



Choithram International
An IB World School
...because every child deserves the best



CAS Handbook for Diploma Program @ CI

To be used for the students graduating 2015 onwards

Creativity Activity and Service at Choithram International

IB Mission Statement

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

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

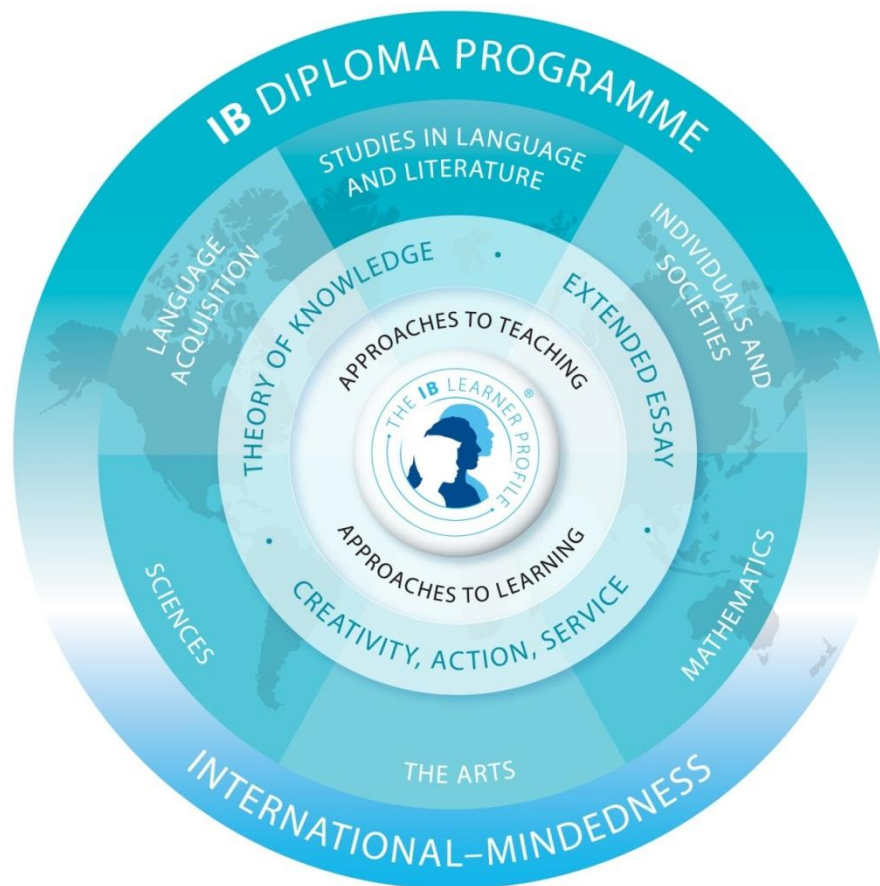
These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

CI Mission Statement

Choithram International will enable young learners to find the right balance between the head and heart, information and formation, traditional and modern and mould them into responsible, balanced human beings who will become Homo-sapiens (The wise one) in the truest sense of the word and prove their mettle on the global stage.

CHOITHRAM INTERNATIONAL BACCALAUREATE CAS PROGRAM

CAS stands for Creativity, Activity, and Service, and is a fundamental part of the International Baccalaureate Programme for all diploma students. The CAS requirement takes seriously the importance of life outside the world of scholarship. It is the IB framework that involves students in new roles in their communities. Emphasis is placed on learning by doing activities that have real consequences in everyday life and reflecting on those experiences overtime. CAS allows students to extend what they have learned in the classroom and apply that knowledge to service activities for other people while improving the living conditions for a person or an entire community. CAS encompasses an interesting variety of activities that students find intrinsically worthwhile and rewarding and which are mutually beneficial to students and their communities.



Nature of CAS

“... if you believe in something, you must not just think or talk or write, but must act.”

(Peterson 2003)

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students’ personal and interpersonal learning from the PYP and MYP programmes.

CAS is organized around the three strands of **creativity**, **activity** and **service** defined as follows.

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
- **Activity**—physical exertion contributing to a healthy lifestyle
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need

As a shining beacon of our values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others.

Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for **self-determination, collaboration, accomplishment and enjoyment**.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing.

Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualized according to student interests, skills, values and background.

The school and students must give CAS as much importance as any other element of the Diploma Programme and ensure sufficient time is allocated for engagement in the CAS programme. The CAS stages offer a helpful and supportive framework and continuum of process for CAS students.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity, and service.

All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Completion of CAS is based on student achievement of the seven **CAS learning outcomes**. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Students engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Further, students undertake a **CAS project** of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a

framework for CAS experiences and the CAS project.

There are three formal documented **interviews** students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme.

CAS emphasizes **reflection** which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

CAS and TOK

TOK guides students in making sense of their experiences as learners, and this includes their experiences in CAS. TOK is a course about critical thinking and inquiring into the process of knowing. The course encourages students to examine the presuppositions and assumptions that underpin their own knowledge and understanding of the world.

In TOK the knower draws knowledge from two sources: personal knowledge and shared knowledge. CAS experiences are an important source of students' personal knowledge, providing students with the opportunity to gain awareness of the world in a range of diverse and challenging situations. Shared knowledge extends the idea from how individuals construct knowledge to how communities construct knowledge. In CAS, students might draw on TOK discussions that deepen understanding of different communities and cultures.

CAS Experience

CAS experiences can be associated with each of the subject groups of the Diploma Programme. Teachers can assist students in making links between their subjects and their CAS experiences where appropriate. This will provide students with relevance in both their subject learning and their CAS learning through purposeful discussion and real experiences. It will motivate and challenge the students, strengthen subject understanding and knowledge, and allow students to enjoy different approaches to their subjects. However, CAS experiences must be distinct from, and may not be included or used, in the student's Diploma course requirements.

CAS is about the all-round development of a student and the three rudiments of CAS help a child to lead to its inclusive growth as a responsible individual of society.

These three rudiments are interwoven. Each of these kernels enables a student to comprehend in life, self and other and encounter the problems of life and also help others and oneself. The service element of CAS is, in itself, the most significant. However, importance of remaining two elements

can not be underestimated or shorn of. Because it is not the individual element of CAS but complementary nature of these elements with regard to each other, is the exquisiteness of CAS. “The richness of the entire CAS lies in the fact that whole of the CAS is greater than the sum of these three elements.

The IBO recognizes that schools authorized to offer its programmes world wide operate in diverse geographical, cultural, economic and political environments.

The purpose of this document:

The sole purpose of this document is, to inform parents as well students about CAS. CAS coordinator and CAS advisors are the primary audience; however, it is the prime responsibility of CAS coordinator to inform parents and students about CAS.

Responsibility of the student

Key to a student’s CAS programme is personal engagement, choice and enjoyment of CAS experiences.

Throughout the Diploma Programme students undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. They must also undertake at least one CAS project with a minimum duration of one month. Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator’s satisfaction.

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 behavior

Learning Outcomes

Student completion of CAS is based on the achievement of the seven CAS learning outcomes realized through the student's commitment to his or her CAS programme over a period of 18 months. These learning outcomes articulate what a CAS student is able to do at some point during his or her CAS programme.

Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

In CAS, there are seven learning outcomes.

LO 1 Identify own strengths and develop areas for growth

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

LO 2 Demonstrate that challenges have been undertaken, developing new skills in the process

Descriptor 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.

LO 3 Demonstrate how to initiate and plan a CAS experience

Descriptor 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.

LO 4 Show commitment to and perseverance in CAS experiences

Descriptor Students demonstrate regular involvement and active engagement in CAS.

LO 5 Demonstrate the skills and recognize the benefits of working collaboratively

Descriptor Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

LO 6 Demonstrate engagement with issues of global significance

Descriptor 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.

LO 7 Recognize and consider the ethics of choices and actions

Descriptor Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

CAS Experience

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

CAS Stages

These CAS stages represent a process and sequence that can assist students in many aspects of their life. They follow a process whereby they 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 understandings and the process. By applying these stages to CAS, students have a reliable yet flexible structure they can then apply to future situations with confidence.

- Investigation
- Preparation
- Action
- Reflection
- Demonstration

What is CAS?

CAS is experiential learning, involving students in new roles with set goals and ongoing reflection.

The goals behind the philosophy of Creativity, Action, and Service are to...

1. Share talents with others in a community

2. Experience education beyond the classroom
3. Develop positive attitudes and values
4. Serve the community as a complement to intellectual development
5. Develop the ability to work with others
6. Promote international understanding
7. Encourage the development of new skills and interests
8. Develop links with local, national, and international communities
9. Develop a sense of responsibility and discovery

Creativity

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

Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression. Creativity will come from the student's talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. Students are encouraged to engage in creative endeavours that move them beyond the familiar, broadening their scope from conventional to unconventional thinking.

If students are accomplished in a particular creative form, for example, music, painting or acting, they may choose to extend their involvement and deepen their skill level. Within their field, students can define new challenges and objectives to fulfill creativity in CAS. For example, a musician may compose and perform a guitar solo; an artist may create a new sculpture or photographic series; an actor may present an original dramatic piece. By striving for new possibilities, students may discover ways to meet challenges and identify strengths that carry them forward with curiosity and continued innovation. When demonstrating creative expression, students may showcase their product or performance in a variety of ways, for example, through a recording, a presentation, an exhibition, social media or shared discussion. Creativity in CAS is not met by the appreciation of the creative efforts of others, such as attending a concert or art exhibition.

Activity

Physical exertion contributing to a healthy lifestyle

The aim of the "Activity" strand is to promote lifelong healthy habits related to physical well-being. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle.

Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit.

Schools must support students whose circumstances or culture may determine participation in physically active experiences. Similarly, students with disabilities must be given opportunities to take part in this strand. All CAS students must satisfy the basic requirement of physical exertion contributing to a healthy lifestyle as is appropriate for each student.

Students who regularly participate in suitable activity experiences are encouraged to develop and extend their participation. Students could expand personal goals, explore different training models to enhance their existing sport or become involved in a new sport. For dedicated student athletes, maintenance of a planned rigorous training programme is appropriate. Some national curriculums require students to participate in a physical education course. Participation in such courses may be considered activity if it meets CAS guidelines.

Service

Collaborative and reciprocal engagement with the community in response to an authentic need. The aim of the “Service” strand is for students to understand their capacity to make a meaningful contribution to their community and society. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. Service is often seen as one of the most transforming elements of CAS by promoting students’ self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness. Use of the CAS stages in developing a service experience is recommended for best practice.

Service within CAS benefits all involved: students learn as they identify and address authentic community needs, and the community benefits through reciprocal collaboration. Service fosters development of abilities, attitudes and values in accordance with the IB mission statement and the IB learner profile. As such, CAS service experiences are unpaid.

WHAT IS NOT CAS?

Coordinators generally encounter questions whether a particular activity is CAS or not. The purpose of CAS is lost, if CAS becomes point-scoring exercise, as students may intend to complete their CAS hours just to get some reward in the form of some points/result rather than developing personal skills, a sense of adaptability, humility. Students will be keener to score rather than developing the ability to meet challenges, interpersonal relationship and responsibility towards society. Thus, beauty of CAS exists in activeness of a student rather than passiveness, interaction with people from same or

different sphere of society, sense of service to others, developing sense of physical ability and exploring of innate traits. A CAS activity without having involved the above parameters are of no value as it will have no real reflection and consequences.

Some of the activities which cannot be considered as a part of their CAS activities, are as follows:

- Any class, activity or project which is already a part of the student's diploma programme,
- An activity which does not fall within the learning outcomes; mentioned in this journal,
- An activity for which a student is personally rewarded either financially or with some other benefit. However, if this benefit is passed on in full to a worthy cause,
- Doing some simple, tedious and repetitive work,
- Working in an old people's or children's home when the student:
 - has no idea of how the home operates
 - is just making sandwiches,
 - has no contact at all with old people or children etc.
- A flaccid pursuit, such as visit to a museum, art gallery, theatre, exhibition, concert or sports event etc.
- Any form of duty within the family,
- Any work experience which brings monetary or any other kind of benefits to students,
- An activity which is not supervised by an adult chosen before hand or is supervised by a family member, to evaluate student's work.
- Religious devotion and any activity which can be interpreted as proselytizing.
- Activities which cause division amongst different groups in the community.

CAS is a privileged way to build one's own place. It has transformed the lives of those who undertake a commitment to it. CAS can assist in discovering the true meaning of life, and in finding one's own place in the world by transcending cultural and socio-economic barriers.

CAS at Choithram International [Student Oriented]

According to the new version, the CAS program has now been diversified to be more student oriented. This will be student initiated programme so that they become lifelong learner. This component of IB was always dependent on the individual work of the students and the new guidelines require the students to organize their activities on their own.

Options given to students for Creativity are:

- *Painting*
- *Crafting*
- *Cooking*

- *Music (vocal)*
- *Music (Instrumental)*
- *Dramatics*
- *Dance*
- *Web Designing*
- *MUN*

Activity @ CI

- *Football*
- *Volleyball*
- *Basket Ball*
- *Swimming*
- *Tennis*
- *Trekking and Adventure trips*
- *Table Tennis*
- *Badminton*
- *Cricket*
- *Rock Climbing*

Service @ CI

- *Teaching creative activities and basic English to students of a blind school for girls – Mahesh Drshtiheen*
- *Visiting old –age homes / orphanages and rendering meaningful service (organizing & celebrating a special day with them)*
- *Working on any social issues like women empowerment, child labour etc*

Apart from above listed activities that school provides the students can also take up any other option for creativity, activity or service from any external source. The student has to keep the CAS CoO informed about the same and discuss the plan, take the permission and then go ahead with the plan. Every student has to take up a summer project during the break given between year 1 and 2 of Diploma Program. The project should cover minimum two strands of CAS. The planning for the same has to be presented in the year1 end CAS interviews done with the CAS CoO.

Documentation Guidelines for CAS

1. Prior to enrolling in the CI IB-CAS Program, students and parents will sign a statement of acknowledgement and acceptance. Students should meet the CAS Coordinator, throughout

the year as they propose their CAS activities and receive advice and approval. He will be available during orientation and will also plan individual meetings with students. Students should make appointments with the CAS Coordinator or email at cascoordinator@choithraminternational.org whenever they need approval or advice. Students should complete the Proposed CAS Project Proposal forms or meet with the CAS Coordinator to discuss proposed events. Students will then embark on their CAS activities, keeping in mind the 7 learning outcomes of CAS. Whenever possible, please take pictures for our CAS bulletin board and for your CAS journal. Your CAS Notebook is the key for reflection, for planning, and for keeping up with your CAS journey. It is your responsibility to keep a well-organized and accurate CAS Notebook. Reflect upon your CAS activities as soon as possible. Ideally, it would be within one week. Students may reflect in their journals and should address one or more of the 7 Learning Outcomes in their reflections.

Keep in mind the best CAS projects are organized and implemented by students. If you see an opportunity or need, seek the advice and approval of the CAS coordinator and put your own project together.

CAS Timeline

1. **DP Year1 (Term 1):** Propose, complete, document, and reflect on CAS activities. Your goal should be to complete 75- 100 hours by the end of your junior
2. **DP Year1 (Term 2).** Prior to summer before Senior Year: Present your plan of summer activities and term end project proposals to CAS Coordinator in your end-of-year CAS meeting. Continue adding to your journal and portfolio throughout the summer.
3. **DP Year2 (Term 1):** Much of your CAS dedication will be accumulated in grade 11, but you must continue your commitment to CAS during grade 12.
4. **Spring of Year2 (Term-End):** You will meet individually with the CAS Coordinator for a final discussion about your CAS journey and to complete final documentation for IB. Complete your CAS journal and documentation file before March 1 of DP Year2.

Reflecting and Recording

Being reflective is one attribute of the IB learner profile: “We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.”

Elements of reflection

Reflection is a dynamic means for self-knowing, learning and decision-making. Four elements assist in the CAS reflective process. The first two elements form the foundation of reflection.

- Describing what happened: Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- Expressing feelings: Students articulate emotional responses to their experiences.
- The following two elements add greater depth and expand perspectives.
- Generating ideas: Rethinking or re-examining choices and actions increases awareness about self and situations.
- Asking questions: Questions about people, processes or issues prompt further thinking and ongoing inquiry.

Students can be encouraged to move forward through deeper questions. For example:

What did I do? could become:

- *Why did I make this particular choice?*
- *How did this experience reflect my personal ideas and values?*
- *In what ways am I being challenged to think differently about myself and others?*

How did I feel? could become:

- *How did I feel about the challenges?*
- *What happened that prompted particular feelings?*
- *What choices might have resulted in different feelings and outcomes?*

Forms of reflection

Reflection can appear in countless forms. CAS students should be able to identify forms of expression that have personal meaning and best enable them to explore their experiences. For example:

- A student might take photographs while hiking and use these to reflect in writing.
- Two students could compose a song describing how they helped children.
- A student might dramatize a poem to capture a feeling of creative endeavour.
- A student could produce a short video summarizing a CAS experience.
- A group of students create a poster highlighting aspects of a shared experience.

Procedure for each activity:

- Think carefully about how the activity fits into your overall CAS programme.
- Submit the activity proposal form.

- Answer the guiding questions and send these to the CAS supervisor/coordinator. These will help you decide if the activity really is a CAS activity.
- Check with your CAS coordinator that the activity has been approved.
- Carry out the activity.

Forms

Learning Outcome Achievement Form

Name of Student: **Name**

For your convenience and understanding the old form has been shared you have to maintain a continuous evaluation of the same justifying activity and learning outcome briefly.

Learning Outcome	Achieved	Nature/Location of evidence
Increased their awareness of their own strength and areas for growth	Yes	Creativity-12,13,14 Action-pages-17,18,19,20 Service-pages-24,25
Undertaken new challenges	Yes	Through the rappelling and flying fox games he came out of his fear and started accepting challenges,.36,37,38
Planned and initiated activities	Yes	A long time venture in growing Rajma bean plants. Pages-9,10,11.
Worked collaboratively with others	Yes	Team man and a captain. Cricket. Pages.17-21.
Shown perseverance and commitment in their activities	Yes	Developed confidence in villagers for alternative energy source.24,25.
Engaged with issues of global importance	Yes	Sustainability of Eco tourism in Shimla.33-39.
Considered the ethical implications of their actions	Yes	The implication as perceived by Ishu is found in pages-44,45,46.
Developed new skills	Yes	Sustainability in adverse situation.

Name of CAS Supervisor:

CAS supervisor's Signature:

CAS Coordinator's Signature:

CAS PROGRESS FORM A

Name of student:

Name of CAS supervisor:

Event	Date	Signature	Comments
Student has declared an acceptable plan for CAS activities	September 2012 (For Example)		
First consultation between CAS Coordinator/supervisor and student			
Second consultation between CAS supervisor/coordinator and student			
Student has submitted reflective work			
Third consultation between CAS supervisor/coordinator and student			
Student has submitted final reflections			



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Activity Planning Form

This form must be completed by teachers or students proposing a project or activity, either individually or in groups. The proposal must contain complete information, and be approved before beginning the activity.

PLEASE SUBMIT A HARD COPY OF THIS FORM TO THE CAS COORDINATOR.

IMPORTANT NOTE: In each term, students may choose at most one individual activity, and at most two group activities (to be approved by CAS advisor). All the activities chosen by the student in the entire CAS program must – taken together, if not individually - reflect a balance of Creativity, Action and Service.

Student's Name: _____

DP class of:

PART ONE: DESCRIPTION OF ACTIVITY

Estimated number of hours:

Location of activity: In school Out of school

Address or location of activity if out of school:

Area: Creativity Action Service

Brief Description of Activity:

Dates of commencement of proposed activity: From _____ to _____

Internal CAS Advisor's name:

External Supervisor's Name & Phone and email:

PART TWO: JUSTIFICATION OF ACTIVITY / EXPERIENCE / OPPORTUNITY

- 1- Write at least one paragraph specifically stating the goals you plan to achieve during this CAS opportunity and briefly explain how you will interact with others.

2- What aspects of the “IB learner profile” will this activity address?

3- What difficulties are you expecting to encounter and how are you planning to overcome them?

4- What abilities, attitudes and values are you planning to develop through this activity/project?

5- How will this activity/project benefit others?

Student's Signature: _____

Date:

(Students are required to include Risk & Legal Assessment Form along with their parents' consent letter for external projects/activities.)

Comments and recommendations by CAS Coordinator:

Comments and recommendations by CAS Advisor:

Q4. What difficulties did you encounter and how did you overcome them?

Q5. How did this activity benefit others?

Q6. How can you apply your learning in other aspects of your life?

Q3: What evidences have I shown to my advisor?

CAS Advisor's Comments :

(Please comment on the attendance, punctuality , involvement and success of the activity)

CAS Supervisor's signature: _____

CAS Co-coordinator's Signature: _____

REFERENCES CAS Guide. Vol. 2015. Geneva: IBO, 2015. Print.