



KARTAL ANADOLU İMAM HATİP SCHOOL

CAS HANDBOOK

Since 2018



İçindekiler

What is CAS?	3
CAS Strands	3
The Nature of CAS	3
Aims.....	4
CAS Learning Outcomes.....	5
An outline of a CAS experience	6
Putting a CAS experience in order	6
To Make Your Experience as A CAS.....	7
Reflection	8
2 Year Schedule for CAS in KAIHL IBDP.....	8
Action Plan in KAIHL	10
Coordinator Information.....	10
STUDENT INFORMATION FORM.....	11
PROJECTS/ACTIVITIES I AM INVOLVED IN.....	12
CAS ACTIVITY LOG	13
CAS SELF – EVALUATION	0
CHECK YOURSELF.....	1
Activity - Learning Outcomes Mix and Match	1

What is CAS?

IB education opens a window for students, teachers and school principle to the world of awareness. IB learner profile make a student and teacher more caring, reflective, critical thinker, communicator, balanced and principled. CAS is the core section of this roles. Creating something, or servicing to community and acting make students learn passionately. Academic knowledge may help think, calculate or study in more detailed way, CAS helps students to use student's academic learning skill in daily life experiences.

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.

CAS Strands

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

The Nature of CAS

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.

Aims

The CAS program aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

CAS 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.

An outline of a CAS experience

The CAS Stages provides you with guidance of what a student should do as they proceed with a CAS experience. The nature of the experience dictates how much time is spent in each stage – it requires much less investigation and preparation in being a member of a school sports team than what it does to organize an event to celebrate world environment day. Reflection actually occurs throughout the CAS experience, and should not just be summative.

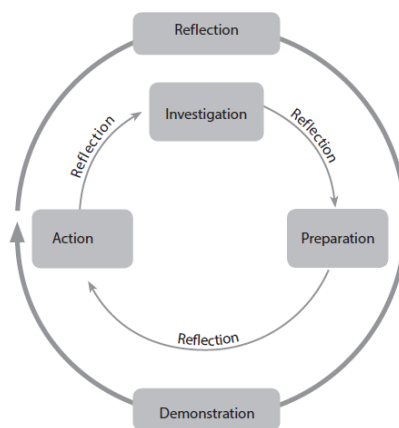
Putting a CAS experience in order

The following outlines tasks completed by a student in a CAS experience. Your task is to put these tasks in chronological order, and to label them according to the CAS stages:

The service learning stages are:

- ❖ **Investigation:** Students participate in social analysis of a selected issue, with identification and confirmation of a community need, often with the designated community partner. Having an inventory of interests, skills, talents and areas for personal growth, students are able to make choices based on their priorities and abilities and the designated need.
- ❖ **Preparation:** Students design a service plan appropriate to the identified need, with clarification of roles and responsibilities, resource requirements, and timelines to successfully implement the plan. Any community partners are likely to be consulted. Students also acquire and develop the knowledge and skills needed for the experience.
- ❖ **Action:** Students implement the plan through direct service, indirect service, advocacy, or research. Their service may be a combination of one or more of these types of service. Students may work individually, with partners, or in groups.
- ❖ **Reflection:** Students examine their thoughts, feelings and actions applied to the context of self, community and the world. With service learning, reflection often occurs with greater frequency as students identify significant moments generated by new situations and insights.
- ❖ **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their service experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

I (investigation)
P (preparation)
A (Action)
R (Reflection)
D (Demonstration)



Five Stages of CAS

To Make Your Experience as A CAS

Think about your CAS Activity and answer these questions.

- What is your aim to do this CAS activity?
- What is your SWOT analysis for CAS? (Your Strength, weakness, opportunities and threats)
- You are trying to improve some skills that you think, you do not have. How you understand that you do not have these skills?
- Why do you want to transfer a skill that you do not have?
- What is your next step? What strategies you will use?
- Initiating a plan is new for you, can you make your action plan?
- How you will understand that you reached your goal?
- How you will overcome some challenges?
- Which outcomes can you reach by this activity?
- Can you classify IPARD clearly on your experience?
- Which SMART goals can you reach by this activity?
- Will the experience be enjoyable?
- Does the experience allow for development of personal interests, skills and/or talents?
- What new possibilities or challenges could the experience provide?
- What might be the possible consequences of your CAS experience for you, others and the environment?
- Which CAS learning outcomes may be addressed?

Reflection

When answering all this question try to be reflective. According to CAS Guide what is reflection?

Reflection is:	Reflection is not:
<p>honest personal done in many different ways sometimes difficult sometimes easy sometimes creative building self-awareness necessary for learning what I did, combined with how I felt surprising helpful for planning done alone or with others about thoughts, feelings, and ideas adding perspective.</p>	<p>forced right or wrong good or bad marked or graded difficult copying what someone else said predictable to be judged by others only a summary of what happened done to please someone else a waste of time only written only discussion only led by teachers.</p>

Role of the student	Role of the advisor
<ol style="list-style-type: none"> 1. Compile your CAS Plan. 2. Always get your activities approved by the CAS coordinator before you start them. 3. Write meaningful reflections. 4. Keep all evidence of your CAS learning, take photos, videos. 5. Check CAS supervisor regularly. 6. Complete the CAS requirement by defined period. 7. Talk to your CAS Coordinator if you get into difficulties <p style="text-align: center;">Determine personal growth goals for what you hope to achieve through your CAS program</p>	<ol style="list-style-type: none"> 1. Read student's CAS Plan. 2. Write feedbacks. 3. Give advices to shape student's starting point.

2 Year Schedule for CAS in KAIHL IBDP

Event	Participants	Expected Time
Meeting IBDP students in conference Hall. <ul style="list-style-type: none"> • Mention about CAS • CAS strands • CAS outcomes • CAS Project 	IBDP Coordinator CAS Coordinator CAS students CAS Guides (Some IBDP teachers who are willing to guide students during their CAS stages)	Beginning of the year (September)
Meeting IBDP students in IT Room with computers. <ul style="list-style-type: none"> • Teaching ManageBac's tools for CAS • Examples on ManageBac 	CAS Coordinator CAS students	After three weeks later from beginning of the year(October)
Meeting IBDP students in activity room. <ul style="list-style-type: none"> • Retrace IB learner profile • Design posters to inform non-IB students about yearly CAS activities 	CAS Coordinator CAS students	(November)
Giving Students detailed information about IPARD and SMART <ul style="list-style-type: none"> • Criticize e few projects by feedbacks according to view of coordinator. 	CAS Coordinator CAS students	(November)
Sharing Action Plan Table (I attached below) On ManageBac	CAS Coordinator CAS students	(November)
Face to face meeting 1 st Formal feedbacks on paper	CAS Coordinator CAS students	(April)
Face to face meeting 2 nd Formal feedbacks on paper	CAS Coordinator CAS students	(2 nd year December)
Giving feedbacks on ManageBac <ul style="list-style-type: none"> • Last call for last updates • Ask for more evidences, reflections 	CAS Coordinator CAS students	Until 2 nd year May 1st

Action Plan in KAIHL**(Form-1)**

Problem					
Aim					
CAS Guide / Group Members					
Task	Due Date	Resources	Results	Planned Outcomes	Check List

Coordinator Information

CAS COORDINATOR: BÜŞRA BULUŞ

E-MAIL: busrabulus@gmail.com

Feel free to ask any question about CAS via e-mail or ManageBac

STUDENT INFORMATION FORM

(Form-2)

Date: _____	IB class: _____
Student's name _____	
E-mail: _____	Phone: _____

Hobbies, interests, and other activities:

What are your personal goals and how do you hope to achieve them through your CAS programme?

Briefly write down your strengths and weaknesses that may help or hinder you in order to complete the CAS program.

CHECK YOURSELF

Activity - Learning Outcomes Mix and Match

- Match the given descriptors to a CAS learning outcome.
- Once completed, provide a hypothetical (or real) example of evidence for each of the descriptors.

	LO number	Example of evidence
Able to propose activities according to his/her interests and talents		
Willing to go beyond his/her comfort zone		
shows accountability for choices and actions		
Able to undertake a thoughtful self- evaluation		
is aware of the consequences of choices and actions regarding self, others involved and the community		
shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally		
Is open to improvement and growth opportunities		
Increases expertise in an established area		
Is willing to take on different roles within a team		
develops awareness and responsibility towards a shared humanity		
Willing to get involved in unfamiliar environments/situations		
Demonstrates knowledge and awareness by building on a previous CAS experience		
Demonstrates adaptability to uncertainties and changes		
Makes valuable contributions		
Shows responsible attitude to CAS project planning		