

International School of Amsterdam

C.A.S.

Creativity, Activity and Service

**Student’s Manual**

**2016 – 2018**





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**WELCOME TO CAS**

Dear Students,

This booklet is aimed at making it easier for you to understand fully what CAS is and what will be expected from you in your two year programme.

We will be meeting regularly throughout the school year, but you are always welcome to come and talk to me at anytime about your CAS programme. I can usually be found either in the CAS office near George Jr.. I can also be contacted at: [vgogelescu@isa.nl](mailto:vgogelescu@isa.nl) .

Vlad

***Every individual matters. Every individual has a role to play. Every individual makes a difference. And we have a choice: What sort of difference do we want to make?***

***Jane Goodall***

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**What is CAS?**

**C**reativity, **A**ctivity, **S**ervice (CAS) is at the heart of the IB Diploma and ISA

programmes. It “is intended to be a collection of enjoyable and challenging

experiences determined by **you** to extend your abilities” (TSM p 70).

The emphasis is on learning by doing **real tasks** that have **real consequences**, and then **reflecting** on those experiences **over the course of a minimum of 18 months** in Grades 11 **and** 12.

**Creativity: is exploring and extending ideas, leading to an original or** 

**interpretive product or performance.**

Music, theatre, film, design technology, visual arts, dance,

fashion and other experiences that involve creative thinking fall

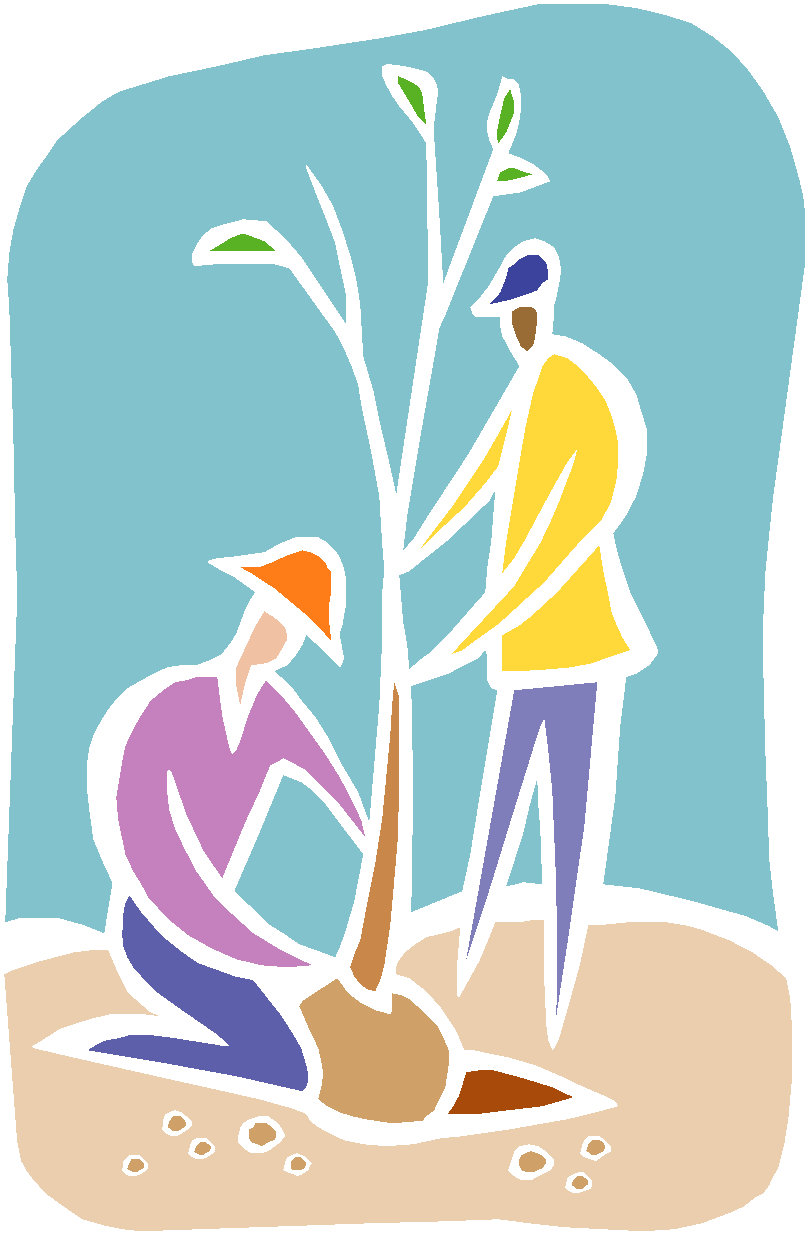
under creativity (for example, joining a choir or engaging with

fashion design).

**Action: physical exertion contributing to a healthy lifestyle.**

Taking on a new sport or extending your ability (for example, 

with football, yoga, dance, aerobics classes, biking or hiking), counts as activity. This can include expeditions (see Award Scheme section, p. 18). It also includes physical activity involved in carrying out service projects such as building houses with Habitat for Humanity.

**Service: is collaborative and reciprocal community engagement in response to an authentic need**.

Service is community or social service involved in helping others and the environment.Service involves **interaction** - building links with individuals or groups in the community. The community may be that of the school, the local district, the national or international one (such as Habitat for Humanity or Tanzania Girls School). Service activities should not only involve

doing things **for** others but **with** others, developing a real

commitment with them. The relationship should show respect

for the dignity and self-respect of others.

**Why CAS?**

**“Educating the mind without educating the heart is no education at all”**

**(Aristotle)**

“Primarily, CAS should be thought of as a chance to switch off a little and chill out after or during a busy week. Completing an International Baccalaureate Diploma is academically demanding and it is hard to remember that there is more to life than your academic studies. CAS is an opportunity to pause and enjoy doing the things that make life worth living.

Secondly the although the IBDP is widely regarded amongst those who teach it as the best academic preparation for studying at university, but the best part about the programme is that it recognises and seeks to educate the whole person.



The IB Learner Profile (see appendix) emphasizes character as well as academic excellence and, though this excellence is key in a number of the ten attributes listed, it is clearly less than half of the picture. IB education is concerned with helping you to become brilliant, not just teaching you to become brilliant at passing exams. And this is where the Core of the IBDP comes in. CAS and ToK are designed to help you, in your own way, become each of these things.

Academics might call the sort of learning you will do in CAS experiential learning. It would be quite hard, perhaps even impossible, to learn to be properly caring or principled from a textbook (though your academic studies will, perhaps, have a significant part to play). When faced with real people, something special happens and the learning that takes place isnʼt geeky or abstractly academic, but is real in the very truest sense of the word.

Each of your subject teachers will try and teach you their subject in a way that helps you become each of these things, but it is in CAS that you get to take control...

It helps to think of CAS as a chance to become who you want to be; to select and do activities that show who you are and to try things that you may have dreamed of, but thought you might never have the chance to do. You get to choose what activities you will do.

You get to choose whether you will try surfing, skiing, ice climbing or something else. You get to choose how you can use the activities youʼve always wanted to try to help you become who you would like to be. It is up to you to Dream BIG.

And on a purely mercenary level, your gold in the Award Scheme, Habitat for Humanity trip, coaching the junior soccer team, your service at the Soup Kitchen etc. will be what sets you aside from the rest of the candidates for that university place that you desperately want to go to.

To get the most out of your CAS, it helps to stick to these four simple rules:

1. Only give time to real, purposeful activities with tangible outcomes

2. To get the most out of your time, only do things that challenge you

3. Give careful thought to your personal goals - both setting and how you will know you have met them

4. Take real time to reflect

In old English, people used to remind each other that “Flat seas do not skilled mariners make”. The meaning is clear, if you want to be truly brilliant at something you need to avoid the safety of being great in unchallenging circumstances. To think of CAS as an obligation or requirement is to totally miss the point. International Baccalaureate CAS is nothing less than the opportunity to step out in your life choosing who you will be and what youʼll be great at; it is the rare opportunity to have help in designing activities that will help you become that person. Donʼt let it pass you by”

*James Burt, George Watson’s College*

**AIMS of the CAS PROGRAMME:**

The CAS programme aims to encourage the development of the IB Learner profile (see appendix) and 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 Guide 2017*

**Learning Outcomes:**

The IB have identified seven learning outcomes that they consider key to your personal growth:

* Identify your 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.
* Show commitment to and perseverance in CAS experiences.
* Demonstrate the skills and recognise the benefits of working

collaboratively.

* Demonstrate engagement with issues of global significance.
* Recognise and consider the ethics of choices actions.

All seven of these learning outcomes (see page 8 for a fuller description) must be present in your portfolio for you to complete the CAS. Some may be demonstrated many times, in a variety of experiences, but it is not necessary to show all outcomes in every CAS experience.

**Your responsibility as a CAS student**

CAS students are expected to:

* approach CAS with a proactive attitude
* develop a clear understanding of CAS expectations and the purpose of CAS
* explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
* determine personal goals
* discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser
* understand and apply the CAS stages where appropriate
* take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
* become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
* maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
* understand the reflection process and identify suitable opportunities to reflect on CAS experiences
* demonstrate accomplishments within their CAS programme
* communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings
* ensure a suitable balance between creativity, activity and service in their CAS programme
* behave appropriately and ethically in their choices and behaviours.



*CAS Guide 2012, p. 13*

**Designing your CAS programme**

Over the two years you will engage in a variety of **CAS experiences.**

A CAS experienceis a specific event in which you engage with one or more of the three CAS strands. It can be a single event or may be an extended series of events.

**A CAS 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
* not be used or included in the your Diploma course requirements

**Questions to help you choose your CAS experiences**

* Will the experience be enjoyable?
* Does the experience allow me to develop my personal interests, skills and/or talents?
* What new possibilities or challenges could the experience provide?
* What might be the possible consequences of my CAS experience for me, others and the environment?
* Which CAS learning outcomes may be addressed?

**It is not necessary for each CAS experience to address a CAS learning outcome, BUT upon completion of the CAS programme, you are required to provide evidence that shows you have achieved of all seven of the CAS learning outcomes.**

*CAS Guide 2017, p.15*

**CAS STAGES**

The diagram shows the 5 CAS stages which represent a process that can help you in many aspects of your life. In this process you investigate an interest which then often raises questions and curiosity; you prepare for taking action by learning more; which then leads you to taking some form of action; you will want to reflect on what you have done along the way, and demonstrate your understandings and the process.

**1. Investigation:** You identify your interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. You investigate what you want to do and determine the purpose for your CAS experience. In the case of service, you identify a need you want to address.

**2. Preparation:** You clarify roles and responsibilities, develop a plan of actions to be taken, identify resources needed and develop timelines. You acquire any skills as needed to engage in the CAS experience.

**3. Action:** You implement your idea or plan. This often requires decision-making and problem-solving. You may work individually, with partners, or in groups.

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

**5. Demonstration:** You show/explain what you have learned and what

you have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner.

*CAS Guide 2017, p16*

**CAS Project**

Within the 18 months of your CAS programme **you must be involved in at least one CAS project.**

The requirements are that the project involves:

1. working collaboratively with other people

2. evidence of thorough planning and organization following the five “CAS

stages”. It must have a defined purpose and goals.

3. that is shows significant time and energy commitment

4. it must cover one or more of the CAS strands of creativity, activity, and

service.

The primary purpose of the CAS project is to ensure participation in sustained collaboration. Through this level of engagement students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making.

CAS Guide 2017, p. 24

**Examples of CAS projects**

• Creativity: A student group plans, designs and creates a mural.

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

• Service: Students set up and conduct tutoring for people in need.

• Creativity and activity: Students choreograph a routine for their marching band.

• Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.

• Service and creativity: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.

• Creativity, activity, and service: Students rehearse and perform a dance production for a community retirement home.

*CAS Guide 2017, p. 24*

**SERVICE**

The aim of the “Service” strand is for you to understand and appreciate your capacity to make a meaningful contribution to your community and society. It is often the strand of CAS that brings you some of the most transforming experiences and may well provide you with the most rewards personally. The **“Helper’s high”** is a recognized phenomena and “it’s based on the theory that giving produces endorphins in the brain that provide a mild version of a morphine high. At Emory University a study revealed that helping others lit up the same part of the brain as receiving rewards or experiencing pleasure.”

[James Baraz](http://greatergood.berkeley.edu/author/james_baraz), [Shoshana Alexander](http://greatergood.berkeley.edu/author/shoshana_alexander) , Greater Good, Berkley Edu.

“Research has established a strong relationship between volunteering and health: those who volunteer have lower mortality rates, greater functional ability, and lower rates of depression later in life than those who do not volunteer”. SO find yourself some meaningful service experiences and reap the physical and emotional benefits that brings!

**Four types of service action**

**Direct service:** Student interaction involves people, the environment or animals. For example, this can appear as one-on-one tutoring, developing a garden in partnership with refugees, or working in an animal shelter.

**Indirect service:** Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment. For example, this can appear as re-designing a non-profit organization’s website, writing original picture books to teach a language, or nurturing tree seedlings for planting.

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

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

1. *CAS Guide 2017, p. 22*

**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. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout our lives.

**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 a 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 to the lives of others and in the world around us.

**Risk-takers** We approach unfamiliar 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 to their own and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

International Baccalaureate Organization 2007

**CAS LEARNING OUTCOMES**

* **Identify own strengths and develop areas for growth**.

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

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

A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.

* **Demonstrate how to initiate and plan a CAS experience**.

Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.

* **Show commitment to and perseverance in CAS experiences**. Students demonstrate regular involvement and active engagement in CAS.
* **Demonstrate the skills and recognize the benefits of working collaboratively.**

Students are able to identify, demonstrate and critically discuss the

benefits and challenges of collaboration gained through CAS experiences.

* **Demonstrate engagement with issues of global significance:**

Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.

* **Recognize and consider the ethics of choices and actions**: Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

**What exactly counts as CAS?**

**In general, an activity/ project may be acceptable if:**

* You are actively involved
* The project has social merit or some aspect of personal

growth.

* It’s a new experience for you.
* It’s done with a non-profit organization.
* You are in a position of responsibility requiring planning and

thought.

* It has real consequences or benefits for other people.
* You have the opportunity to show initiative

**Unacceptable CAS activities might include:**

* any class activity or project which is already part of your academic

programme

* an activity for which you are personally rewarded either financially or with

some other benefit **unless** the benefit is passed on in full to a worthy

cause

* time spent on drudge work (simple, trivial, tedious

repetitive) such as filing, photocopying, replacing books on

library shelves, etc.

* work experience that only benefits you
* passive pursuits such as visits to sports events, theaters,

exhibitions, concerts or museums

* family duties
* religious devotion or any activity which can be interpreted

as proselytizing

* fund-raising with no clearly defined end in sight
* an activity where there is no leader or responsible adult to

appraise, confirm and feedback on your performance.

* activities which cause division amongst different groups in the community
* any activity that cannot be reflected on

READY, STEADY, GO ……

Now that you have read and inwardly digested the aims of the IB CAS programme you are ready to begin. Just follow the following four steps each time you want to do an on-going activity.

**1. CHOOSING A CAS ACTIVITY**

This is the investigation stage. Ask yourself the following questions before you start an activity to help you decide whether it qualifies for CAS:

* Is the activity a new role for me?
* Is it a real task that I am going to undertake?
* Does it have real consequences for me and for other people?
* What do I hope to learn from getting involved?
* Is it going to challenge me in some way?
* How can this benefit other people?
* What can I reflect on during this activity?
* Can I get an adult supervisor for this?
* Am I going to be able to commit to this?

#### **If all/most the answers are ‘no’ or ‘nothing’, this probably is not going to be suitable for CAS activity!**

**REMEMBER you must get the CAS Coordinator’s approval BEFORE you start any new experience.**

**“I don’t know what your destiny will be, but one thing I do know: the only ones among you who will be really happy are those who have sought and found how to serve”.**

**Albert Schweitzer**

**2. STARTING A CAS EXPERIENCE: Preparation Stage**

**Planning and Goal setting**

1. Complete in MB Description and Goals for the Club and add in personal targets.

Write specific goals for the activity, e.g.

Yoga **Not** I want to try yoga as I have never done it before

**But** I have little core strength - I want to be able to do handstands

without the yoga teacher’s assistance.

Voice **Not** I want to see if I can write articles

**But** I want to write an article for every edition of Voice this year.

I want to try different journalistic styles

Care **Not** I want tohelp orphans in Africa

Squares **But** I want to learn how to: cast-on and off, plain and purl stitch,

correct my knitting mistakes and be able to follow a pattern.

I want to knit a hat and jumper for a premature baby in the Musanami Health Centre, Zimbabwe.

Tennis **Not** I want to play better tennis

**But** I want to improve my serve so that I can consistently get it

over the net and in the service area.

I want to strengthen my backhand so that it is as strong as my

forehand.

***“People with goals succeed because they know where they are going.”***

***Earl Nightingale***

**3. RECORDING YOUR COMMITTMENT**

1. **Ongoing Activity**. For clubs in school, a register should be taken during the meetings which will provide a record of your commitment.

Use the **Ongoing Activity Log** to record work you do for the club outside of meeting times. You can then use this to show your supervisor when it comes to the time to verify your commitment to the club / activity / team. Also use the **ongoing activity log** for activities you are doing **outside of school**

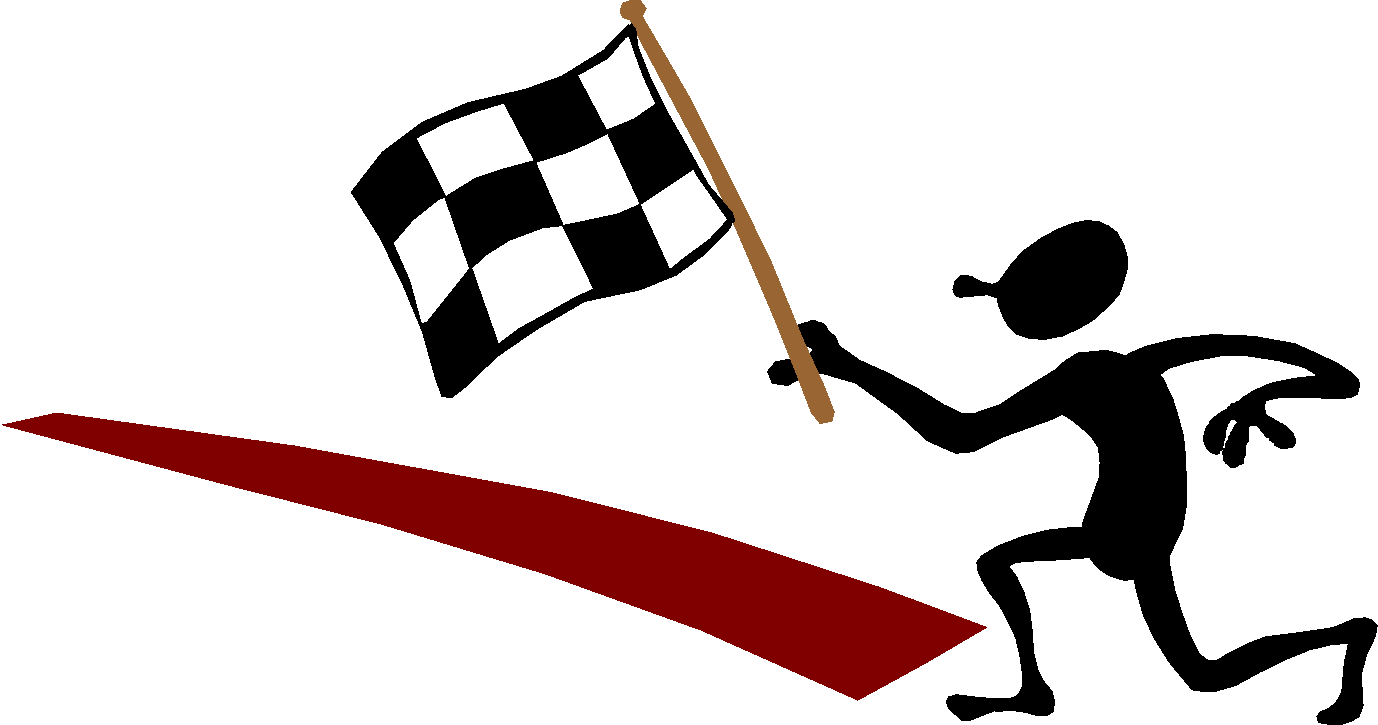
1. **One-off Activity Log:** For one-off activities (e.g. serving at the Winter Fair, helping out on the day at Special Olympics), add all reflection and evidence under one experience!
2. **Reflections.** Are used to demonstrate achievement of the Learner Profile and Learning Outcomes. They can take different forms: pictures, memorabilia from events, oral recordings, video, facebook posts and so on. Write or upload reflections for your ongoing activities in your CAS portfolio (ManageBac) You will be given time in advisory periods which can be used for this. Your advisor and I will automatically be notified by ManageBac when you add to your records. We will be looking at your entries and giving feedback and encouragement.

Navigating your way round ManageBac may seem a little complicated at first but you will quickly get used to it. If you forget what to do after I have explained it in your CAS lesson you can go to the ManageBac website and get their CAS guideline. I will also post copies of any instruction handout I give you in “FILES” on Managebac.

**“Everyone can be great, because everyone can serve.”**

**Martin Luther King Jr.**

**4. FINISHING AN ACTIVITY**



When you have completed an activity you :

1. **Produce a final reflection**

This should be written in the section for the actual activity on ManageBac. It should summarise what you learnt and gained from your involvement in the experience.

1. **Add evidence of the Learning Outcomes**

You will select sections from your journal / weblog etc to provide evidence for how you have met any of the Learning Outcomes achieved in the activity.

1. **Supervisor’s Review**

Once you have submitted reflections and added all your evidence, you can:

1. click **Request Supervisor Review**,which will send an email to your activity supervisor allowing them to complete your activity review online.

OR

1. For an outsider Advisor: get them to sign and comment on a **Supervisor’s Feedback Form.**

Your activity supervisor will be asked to comment on your performance with reference to the following criteria:

* Your attendance and punctuality
* Evidence of your own initiative, planning and organization
* Your effort and commitment
* Your personal achievement and development, taking into account your skills and attitude at the start of the activity.
* Whether or not you have met your Learning Outcomes.

**NOTE:** Once your activity has been marked **Complete** in MBac, you will not be able to add additional evidence or update any of the details, so you will only want to click **“**Request Supervisor Review” **once** you have finished documenting your activity.

**A guideline to CAS Personal Reflections**

**REMEMBER: Any CAS activity without reflection is NOT a CAS activity!**

Reflection is meant to be ONGOING:

Reflection should occur: BEFORE

DURING

and AFTER

BEFORE: Investigating the situation, discussing the founding values and the

decision process that will be applied. Fixing the goals. Brainstorming

on the possible/different ways of acting towards the fixed goal.

Identification of the most suitable method action.

DURING: Reflection helps make you aware of the learning process.

AFTER: Writing is not the only way to reflect on a CAS experience: different

forms of art can be included in your presentation as your means of

expression: eg. photography , video recording, poetry, interviews ...

**What should go in a PERSONAL reflection?**

1. **DESCRIPTION** of the activity, its aims, and your expectations
2. **DESCRIPTION** and personal **INTERPRETATION** of the emotions and feelings of the people involved at different stages of the activity
3. Personal **ANALYSIS** of the changes that took place as the activity progressed.
4. **ASSESSMENT** of the effects that the activity has had on you.
5. **ASSESSMENT** of the effects that the activity has had on others.
6. **CONCLUSION** about the consequences of the activity**.**
7. **DEVELOPMENT** of possible follow-ups of the activity in the future.
8. Any personal comments, ideas, future project, related to the activity, which might show awareness that a real experiential learning process occurred through the activity.
9. **Learning Outcomes** – which were achieved and supporting evidence.

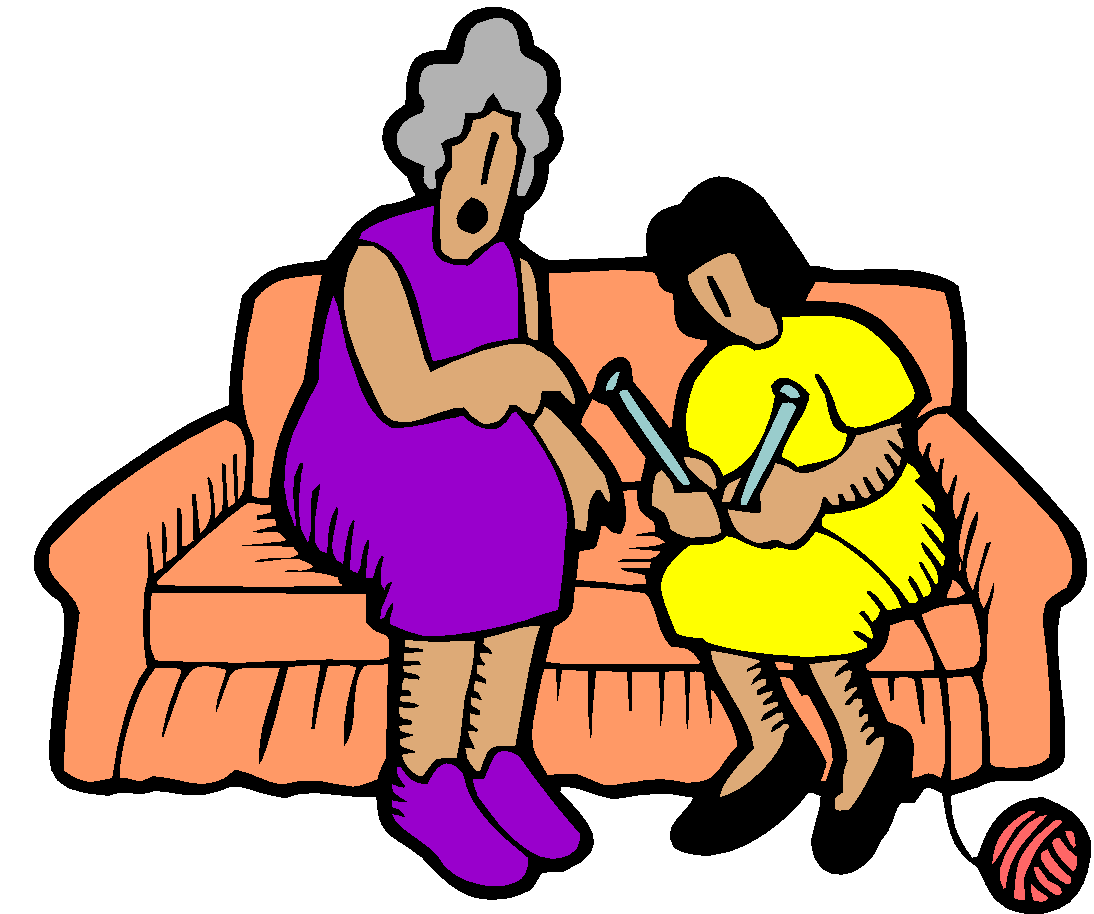
Four Different levels of reflection on a social service:

Visiting an elderly lady

1. I go to see Mrs. Williams every Monday from 3 to 5 pm. We drink a cup of tea, eat some biscuits. I go out with her dog and then I go back home.
2. I visit Mrs. Williams every Monday for two hours. When I come, she is usually in a bad mood but we drink a cup of tea and in the end she seems to be happy.
3. I go to visit Mrs. Williams, an elderly, lonely lady every Monday for two hours. She is very pessimistic about life in general but I feel that my presence brings some changes to her monotonous life and she seems to be enjoying life more. She even told me that she feels useful again. Thanks to her I think I understand more about the problems elderly people face and I have learnt a lot from her own life experiences.
4. I go to visit an elderly, lonely lady Mrs. Williams every Monday for two hours. At first she was very pessimistic about life and the world in general but I feel my presence has brought some changes to her life and she seems to be more interested in being part of society again.

We have even started planning a trip to a nearby village, which I see as a major achievement as she has not left her house for several years. I hope our first trip will not be the last one. I plan to introduce Mrs. Williams to another elderly lady from the village so that she might feel a bit more needed and more people may benefit from her life experiences.

Personally, I have learnt a lot about the problems of ageing and being alone. I feel that I have become more sensitive to people around me and to their problems. Thanks to her I have changed my attitude to my own grandmother and visiting her has stopped being just an obligation.



**“You cannot do all the good the world needs, but the world needs all the good you can do.”**

**Anon**

**CAS Calendar 17/18**

|  |  |  |
| --- | --- | --- |
|  | **Grade 12** | **Grade 11** |
| **August** | * Select clear experiences for C, A and S on MB + start reflecting - Students + Vlad | * Experiences entered on MB   Clear Evidence of C, A and S Needed - students |
| **September** | * [Grade 12 Checkpoint Doc](https://docs.google.com/document/d/14Z8WiploAV58gsQC9tZ5Z5M0lKs1s5paZvUQ-PZpG5I/edit) - students + advisors * Formal Reflection Writing Session - students * Students receive feedback on MB - Vlad | * 8th Sept Serve The City * Teach reflection writing - Vlad * Conduct [1st CAS Interview](https://docs.google.com/document/d/1ARgPOH94gOhyXUu3bq6omiIntyMc5hlZwRWle_1Y_f0/edit) - Advisors +Vlad |
| **October** | * 6/12/18 Oct Project Session * Formal Reflection Writing Session - students / advisors * Detention Session 1 | * Formal Reflection Writing Session - students / advisors /Vlad * Students receive feedback on MB - Vlad * Detention Session 1 |
| **November** | * Formal Reflection Writing Session - students + Vlad | * Formal Reflection Writing Session - students + Vlad |
| **December** | * Request Supervisor Reviews - students + supervisors | * Reflect on CAS involvement |
| **January** | Prepare The Final Reflection (Interview) - the students will prepare a presentation with evidence for:   * The Project * The 7 Learner Outcomes * Evidence for all 3 strands of CAS   Detention Session 2 | * [Grade 11 Checkpoint](https://docs.google.com/document/d/1gze-XgdQk0NtNInAAZidYvrnXsAgmiaManuE49TzLoI/edit) Document - students / advisors / Vlad |
| **February** | * 15 - G12 End of CAS Celebration Event Library - Final Interview * Detention Session 2 | * Formal Reflection Writing Session - students * Students receive feedback on MB - Vlad * Detention Session 2 |
| **March** | * CAS Sign off - complete all evidence on MB - students / Vlad | * Formal Reflection Writing Session - students |
| **April** | NA | * Formal Reflection Writing Session - students |
| **May** | NA | * Request Supervisor Reviews - students + supervisors * Conduct [2nd CAS Interview](https://drive.google.com/drive/u/0/folders/0B7ZbBXgNJDwWZ1pyLWhQMWpOUjA) - Advisors +Vlad |
| **June** | NA | * Reflect + CAS involvement and reflections continue over the summer * Detention Session 3 |

**How does CAS work at ISA?**

**CAS LESSONS:**

I and your advisors will be meeting with you regularly to discuss your progress and any problems you might have. I will send you an email telling you if I want see you on an individual basis. It is your responsibility to check your school email EVERY day.

**CAS OPPORTUNITIES:**

I will send out regular emails via MB, informing you of opportunities available. There will also be announcements made in assemblies. These will be on a “first come, first served” basis normally, so make sure you read your emails regularly and sign up for events straight away.

**ADULT SUPERVISORS:**

Your activities should be supervised by an adult. Remember, you must make sure have my approval BEFORE you start an activity. I will make occasional checks with your supervisors to see how you are doing. You need to make sure that you have the necessary contact details for them on ManageBac.

**CAS JOURNAL and ACTIVITY LOG:**

For clubs in school, the supervisor will keep a record of your attendance. You should keep a record of things you do out-with club time on an **Ongoing Activity Log** so that you can show this to your supervisor. Activities that last only last for a day or less are recorded on the **One-off activity** **Log.**

You are required to keep **regular, ongoing reflections** of how you are getting on with your activities in the notes section of your ManageBac homepage.

**“Reading (or serving) without reflecting is like eating without digesting.”**

**Edmund Burke**

**CAS INTERVIEWS:**

Your supervisor and I will be conducting a minimum of 3 interviews with you over the two year period. These will be recorded and uploaded on Managebac.

# **CAS REPORT**

In May of Grade 11, the students who **have not** been providing sufficient evidence of reflection throughout the year on ManageBac will have to submit a report, (minimum 1,000 words) reflecting on their CAS activities, to the CAS Coordinator.

**REPORTS TO PARENTS:**

If your homeroom teacher or I are concerned about your CAS progress in any way, I will be in direct communication with your parents either by email and may request an appointment with them.

CAS is an IB Diploma and ISA graduation requirement and therefore I will want to provide them with an early warning if you are in any danger of failing your CAS.

**“Without community service, we would not have a strong quality of life. It’s important to the person who serves as well as the recipient. It’s the way in which we ourselves grow and develop.”**

**Dr. Dorothy Height**

**FAQ’S ABOUT CAS AT ISA**

**Q. How long do I have to fulfill the CAS requirements?**

* Activities should be carried out over the first **five trimesters** of the grades 11 and 12, i.e. finishing by the March deadline in Grade 12. You must continue your involvement in CAS activities at least until end of February of your Grade 12 year. The **minimum time allocation** should be the equivalent of one afternoon a week (3-4 hours) with time distributed **as evenly as possible among the three areas: creativity, action and service.**

**Q. Can all my activities take place inside ISA?**

* No! You **must** work with the local, national or international community and must have a **minimum of four Serve the City (or similar) events.**

**Q. I play the guitar/ go to the gym in my spare time, but I don’t have**

**a teacher. Can I just evaluate myself?**

* **No!** For each activity that you choose, you need to find a supervisor who will monitor and evaluate you. This supervisor should be an adult (not a family member) i.e. over 18 years of age.

**Q. I have done all these experiences for CAS, but I haven’t got**

**anything on MBac yet. Is that OK? Can you still count these?**

* **No!** All experiences must be recorded and reflected on regularly in ManageBac, as the reflection aspect of CAS is one what transforms an activity into a meaningful learning experience. You will meet with the CAS Coordinator or your advisor on a regular basis and you are expected to show up-to-date documentation of your involvement in each activity/project.

**Q. I’m not an IB Diploma student – do I still have to complete the**

**CAS requirements?**

* **Yes!** CAS is a graduation requirement for **all** students in Grades 11 and 12 at ISA, so the same conditions apply.

## ***CAS AND THE INTERNATIONAL AWARD SCHEME***

## Completing the Award Scheme at either silver or gold level automatically meets the CAS requirements. You will automatically be doing more than the minimum. In addition, it is important to recognize that the award is an internationally recognized standard of achievement and is an excellent qualification to add to a résumé.

**Silver Level**

# **Minimum age = 15 Minimum time to complete = 12 months**

You have to choose a skill and a physical recreation and pursue them regularly for 12 months. Your community service should involve at least some practical service in the community but can also include training in appropriate skills, for example First Aid.

You must train for and undergo an expedition. The school arranges training trips each year.

**Gold Level**

**Minimum age = 16 (if you already have the silver award, and 17 if you are a direct entrant.)**

**Minimum time = 12 months (for silver award holders)**

**Minimum time = 18 months (for direct entrants)**

Your skill and physical recreation have to be pursued regularly over the whole time period. For your community service you must choose an option that involves extensive practical service to the community outside the school. You must carry this out for at least one year. The expedition is more demanding and challenging than with silver award. The Award Scheme at Gold Level is more challenging and should not be undertaken lightly.

The expedition component of the Award Scheme has a long tradition in this school and, although demanding, is also fun. Initiative in this area is also possible. The expedition does not have to involve climbing and hiking in mountains. Why not organize a research expedition, or a cycling, canoeing or sailing expedition? They are all possible. 

**See Mr. Damian Gielty for further details.**

These are the opportunities available for this year. I will send out opportunities by email as they become available. Make sure you check your email on a regular basis as many of the opportunities will come up on a first come, first served basis.

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New activities will be posted on the CAS notice board as and when they arise.

**Use your own initiative**

You do not have to stick to activities that I send out – in fact it is much better if you show initiative and find your own activities outside of ISA.

Here are some sites that you can look at:

www.unep.org/billiontreecampaign Plant for the planet…join the campaign to plant a billion trees.

**Youth Service Initiative**: “creating a youth culture of service” 030 889 8664 [www.youthserviceinitiative.org](http://www.youthserviceinitiative.org)

**European Center for Ecological and Agro Tourism**: promoting ecological holidays and projects for community based development. Postbus 10899, 1001EW, Amsterdam 020 668 1030, www.eceat.nl

**Alfatoun**: an NGO promoting financial empowerment of children, equipping them with the skills needed to save money. www.alfatoun.org

Sarphatistraat 7 P.O. Box 15991 020 626 2025

**Greenpeace International:** supporting environmental campaigns worldwide. Ottho Heldringstraat 5, 1066 AZ, Amsterdam [www.greenpeace.org](http://www.greenpeace.org)

**Colour4Kids** Foundation adding colour to the lives of children who have a

miserable existence. Decorating their homes, shelters, orphanages, hospitals,schools, etc…Mr. Arnzeniusweg 6, 1098 GN Amsterdam, 020 693 8805, [www.colour4kids.org](http://www.colour4kids.org)

**Talent-Aid International**: promotes and supports artists composers and performers through exposure and sponsorship etc… www.talent-aid.org Stille Veerkade 37F, 2512 BE, Den Haag

**SINOA** (Stichting Integratie Nederland en Ontwikkelingshulp voor Afrika) Aims to achieve social, cultural and economic integration of africans in Europe. Weegbroerstraat 253 3765 XG Soest, 035 588 5023, [www.sinoa.org](http://www.sinoa.org)

**Red Cross Netherlands:** Leeghwaterplein 27, 2521 CV, Den Haag, 070 445 5666

**War Child Netherlands:** Singel 118, 1001 EA, Amsterdam, 020 626 7312 [www.warchild.nl](http://www.warchild.nl)

**Computers for Development** : Tuinpad 30, 2242 TC, Wassenaar, [www.computersfordevelopment.nl](http://www.computersfordevelopment.nl)

**The Food For Life Association:** [www.foodforlife.nl](http://www.foodforlife.nl)

**Radio Reedflute:** developing radio and internet exchanges in crisis areas like Iraq, Afghanistan and Angola. Seghersstraat 46, 1072 LZ, Amsterdam, 020 6718027, [www.radioreedflute.net](http://www.radioreedflute.net)

**Musicians without borders:** Spoorstraat 38, 1815 BK Alkmaar, 072 511 1653, www.musicianswithoutborders.nl

**World Youth Connection:** Joan Willem Frisostraat 25 2311 TP Leiden, www.worldyouthconnection.org

**GroenFront** : “earth first, no compromise, no violence” [www.groenfront.nl](http://www.groenfront.nl)

**Ecovolunteer:** [www.ecovolunteer.org](http://www.ecovolunteer.org)

**Helping Hands**: young people aged 15-25 whose mission is helping with their hands. [www.helpinghands.cjb.net](http://www.helpinghands.cjb.net)

**Netherlands Cystic Fibrosis Foundation:** [www.ncfs.nl](http://www.ncfs.nl)

**Stichting Centale Dierenambulance Amsterdam:** Hoogte Kadijk 61, 1018 BE. Amsterdam, 020 626 1058**.** Offers help for sick and injured animals. First aid assistance.

**Stichting Het Jane Goodall**

Institute dedicated to animal welfare. [www.worldonline.nl/janegoodall](http://www.worldonline.nl/janegoodall)

**Scouting Maurits Voorschoten**: scouting troop for children with disabilities. Baron S v.d. Oyelaan 6, 2252 EB, Voorschoten, 071 561 8069, <http://stad.dsl.nl/~maurits>

**Nederlandse Vereninging voor Slechthorended:** Dutch association for the hearing impaired. [www.nws.nl](http://www.nws.nl)

**CCC Clean Clothes Campaign:** Postbus 11584, 1001 GN Amsterdam, 020 412 2785, [www.cleanclothes.org](http://www.cleanclothes.org)

**Fair Food Netherlands:** Kaisersgracht 132III, 1015 CW. Amsterdam. 020 618 8062[www.fairfood.org](http://www.fairfood.org)

**Friends of the Earth:** P.O. Box 19199. 1000 GD Amsterdam. 020 622 1369, [www.foei.org](http://www.foei.org)

**Foundation Homeless World Netherlands:** Vossiusstraat 54-55. 1071 AK. Amsterdam, [www.homelessworld.org](http://www.homelessworld.org)

**Global Network of people living with HIV/AIDS**

P.O. Box 11726, 1001 GS, Amsterdam, 020 423 4114, [www.gnpplus](http://www.gnpplus)

**Habitat for Humanity Netherlands:** Prof. van der Scheerstraat 207 A, 2035 AM, Haarlem, 023 547 9822**,** [www.habitat.nl](http://www.habitat.nl)

**Leger des Heils (Salvation Army):** Fideolaan 101, 1183 PJ, Amstelveen, 020 645 0477, www.legerdesheils.nl

**NOVIB OXFAM:** Mauritskade 9, 2500 GX, Den Haag, 070 342 1777, [www.novib.nl](http://www.novib.nl)

**Amsterdam Forum Radio Netherlands:** English language discussion program, www.rnw.nl/amsterdamforum

**ABC Treehouse Open Mic Night**: welcoming poets, writers, performance artists, songwriters, storyteller, comedians and singers. Voetboogstraat 11, Amsterdam, 020 535 2573, [www.abc.nl](http://www.abc.nl)

**Bellydance classes:** De Ijsbreker, Weesperzijde 23, Amsterdam, 020 665 7526**,** [doritashra@hotmail.com](mailto:doritashra@hotmail.com)

Also check out local museums, playhouses and theatre groups, botanical

gardens, animal shelters, women’s safe houses, swimming/life guard classes, quilting and sewing shops, artists workshops and studios, wildlife refuges and rehabilitation centres, nature education centres... the mind boggles with possibilities!

*Thanks to CAS Coordinator of ASIC for the collection of websites and addresses*

GLOSSARY

**CAS experience**: is a specific event in which the student engages with one or more of the three CAS strands.

**CAS project:**  is a collaborative series of sequential CAS experiences lasting at least one month

**Souces:**

James Baraz and Shoshana Alexander : The Science of a meaningful life<http://greatergood.berkeley.edu/article/item/the_helpers_high>

THE HEALTH BENEFITS OF VOLUNTEERING: A REVIEW OF RECENT RESEARCH

<http://www.nationalservice.gov/pdf/07_0506_hbr.pdf>