

# **BISC CAS HANDBOOK, 2009-2011 Ed.**

**NAME** \_\_\_\_\_

**“Never doubt that a small group of thoughtful, committed citizens can change the world: indeed, it’s the only thing that ever has.”**

**--Margaret Mead**

**“You cannot hope to build a better world without improving the individuals. To that end each of us must work for his own improvement, and at the same time share a general responsibility for all humanity, our particular duty being to aid those to whom we think we can be most useful.”**

**--Marie Curie**

**“You must be the change you wish to see in the world.”**

**--Gandhi**

**“If I am not for myself, then who will be? If I am only for myself, then what am I? If not now, then when?”**

**--Hillel**

**PLEASE NOTE THAT ALL THE INFORMATION IN THIS FILE IS ALSO AVAILABLE ON THE INTRANET. YOU CAN DOWNLOAD COPIES OF ALL THE RELEVANT DOCUMENTS. DR. JAMES BLOOM, BISC CAS COORDINATOR, IS HAPPY TO HELP WITH ANY QUERIES..CONTACT...**

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## **SECTION A: ESSENTIAL INFORMATION**

### **1.1 WHAT IS CAS & WHY IS IT ESSENTIAL?**

Creativity, Action and Service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student's Diploma Programme experience, alongside Theory of Knowledge and the Extended Essay

It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Students are expected to complete 150 hours of CAS during the two year course. At BISC, we aim to finish CAS by the end of the first term of Year 13.

**BISC reserves the right to prohibit students who do not complete sufficient CAS hours from proceeding to the second year of their DP, or to refuse to allow them to undertake their DP examinations, should they fail to complete their CAS requirement prior to the final term of their DP.**

The three strands of CAS are:

**Creativity:** arts, and other experiences that involve creative thinking.

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

**Service:** an unpaid and voluntary exchange that has a learning benefit for the student.

CAS provides an important counterbalance to the pressures of academic life and enables students to enhance their personal experiences. CAS is a framework for learning through experience. Its emphasis is on learning by doing real tasks that have real consequences and then reflecting on these experiences over time.

The most meaningful CAS experience comes from spending time with others to build relationships and develop the self-worth of both server and served. In the design and construction of your CAS schedules you are reminded of the equal importance of all three areas **CREATIVITY, ACTION, SERVICE**. There must be a balance between the three. Appropriate activities might include:

- *physical assistance to the elderly*
- *helping with rehabilitation at the local hospital*
- *teaching basic literacy*
- *establishing and coaching a sports team for disadvantaged children*
- *establishing and leading a music ensemble for visually impaired people*
- *involvement in a theatrical production to which refugee children are invited*
- *teaching the use of computers*
- *environmental restoration and protection*

However, CAS is not just about counting hours. For an activity to qualify as CAS, it should involve the following 4 key elements:

- real, purposeful activities, with significant outcomes
- personal challenge—tasks must extend the student but be achievable in scope

- thoughtful consideration, such as planning, reviewing progress etc.
- reflection on outcomes and personal learning.

**All proposed CAS activities need to meet these four criteria.**

## **1.2 AIMS**

The CAS programme aims to develop students who are:

- **reflective thinkers** - they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- **willing** to accept new challenges and new roles
- **aware** of themselves as members of communities with responsibilities towards each other and the environment
- **active** participants in sustained, collaborative projects
- **balanced** - they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.

## **1.3 LEARNING OUTCOMES**

There is no formal assessment for CAS. However, there are a set of learning outcomes that you must fulfill. The decision about whether or not you have met these requirements will be met by the CAS Coordinator.

In order to meet the CAS requirements, students must have:

- **increased their awareness of their own strengths and areas for growth**

They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.

- **undertaken new challenges**

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

- **planned and initiated activities**

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

- **worked collaboratively with others**

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

- **shown perseverance and commitment in their activities**

At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.

- **engaged with issues of global importance**

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

- **considered the ethical implications of their actions**

Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.

- **developed new skills**

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

## **1.4 CREATIVITY**

This aspect of CAS is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum which include creative thinking in the design and carrying out of service projects. However, as with all CAS projects, you should set yourself achievable goals before you start

This could involve doing dance, theatre, music and art, for example. You should try to be involved in group activities, and especially in new roles, wherever possible. However, individual commitment to learning an art form **IS** allowed, where it respects the requirements for all CAS activities:

- that goals are set and
- you reflect on progress.

For example, if you have piano lessons, it is not enough just to carry on with the lessons. You need to do something different. For example, you could set the goal of learning to play a particularly difficult piece, or learning to play a particular style of music. You could also teach younger students or participate in a fund raising concert.

The basic concept to keep in mind is that **‘more of the same is not allowed’**.

## **1.5 ACTION**

This aspect of CAS can include participation in expeditions, individual and team sports, and physical activities outside of the normal curriculum; it also includes physical activity involved in carrying out creative and service projects. Action may involve participation in sport or other activities requiring physical exertion – such as expeditions, camping trips, or digging trenches for water etc. Again, you are encouraged towards group and team activities, and undertaking new roles, but an individual commitment is acceptable where the general requirements of CAS are met:

- that goals are set and
- you reflect on progress.

Again, you must try to extend yourself. It is not enough to play volleyball for the sixth year in a row! You must talk to your coach and set yourself goals or try to take up a new sport.

## **1.6 SERVICE**

Service projects and activities are often the most transforming element of the Diploma Programme for the individual student; they have the potential to nurture and mould the global citizen. Service involves interaction, such as the building of links with individuals or groups in the community. The community may be the school, the local district, or it may exist on national and international levels (such as undertaking projects of assistance in a developing country). Service activities should not only involve doing things **for** others but also doing things **with** others and developing a real commitment with them. The relationship should therefore show respect for the dignity and self-respect of others.

Both BISC and the IBO suggest that students should organise their own Service projects. However, the CAS coordinator **MAY** be able to help with service project contacts.

## **1.7 INTEGRATED PROJECT**

This is a new element of CAS. You must take part in a project that requires you to work collaboratively with others or as part of a team. This project must also involve at least two of the three CAS strands.

## **1.8 WHAT IS NOT CAS**

Generally, CAS is not taking place when you find yourself in a passive rather than an active role. There should be interaction. If you are strictly a passive participant, you will only be able to meet the objectives of CAS to a very limited extent.

Listed below are some examples of activities which are not considered CAS:

- Any class, activity or project which is already part of your Diploma Programme.
- An activity for which you are personally rewarded either financially or with some other benefit (unless that benefit is passed on in full to a worthy cause).
- Doing simple, tedious and repetitive work, like returning school library books to the shelves.
- Working in an aged care or children's home when you
  - have no idea of how the home operates
  - are just making sandwiches
  - have no contact with aged care people or children in care
  - actually do no service for other people.
- A passive pursuit, such as a visit to a museum, the theatre, art exhibition, concert or sports event, unless it clearly inspires work in a related activity in which you are already engaged.
- All forms of duty within your family.
- Religious devotion and any activity that can be interpreted as proselytising.

- Work experience which is primarily of benefit to you.
- Fund-raising with no clearly defined end in sight.
- Any activity where there is no leader or responsible adult directly involved to evaluate and confirm your performance.
- Any activity that may cause division amongst different groups within the community.
- Any activity which took place before you started the Diploma Programme

## 1.9 GUIDING QUESTIONS

The following questions may help you determine whether or not an intended activity qualifies as 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 other people and for me?
- What do I hope to learn from getting involved?
- How can this activity benefit other people?
- What can I reflect on during this activity?
- Do I have an adult supervisor?

## 2.0 GETTING STARTED

'Where do I start?' is one of the most commonly asked questions when students first learn about CAS. Everything you need to know about CAS is contained in this handbook which is also available on the Intranet. You will always have opportunities to ask questions to the CAS Coordinator to clarify matters.

Many students find that they can fulfil the Creativity and Action components through the BISC activities programme, though these may also be fulfilled outside of school. However, Service is **your** responsibility so you need to start thinking about your ideas sooner rather than later.

If you are unsure of what element of CAS an activity counts for, please ask!

You can also use activities that you take part in outside of school for CAS, as long as you complete all the CAS paperwork. If your supervisor does not write English, you can have the forms filled out in Arabic and we will have them translated for you.

When you start to attend activities, you should take a yellow form with you and set goals with your supervisor. Each week, you should make a note of your hours and ask your supervisor to sign them on a regular basis.

## 2.1 THE CAS TIMETABLE

<b>Term</b>	<b>CAS timetable</b>
Term 1, Y12	1. Introduction to CAS during PSHE 2. CAS review appointment towards the end of term. You will be notified by the CAS Coordinator and/or by your tutor
Term 2, Y12	1. CAS review appointment towards the end of term. You will be notified by the CAS Coordinator and/or by your tutor
Term 3, Y12	1. CAS review appointment towards the end of term. You will be notified by email and by your tutor. After this meeting, your CAS report will be written. It will be included in your end of year report.
Term 1, Y13	1. Completing CAS – completion of all documentation relating to CAS during PSHE. All CAS folders to be completed and submitted by the end of term.

The decision about whether or not you have fulfilled the CAS requirements will be made based on the evidence in your CAS folder. We will be looking for evidence that you have met the learning outcomes. You may find it useful to use a copy of the Student Completion form to monitor your own progress in this area.

## 2.2 THE CAS FORMS AND PORTFOLIO/JOURNAL

The amount of paperwork may look daunting but if you read the information carefully and fill in the forms on a regular basis then you should manage to keep on top of it. You may wish to keep electronic records and you can download the necessary forms from the Intranet. However, you must make sure that they can be accessed by the CAS Coordinator during your review appointments.

### **i.. CAS ACTIVITY PROPOSAL (YELLOW)**

You must complete one of these forms before you embark upon an activity. If you do not complete the form and submit it, then your hours will not count. You must set yourself goals for each activity and should talk to your activity supervisor before you set your goals.

### **ii. CAS ACTIVITY REPORT (PINK)**

- Every CAS activity you undertake must have a supervisor. Your supervisor must write a report on your activity, when the activity has been completed. The report should include the type of activity, your role in that activity and the progress you made.
- Concomitantly, you must reflect on your own engagement with the activity as These records will be used to make a judgement as to whether or not you have fulfilled the CAS requirements. Remember that you must show evidence that you have achieved the 8 learning outcomes mentioned earlier in this document. Guidance on completing these forms will be given at the start of the CAS programme.

### **iii. CAS HOUR TALLY SHEET (GREEN)**

- You must record your activity, the type of activity (Creativity, Action or Service), your supervisor's name and the number of hours undertaken on this sheet.
- At the bottom of the each completed page you should give a total of hours achieved in each area of CAS.
- You should fill in one per term or one per activity – the choice is yours

#### **iv. CAS PORTFOLIO/JOURNAL**

Your CAS evaluation forms and any materials you provide to support them will comprise your CAS Portfolio/Journal. You may wish to include photographs, articles that you have written or programmes from sporting events. Areas that may be addressed therein include:

- Did your activity involve you in personal contact with members of your community?
- Did your activity improve your physical fitness?
- Did your activity contribute to your skill in an area or introduce a new skill?
- Did your activity require initiative and/or responsibility as an individual or as part of a group?
- Did your activity require originality and/or creativity?
- Did your activity challenge you?
- Did your activity bring a sense of accomplishment and enjoyment to you?
- Did your activity give you a sense of contributing something of importance?

The answers to these questions are not a simple yes or no, but should provide points of reflection and elicit thoughtful response. Address only those which apply to a given activity.

- ***NOTE: While you must maintain an accurate record of the hours you spend on CAS activities (IB – CAS HOUR TALLY SHEET), you do not have to make journal entries every time. Journal entries are a personal reflection on the progress you are making over a period of time. For short term activities, such as helping with an assembly, you do not have to write journal entries.***

#### **v. CAS INDIVIDUAL STUDENT COMPLETION FORM (WHITE)**

This form will be used at the end of the course to make a judgement on whether or not you have completed CAS. However, you may find it useful to make notes on it as you progress through CAS to ensure that you have met all the learning outcomes.

## CAS individual student completion form

There is evidence that [student's name] has:

<b>Learning outcome</b>	<b>Achieved?</b>	<b>Nature and location of evidence</b>
Increased their awareness of their own strengths and areas for growth		
Undertaken new challenges		
Planned and initiated activities		
Worked collaboratively with others		
Shown perseverance and commitment in their activities		
Engaged with issues of global importance		
Considered the ethical implications of their actions		
Developed new skills		

