



INTERNATIONAL BACCALAUREATE DIPLOMA

CAS HANDBOOK

Creativity, Action, Service

For parents of students graduating in 2021 and thereafter

SHINE UE SCHOOL



IB Mission Statement

The International Baccalaureate Organization 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 IBO 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.

Shine Ue School Mission Statement

We aim to develop active, compassionate and responsible learners who approach everything they take on with great sincerity while promoting the development of one's native language and a preservation of one's own heritage. Our programs are developed to encourage young people who are self-confident, caring, reflective, and understand their role as global citizens with respect to other cultures and backgrounds.

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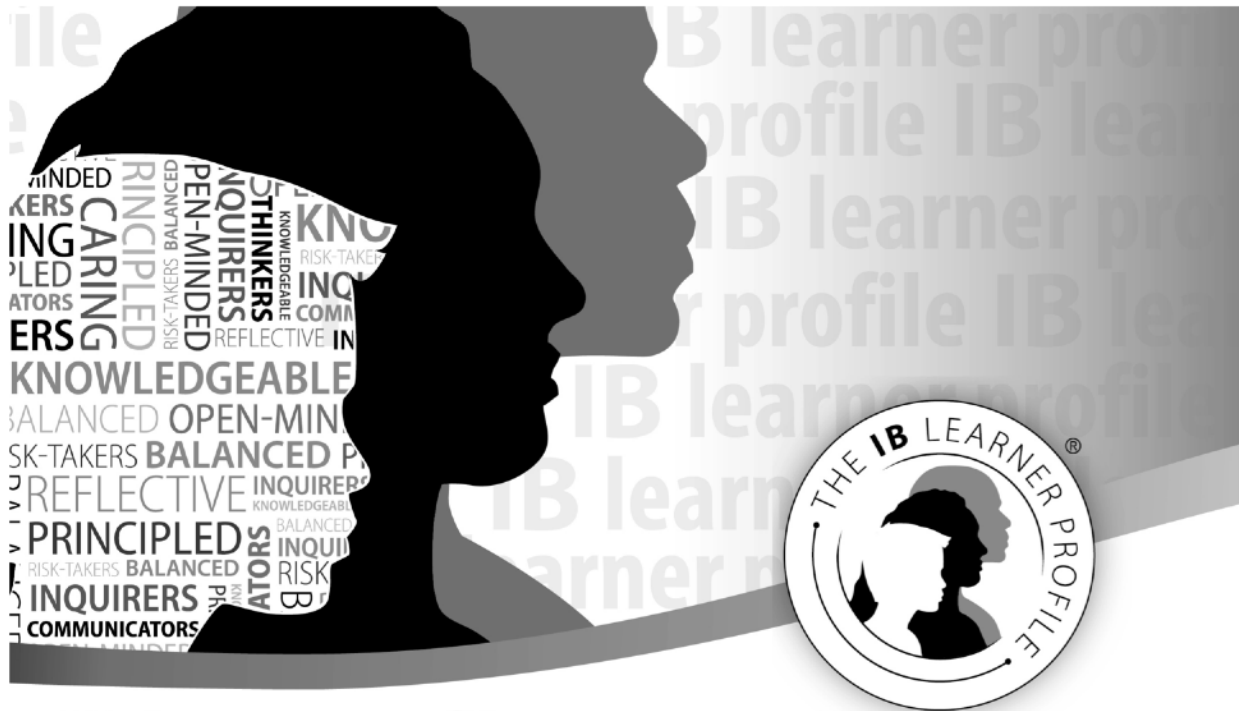
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IB learner profile

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

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to 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 many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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The 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 student’s personal and interpersonal learning from the PYP (Primary Years Programme) and MYP (Middle Years Programme).

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

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.” (Creativity, activity, service guide, 2017, p.8)

The three strands of CAS

1. *According to the IB guidelines, CREATIVITY refers to “arts, and other experiences that involve creative thinking.”*

Your child may start a newspaper, make a film, choreograph a dance, direct or act in a theatre piece, learn an instrument, study a new language, participate in a musical production, or teach younger students.

2. **ACTIVITY refers to “physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.”**

Your child may participate in sports, dance, personal training, fund awareness raising events like sponsored distance running, go on an expedition, do some extreme sports like snow skiing and much more.

3. **SERVICE refers “an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.”**

This means serving our community by getting involved with an NGO, local or global community organization, or a social entrepreneurship project. The focus here is on doing things with others, and not only for others.

Creativity, activity, and service opportunities

The following are suggestions to help students think about the multitude of opportunities they could be involved in. Students are encouraged to discuss additional organizations with their CAS coordinator if they are unsure CAS experience requirements. Some organizations may cover multiple CAS strands.

Creativity

- Chess club
- Chorus
- Debate team
- School Magazine
- Instrument lessons (learning or teaching)
- Web page design for a group activity
- Photoshop program teaching

Activity

- Wrestling competitions
- Participation on an organized sports team
- Walking, running, hiking, biking with an organization
- Yoga lessons service
- Modern/classic dance lessons service
- Ballet dance lessons service

Service

- Environmental clean-up
- Non-profit summer camp volunteer
- Hospital volunteer
- Local library volunteer
- Public library volunteer
- Retirement and elder care
- Tutoring at middle / elementary schools

The seven learning outcomes

According to CAS guide all of CAS activities must include at least three of the seven outcomes listed below. The students are recommended to read the outcomes carefully and decide which ones apply to the project/activity they would like to start. Over the course of the two years of their IB Diploma all seven outcomes must be present to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is some evidence for every outcome. The students should always refer to the outcomes and give specific examples of how they are achieving their outcomes when they write their mid-term or final reflections.

1. STRENGTHS AND GROWTH. This means that projects and activities should give the chance to increase awareness of personal strengths and areas for growth.

2. CHALLENGE AND SKILLS. This means that CAS activity should always be something which is a new challenge for your child.

3. INITIATIVE AND PLANNING. CAS should give the students the opportunity to plan and initiate all or a part of the activity or project.

4. COLLABORATIVE SKILLS. This means that the students should work collaboratively. A team effort means better decision making and better understanding of the bigger picture.

5. COMMITMENT AND PERSEVERANCE. The students should always show commitment and persevere.

6. GLOBAL ENGAGEMENT. The students should do something that addresses a problem faced by people all over the world such as homelessness, poverty, discrimination, old age, pollution, disease, etc.

7. ETHICS OF CHOICES AND ACTIONS. The students should do something which gives them the opportunity to think about the ethical implications of their actions.

The CAS stages

According to the CAS guide the CAS stages are as follows:

1. Investigation: Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience.

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

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

4. Reflection: Students describe what happened, express feelings, generate ideas, and raise questions.

5. Demonstration: Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS 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.

Reflection

Elements of Reflection

“Reflection is a dynamic means for self-knowing, learning and decision-making. Four elements assist in the CAS reflective process.” (Creativity, activity, service guide, 2017, p.26)

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.

Extending reflection

Having established an effective understanding of the four elements of reflection, students develop higher order thinking skills by critically examining thoughts, feelings and actions, thereby synthesizing their learning. The theory of knowledge (TOK) course provides students with critical thinking skills to develop and extend their reflections. For example, during TOK they consider their emotions, ability to reason and how to use language.

Following reflection, feedback from the CAS coordinator and/or adviser is beneficial and necessary. Feedback can take many forms such as part of an informal or formal discussion, as a written response to a blog posting, during group discussion or conversation. *Students may also advise on their preferred method for feedback.*

Time for reflection

Students are not expected to reflect on every CAS experience; they should identify moments worthy of reflection.

The preferred emphasis is for the student to determine key moments during CAS experiences that inspire reflection. The following approaches may be helpful.

- Students choose significant moments as the basis for reflection, for example when:

- a moment of discovery is happening
- a skill is mastered
- a challenge is confronted
- emotions are provoked
- achievement deserves celebration.

- Students reflect during or at the end of a CAS experience or series of CAS experiences, to identify important moments, discuss a possible learning outcome, recognize personal growth and achievements, and plan for their next CAS experience.

- Students engage in group reflection with their peers to discover shared insights.

- Students reflect at the beginning, during, and at the end of a series of CAS experiences. This enables students to deliberate on such elements as planning, opportunities, expectations, challenges, progress, and personal growth.

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 endeavor.
- A student could produce a short video summarizing a CAS experience.

- A group of students create a poster highlighting aspects of a shared experience.

Student reflection may be expressed through a paragraph, a dialogue, a poem, a comic strip, a dramatic performance, a letter, a photograph, a dance, or other forms of expression. It is possible students may wish to keep private certain reflections. As such, it is recommended that students decide which reflections will be placed in their CAS portfolio. Students should include reflections in their CAS portfolio that give evidence to achieving each of the seven CAS learning outcomes.

Deadline

All CAS requirements must be completed and turned into the CAS Coordinator on April 1st of the senior year. If April 1st falls on a non-school day, then the following school day is the deadline. Failure to meet this deadline may result in delays in the awarding of the diploma.

The CAS project

“A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. CAS students must be involved in at least one CAS project during their CAS programme.” (Creativity, activity, service guide, 2017, p.24)

A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making. A CAS project involves collaboration between a group of students or with members of the wider community. A CAS project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities for individual students to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects. All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met. A CAS project can address any single strand of CAS, or combine two or all three strands.

The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

- *Creativity: A student group plans, designs and creates a collage.*
- *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, activity, and service: Students rehearse and perform a dance production for a community retirement home.*

A minimum of one month is recommended for a CAS project, from planning to completion. As expected throughout CAS, students reflect on their CAS project experience.

Guiding questions

The following guiding questions may help you determine whether an intended experience/project qualifies as CAS:

1. Will this experience allow me to have a new role?
2. Is it a real task that I am going to undertake?
3. Does it have real consequences for other people and for me?
4. What do I hope to learn from getting involved?
5. How can this experience benefit other people?
6. What can I reflect on during this experience?

Who will be my adult supervisor?

Which strand(s) of CAS will this experience/project cover?

C A S

Which of the learning outcomes does this experience/project meet?

1 2 3 4 5 6 7

Sample CAS Experiences & Projects

CAS and the Diploma Programme Students should be able to see connections between CAS and the various subject groups that they are studying in the Diploma Programme. Below are sample CAS experiences and projects and how they may be tied to the Diploma Programme groups:

	Sample CAS Experience/ Project	Creativity	Activity	Service
Group 1 (Language & Literature)	Producing audiobooks for the blind	*		*
Group 2 (Language Acquisition)	Provide language lessons to those in need	*		*
Group 3 (Individuals & Societies)	Record the oral histories of people living in an elderly residential facility	*		*
Group 4 (Sciences)	Form an astronomy club for younger students	*	*	*
Group 5 (Mathematics)	Maintain financial accounts for a local charity			*
Group 6 (The Arts)	Take dance lessons that lead to a theatrical performance	*	*	

Additional Sample CAS Experiences & Projects

Activity	C	A	S
Teaching children with disabilities to swim	*	*	*
Coaching a softball team	*	*	*
Teaching young students how to play the guitar	*		*
Working with children to paint murals	*	*	*
Choreographing a routine for the marching band	*	*	
Leading a hiking expedition	*	*	*
Rehearse and perform a dance production for a community retirement home	*	*	*
Exchanging artistic or musical skills with other local schools	*		*

The CAS portfolio

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

The CAS portfolio is used by students to plan their CAS programme, reflect on their CAS experiences and gather evidence of involvement in CAS; it is not formally assessed.” (Creativity, activity, service guide, 2017, p.30)

A successful CAS Portfolio must contain:

- Evidence of planning for CAS experiences
- Meaningful reflections on CAS experiences
- Evidence that the student has completed all seven Learning Outcomes
- Documentation of the student’s CAS Project The CAS Portfolio should be an ongoing project, and students should update their CAS Portfolio continually with reflections and evidence.

What form should the CAS Portfolio take?

There is no requirement as to what format students use for their CAS Portfolio. Possible formats include weblogs, written journals (typed or handwritten), videos, or illustrated displays.

The CAS portfolio is used to showcase the student’s CAS programme and should be a source of pride for the student.

The role of parents in the CAS programme

“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.” (Creativity, activity, service guide, 2017, p.13)

Parents are expected to:

As parents of Diploma students, it is will be a stressful period for both your child and you. The idea is to be as supportive as possible but also to in some instances to have to implement tough love in enforcing regulations for study and recreation. Our students need to be balanced in their approach to their learning but they also need to take ownership of it.

Parents are strongly encouraged to actively support Diploma students in their CAS activities by volunteering as CAS advisers and/or CAS supervisors. Please review our Handbook for CAS advisers on our website.

Please feel free to contact the *CAS coordinator* if you need any assistance.

Dear Sir/Madam,

After reading the current CAS Handbook please fill and sign the CAS Parent Agreement (Appendix 1).

Thank you!

The CAS Parent Agreement

I

 (your name)

have read the Shine Ue School's CAS handbook for parents and I give permission to my child

 (the name of your child)

to attend the CAS activity conducted or/and undertaken outside Shine Ue School premises.

I allow my child being supervised by CAS supervisor for a CAS activity.

I understand that my child's CAS experiences must include a minimum of 18 months through at least February of the senior year.

I will:

- Support my child by emphasizing that CAS is an important part of the IB program
- Know when my child is involved in an activity and monitor his/her progress, journaling about his/her progress and ensure that all my child's CAS documents are submitted for final review
- Read my child's CAS portfolio to determine that my child is meeting the guidelines for CAS programme and is in time of the project/activity
- Contact the CAS coordinator with concerns or questions if needed.

I understand that usually Shine Ue School does not sponsor activities but provides students with guidance, direction, and support.

In case if my child will choose the CAS activity which is not sponsored by the school it becomes my and my child's responsibility to schedule events and transportation to and from this events. I will take all legal responsibility for my child's safety.

I wouldn't have any claims for damages and compensations to Shine Ue School in case of injures or any mishap in connection with my child's participation in CAS activity within or outside school premises. In the event of illness or accident I give permission for first aid to be administered.

I also hereby give my permission for my child's photograph to be taken for records or internal school education purposes.

I sign this agreement stating that I understand the requirements of CAS and will be actively involved in monitoring my child's progress in meeting the CAS requirements.

Your name

Date

Your signature

Your phone number

Your e-mail address