreograph an original dance routine or learn a challenging dance routine	Outline and script an original play and perform for a local audience	Teach an art/music/dance class
Participate in the school's theatre, dance, or musical productions	Write for the school newspaper, yearbook, or literary journal	Participate in a woodworking, metalworking, or other craft-based organization
Engage in an oral/video/photo history or your family or another family or organization	Design a Japanese garden for your home	Design and draw educational posters from primary or middle school children with special needs (peer tutoring)
Learn a new language (has to be different than the language you are studying for IB Diploma)	Build a piece of furniture, or refurbish and old piece of furniture	Build a fishing rod
Plan, film and post "How to . . ." videos on YouTube or film PSAs for elementary school students	Build a birdhouse	Come up with a detailed coaching plan for a youth soccer clinic

SUGGESTED ACTIVITIES:

Volunteer to coach at a youth-group organization	Join an athletic or club team	Join the Harrison High School Marching Band
Volunteer with a student activity group	Participate in a physically-oriented fundraiser such as a Breast Cancer walk	Set a goal to ride a bike 20 miles and work on preparing to meet the goal
Set a goal to run a 5K race and demonstrate your preparation for it	Hike a mountain	Participate in a trek through a national park or jungle
Compete in a marathon/biathlon/triathlon	Take a ropes course	Begin a systematic individualized exercise program
Do Yoga	Meditate	Take a dance class

SUGGESTED SERVICE ACTIVITIES:

Volunteer at a local hospital	Peer tutor	Organize or join a community clean-up
Volunteer at a soup kitchen or homeless shelter	Volunteer time at a local senior center or nursing home	Volunteer at an animal shelter
Help grow plants in your community	Donate blood	Work with Habitat for Humanity
Volunteer at the Pleasantville Cottages	Mentor LMK students in the Musical	Join an effort to keep the school and its campus clean

CAS – Homework

Please complete the following tasks for the first meeting with your CAS coordinator.

1. CAS Handbook

- Make yourself familiar with the CAS handbook and prepare any questions that you may have for the first meeting with your coordinator;
 - Closely analyze the Learning Outcomes and think about how you would like to accomplish these.
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2. Personal Profile

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- Write a personal statement that includes the following information: - Briefly introduce yourself and your personality and link it to the IB learner profile;
 - Outline your aims, objectives, and expectations for CAS;
 - Talk about identifying needs and finding communities
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- Talk about to what extent CAS might be challenging for you and what it will teach you in the long

run;

- Refer to the experiences that you look forward to but also mention the ones that might be (slightly more) difficult for you to complete and why.

Your profile should be about 1 handwritten page long but may be slightly longer.

3. 2-year plan

- Outline what you would like to achieve in the forthcoming 18 months;
- List experiences for every CAS strand (Creativity, Activity, and Service); - Think about a possible project that you would like to realize and team up with other people to collaborate.

4. Proposal Forms

- Copy and fill out proposal forms for the experiences/projects that you would like to carry out;
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- Clearly describe the experience/project, what you are trying to achieve, and what your objectives

are (the description of the experience/project is not enough); - Tick the LOs (learning outcomes) that you believe will be accomplished by carrying out this specific experience/project;

- Sign the form and have it signed by your coordinator.

5. Portfolio

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- Think about the design of your portfolio;
 - Put the abovementioned documents in your portfolio;

6. 1st meeting

- Book a meeting with your coordinator.

7. Coordinators

- Contact your coordinator in case you have any questions. We are here to help you.

CAS HELPFUL HINTS

It's recommended that each student creates a "CAS Folder" on Google Drive to act as a repository for all things associated with CAS (logs, experience reflections, and CAS project reflections).

Candidates should check email accounts daily. Important messages will be sent via email – "I don't check my email" or "I forgot to look at my email" will not be valid excuses.

Reflections and other assignments must be submitted on time. Deadlines will be posted on Google Classroom. Missing deadlines will affect the candidate's CAS grade.

Students should be proactive. If you have a question or concern, get in touch with CAS Coordinators via email or

in person.

Reach out to peers, teachers, CAS Coordinators, IB Coordinator, Guidance Counselors, or building administration

if you are experiencing challenges and need help overcoming them.

Make use of an agenda or calendar to keep organized and to keep track of important events, dates, and deadlines.

Be proactive, and channel the energy that could be spent worrying about an issue into energy expended actively meeting the challenge of that issue.

Say what you will do. and do what you have said you would do.

If you are invested in your experiences, you will enjoy doing them . . . and remember, you change the world by investing in others.

References:

- <https://World-schools.com>
 - <https://Weebly.com>
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- <https://Ibo.org> “CAS guide”

<https://Castrips.org>
