



The Sultan's School

CAS Handbook for Students



2019 - 2020



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Year 12 CAS at TSS: Timeline and Tick Sheet for Term 1

Date	Activity	Complete?
28 th August	Introduction to CAS: read this handbook!	
29 th August	CAS Fair: sign up for activities	
2 nd /3 rd September	Managebac Mondays	
5 th September	First CAS/PE lesson	
9 th September	First CAS/PE reflection to be written on Managebac	
10 th September	Students to feed back and report any problems with Managebac	
September/October/November	Regular Activities and writing up reflections every Monday	
December	First CAS report home to parents	

A tick list for Terms 2 and 3 will be issued later in the academic year

Year 13 CAS at TSS: Timeline and Tick Sheet

Date	Activity	Complete?
28 th – 29 th August	Review your handbook! Preparation for CAS Fair: make sure you know what you're doing.	
29 th August	CAS Fair: represent activities	
9 th September	Managebac Mondays begin	
September/October/ November/ December	Complete reflections on Managebac Complete supervisor reviews Regular writing up reflections every Monday Continue with your one chosen activity Ensure self-initiated project is complete	
January	Last CAS report home to parents	
February	Finish and complete all CAS documentation	

The IB Learner Profile

The aim of the IB Programme is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The IB learner profile represents ten attributes valued by IB World Schools.

TSS believes that these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Inquirers: We nurture 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 analyze 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 limitations in order to support our learning and personal development.

The Nature of CAS

“Without knowledge, action is useless and action without knowledge is futile” ~ Abu Bakr

“Dream big, aspire high; unleash your talent; transform the talent into skills; hold tight to your values, and aim to leave a legacy behind” ~ Sheikh Khalfan Al Esry

“Everyone needs to be valued. Everyone has the potential to give something back”
~ Diana, Princess of Wales

Creativity, Activity and Service (CAS) is at the heart of the IB Diploma Programme. It is one of the three essential elements in every student’s IB Diploma experience. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

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

Activity: Physical exertion contributing to a healthy lifestyle, often linking with elements of academic work

Service: Collaborative and reciprocal engagement with the community, in response to an authentic need

CAS aims to develop students who:

- ✓ Enjoy and find significance in a range of CAS experiences
- ✓ Purposefully reflect upon their experiences
- ✓ Identify goals, develop strategies and determine further actions for personal growth
- ✓ Explore new possibilities, embrace new challenges and adapt to new roles
- ✓ Actively participate in planned, sustained, and collaborative CAS projects
- ✓ Understand they are members of local and global communities with responsibilities towards each other and the environment.

CAS Stages

The 5 CAS stages offer a helpful and supportive framework and continuum of process for CAS students as they consider what they would like to do in CAS, make plans, and carry out their ideas.

Reflection is perhaps the most important aspect of the CAS programme; getting it right first time is less important than learning something from the process, either about yourself, your community, or how your CAS activity links with aspects of your taught IB curriculum.



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 for their 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 they might need to engage in the experience.

Stage 3: Action

Students implement their idea 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 using their Managebac online portfolio, expressing their feelings, generating new ideas, and raising questions. Reflection should happen regularly to assist with improving plans and to make explicit connections between growth, accomplishment, and the learning outcomes for personal awareness.

Stage 5: Demonstration

Students make clear what they learned, how they learned it and what they have accomplished. Through demonstration and communication, students solidify their understanding and evoke response from others.

CAS Requirements

1. Students start by completing a *self-review* on Managebac at the beginning of their CAS experience. They must set personal goals for what they hope to achieve through CAS
2. Students meet with the CAS Coordinator for an *initial review* to discuss their self-review, and complete a meeting record on Managebac in consultation with the CAS Coordinator
3. Students take part in, and initiate, a variety of creativity, activity, and service experiences over a *minimum* of 18 months
4. Activities should be balanced between creativity, activity, and service
5. Each activity should be *verified by an adult supervisor*
6. Emphasis is on the **quality** of experience and learning outcomes; hour-counting is not the primary concern
7. Students maintain a *CAS Portfolio* (on managebac) in which they record, show evidence of, and reflect on their CAS experiences
8. Students complete a *Self-initiated CAS Project* lasting approximately 4 weeks (including planning and preparation time)
9. Students show evidence of achieving *all seven learning outcomes*, documented in their CAS Portfolio
10. Students should have regular interviews with the CAS coordinator.

To be considered eligible for CAS hours, an experience must:

- Fit within one or more of the CAS strands
- Be based on a personal interest, skill, talent or opportunity for growth
- Provide opportunities to develop the attributes of the IB learner profile (see page 3)
- Not be included in the student's Diploma course requirements

CAS is NOT: an activity for which you receive payment
an activity that is divisive, unethical or harmful
a family responsibility

- ✓ If you are unsure whether or not an activity may be counted as CAS, please contact your CAS Coordinator and **just ask!**

Verifying CAS Experiences

IB requires students to submit verification of all CAS activities. Students should be responsible for ensuring their activity supervisor signs the form to verify the student's completed activity.

Supervision: Each CAS activity should be supervised by an adult who is not the student's parent or family member. **A supervisor may be a teacher, department manager, coach, or community leader.** Please provide contact information for the activity supervisor on your CAS Log sheet.

* In special circumstances, it may not be feasible for certain activities to be supervised by someone whose characteristics match those listed above. If you believe this is the case, contact your CAS Coordinator **before you begin the activity** to develop a plan for verification.

If your supervisor's first language is not English, they can write in the language they are comfortable with and we can get it translated. **If your supervisor can't write their review online,** simply print the sheet, ask them to hand write their review/verification, scan it and attach to your online portfolio.

Alternatives to a Supervisor Signature:

A signed letter or a signed/stamped certificate of completion may be submitted instead of a supervisor signature. To do this, please list the activity on your Log Sheet, attach a copy of the letter, and write "see attached" in the space provided for the supervisor's signature.

The CAS Portfolio:

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS and achievement of the seven learning outcomes. The CAS portfolio can also reveal how students have developed the attributes of the IB learner profile.

*A successful CAS Portfolio **must** contain:*

- ✓ Evidence of planning for CAS experiences
- ✓ Meaningful reflections on CAS experiences
- ✓ Evidence that the student has completed all seven learning outcomes
- ✓ Documentation of the student's CAS project

The CAS Portfolio is a live document; students should update their CAS Portfolio regularly throughout Year 12 and Year 13, with reflections and evidence

The 7 CAS Learning Outcomes

The CAS Portfolio should provide evidence that you have:

1. **Identified your own strengths and areas for growth:** to see yourself as an individual with various abilities and skills, of which some are more developed than others
2. Demonstrated that you have **undertaken new challenges**, developing new skills in the process: this might be an unfamiliar experience or an extension of an existing one
3. Demonstrated that you can **initiate and plan a CAS experience:** you will follow the 5 CAS stages and complete your reflections as you go along. Your self-initiated project can be done in partnership with friends. You can build on a previous experience, or launch a new idea or project
4. Shown commitment to and perseverance in CAS experiences: you must demonstrate **regular involvement and active engagement** in CAS
5. Demonstrated the skills and recognised the benefits of **working collaboratively:** you are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences
6. Demonstrated engagement with issues of global significance: you will be able to identify and demonstrate your **understanding of global issues**, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally
7. Recognised and considered the **ethics of choices and actions:** you will show awareness of the consequences of your choices and actions in planning and carrying out CAS experiences.

All seven outcomes must be present to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires SOME evidence for each outcome.

It is the **quality** of a CAS activity that is **most important**. The guideline is approximately 3 - 4 hours per week, with a reasonable balance between creativity, action and service.

It is the experience and reflection that counts. CAS is NOT just about counting hours.

CAS Reflection

Reflection is central to building a rich and meaningful experience in CAS. Through reflection, you can examine ideas and consider how you can use prior learning in new contexts. TOK and EE both encourage you to reflect and apply your knowledge to new situations, and there are marks awarded within the Internal Assessments for different subjects specifically aimed at promoting reflection and evaluation – CAS is a great place to start learning this important new skill!

Reflection on your work in CAS will lead to improved problem-solving, higher cognitive processes and greater depth of understanding, in addition to exploring how CAS experiences may influence your future possibilities.

The intention of reflection in CAS includes the opportunity for you to:

- ✓ Deepen your learning across all your IB subjects
- ✓ Explore your personal and group values
- ✓ Recognise the application of your knowledge, skills, and personal qualities
- ✓ Identify your strengths and limitations to help your personal and academic development
- ✓ Gain a greater understanding of yourself and others
- ✓ Place your experience in a much wider context
- ✓ Generate relevant new ideas and questions
- ✓ Consider how to make improvements in individual and collective choices and actions
- ✓ Transfer your prior learning to new situations
- ✓ Give and receive constructive feedback
- ✓ Develop the ongoing habit of thoughtful, reflective practice

The Four Elements of Reflection (how to write it up on managebac)

The first two elements form the foundation:

1. **Describe what happened:** retell memorable moments, identify what was important or influential, what went well and what was difficult, the obstacles you faced and the successes you had
2. **Express emotional responses** to your experiences.

The last two elements add greater depth and help to expand your perspective:

3. **Generate ideas:** rethinking or re-examining your choices and actions will increase your awareness about yourself and situations.
4. **Ask questions** about the people, processes or issues you came across in the CAS activity. This will prompt further thinking and ongoing inquiry.

Purposeful reflection is about **quality** rather than quantity

You are not expected to reflect on *every* CAS experience; you should instead identify *key moments* to write about, for example:

- ✓ When you experience a moment of discovery
- ✓ When a new or advanced skill is mastered
- ✓ When a challenge has been confronted (even if it wasn't successful!)
- ✓ When you experience a strong emotional reaction
- ✓ When you celebrate an achievement

Your reflections and evaluation can be recorded on Managebac in writing or as video/audio files - there are examples on the next few pages to give you an idea of where to start.

Example Managebac Entry: Volunteering at The Spartan Race

Summary Reflections & Evidence Supervisor Review

Spartan Race ✓ 14 hours 4

A S Reviewed Community-based Individual Direct

14 November 24, 2017 - November 24, 2017

Description and Goals

Description:
The spartan race is an international race based in the United States, they tour around the world setting up challenging obstacle courses.

Goals:
1. To interact with different people
2. To build confidence
3. To have a sense of authority

Learning Outcomes:

1. Demonstrate that challenges have been undertaken, developing new skills in the process
2. Demonstrate the skills and recognize the benefits of working collaboratively

Volunteer Manager Mohammed Q
mohammedq@ae.spartan.com Complete Supervisor Review

Supervisor Review completed by mohammedq@ae.spartan.com ✓

Please comment on the student's progress, effort and commitment:
student was helpful, active and loyal to the work assigned

Message Board

Summary Reflections & Evidence Supervisor Review

Spartan Race ✓ 14 hours 4

A S Reviewed Community-based Individual Direct

July 01, 2018 2:26 PM Challenge & Skills Collaborative Skills ☆

EVALUATION:

1. To interact with different people

Through working at registration I was able to interact with many people, some were shy and others were excited. It was nice to see the events from the person working at registration's POV as I'm usually the participant! Many people would ask questions about the event itself, even though I would know nothing about it, so I would lead them to someone else.

2. To build confidence

When interacting with people they would expect you to be confident and know what you're doing, and even though I didn't know what I was doing I pretended to be confident, so later I actually believed myself and became confident. This made people become more at ease as they would believe what I'm saying.

3. To have a sense of authority

When people would come to me asking questions I would feel like I have a sense of importance. Also by me allowing only certain people to pass through gave me a huge sense of authority.

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

The challenges I've encountered include communication with a wide range of people. When working at administration, I was required to answer questions, and be welcoming and confident. I may have been a little hesitant in the beginning, but as the day progressed I became more confident in my job.

- **Demonstrate the skills and recognize the benefits of working collaboratively**

I had to work alongside a group of people I've never met before when handing out medals and T-shirts. We had to do this in a way that would maximize our efficiency and minimize energy usage as we were working under the blazing heat. After communicating we've developed a suitable routine to do so collaboratively.

Example Managebac Entry: Autism Fundraiser FIFA Tournament

Autism Fundraiser FIFA Tournament

3 hours 

   

 May 03, 2018 - May 03, 2018

Description and Goals

On the 3rd of May, I and a group of students decided to organize and host a fundraising event for the Year 9s and Year 10s students. After reviewing the student's interests, we decided to host a fundraising tournament based on video game called FIFA. FIFA is a football simulation video game in the FIFA series of video games, developed and published by EA Sports (Electronic Art Sports). Autism is often called Autism Spectrum Disorder (ASD), basically it is characterized by difficulties in social interaction, verbal and nonverbal communication. Therefore, through organizing and hosting the tournament, we will be able to raise awareness about Autism by socializing with the younger students and discussing the importance of understanding the effects of mental illness on an individual.

Goals ->

1. To raise awareness about Autism and mental health in general.
2. To socialize and discuss different topic of concerns from the younger students (based on experience if possible).
3. To further develop our collaborative skills.

Learning Outcomes:

1. Demonstrate that challenges have been undertaken, developing new skills in the process
2. Demonstrate how to initiate and plan a CAS experience
3. Demonstrate the skills and recognize the benefits of working collaboratively

 **Mrs. Deborah Canterford**
deborahc@sultansschool.org

[Complete Supervisor Review](#)

Supervisor evaluation last sent on January 31, 2019

Supervisor Review completed by Deb Canterford (deborahc@sultansschool.org) 

Please comment on the student's progress, effort and commitment:
One of the year 13 students presented a moving talk about autism and this inspired Mazin to raise money for this invaluable cause . He worked hard to organise an FIFA tournament unfortunately it was not as well supported as he'd hoped but it didn't detract from the aim . He is a hardworking motivated young man

May 22, 2018 3:30 PM    

Evaluation:-

Comments on goals -> The main objective of the tournament was to increase the overall awareness of the Year 9 and Year 10 students about Autism and mental health in general. I felt that through organizing and hosting a FIFA fundraising tournament allowed us to create a fun but serious atmosphere, where they could have fun and enjoy playing and at the same time participate in discussions regarding Autism and mental health in general with the Year 9 and Year 10 students. Despite the lack of Year 9 and Year 10 students participating in the tournament, we managed to socialize and discuss different topics of concern through our knowledge and if possible through our experience. Overall, we discussed on topics such as our everyday life experience as an IB student as well as providing some tips and tricks about studying in IGCSE. Organizing and hosting this FIFA fundraising tournament allowed me to further develop my collaborative skills by assigning different roles to each different person. For example, one person has been assigned to arrange the appropriate gaming console and the equipment needed to run the console, one person has been assigned to provide some snacks throughout the tournament, one person has been assigned the role of making sure the Common Room (the venue) is clean and tidy before, during and after the tournament has ended. Overall, it has been a successful fundraising tournament despite the lack of number of students participating.

Comments on learning outcomes ->

1. Demonstrate that challenges have been undertaken, developing new skills in the process. At first, we thought that we may struggle or find some difficulties organizing a FIFA fundraising tournament as this is our first time hosting an event of this type, therefore we had to organize the tournament in specific that would allow the Year 9 and Year 10 students to enjoy playing as well as to actively participate in discussion regarding Autism and mental health in general.
2. Demonstrate how to initiate and plan a CAS experience. At first, I and a group of students decided to host a fundraising event to raise awareness of Autism. So we conducted a review of different student interests, and we decided that hosting a FIFA tournament is the most feasible as well as fun and engaging for the students. To spread the responsibility evenly between the group, we assigned each person an objective/role to accomplish.
3. Demonstrate the skills and recognize the benefits of working collaboration. Throughout the tournament, as a group, worked collaboratively to ensure that the Year 9 and Year 10 students are enjoying the tournament by making sure that they are comfortable through providing snacks throughout the tournament. As well as providing them with as much information about Autism and mental health in general and if possible through experience, which allowed them to be more aware about it.

Example Managebac Entry: Makeup Artistry

Summary
Reflections & Evidence
Supervisor Review

Makeup Artistry ✔

C
S
R

Reviewed
Ongoing
Individual
Research

14
December 08, 2017 - March 08, 2019

Description and Goals

I express Art in the form of makeup and I get very creative with it as well as buying new makeup products and reviewing them in order to help others spend their money wisely on the better products. I will be initiating this on a social media platform 'instagram', in order to gain a wide following and help as many girls in the community as i can and share my passion with the world, my aims are as follows:

- 1) gain 350 followers by the time I end this project
- 2) give back to the community by reviewing products and hopefully starting a charity drive
- 3) experiment with different colours and express different styles of eye makeup specifically
- 4) Improve and develop my overall makeup skills

Learning Outcomes:

1. Identify own strengths and develop areas for growth
2. Demonstrate how to initiate and plan a CAS experience
3. Demonstrate that challenges have been undertaken, developing new skills in the process

43 hours 13

DC

Mrs Deborah Canterford

deborahc@sultansschool.org

Complete Supervisor Review

Supervisor Review completed by Deb Canterford (deborahc@sultansschool.org) ✔

Please comment on the student's progress, effort and commitment:

Atika is a very creative individual and this activity really played into her strengths. she loved experimenting with different colours in the makeup designs she invented and had some regular followers on her Instagram account. One of the year 11 students even consulted her for her IGCSE art piece . She is a personable student who works well with others

Summary
Reflections & Evidence
Supervisor Review

Makeup Artistry ✔

C
S
R

Reviewed
Ongoing
Individual
Research

February 23, 2019 12:58 PM Challenge & Skills ☆

The final look I created was inspired by Hollywood red carpet looks, I went for a classic red lip and neutral coloured eyeshadow! It widened my view of inspiration, as I generally create looks based on improvisation

February 23, 2019 12:58 PM ☆

9A383F17-30C2-4735-9C36-13AD064931BD.MOV

900 KB

February 23, 2019 12:54 PM Challenge & Skills Strengths & Growth ☆

43 hours 13