



INTERNATIONAL SCHOOL OF BOLOGNA

CAS (Student) Handbook

WHAT YOU WILL FIND IN THIS CAS HANDBOOK:

What is CAS?	3-4
Why do I have to develop a CAS project?	4
Which are my responsibilities as a CAS student?	5-7
What do we understand by reflection?	8
5 stages	9
What do I have to submit?	10
The interview	11
Who is going to help me?	12
How will I be evaluated?	13-14
Deadlines	15



What is CAS?

You are going to start the last two years of your IB education progress, the Diploma Programme. There are new subjects, levels, expectations and important decisions that you will make. At the core of all of that there are three initials that need to become familiar to you:

EE: Extended Essay

TOK: Theory of Knowledge

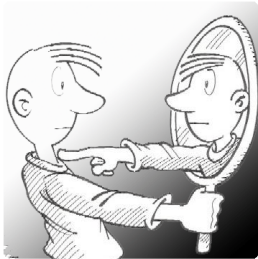
CAS: Creativity Activity and Service

In this handbook you will find mainly information about CAS but you will see that it is closely related to the other two.

All your teacher expects that you will study to get your diploma and there is an important part to obtain that diploma: CAS, because even if no grade will be given for this component if you don't obtain the "OK" from your Coordinator, you will not obtain your diploma (ups!)

The bad thing is that CAS can't be studied, the good thing is that has to be lived and enjoyed, but for something to be lived, you have to do, to create and to participate regularly and is this constancy that will be taken in consideration from your advisor and CAS coordinator to say if you pass or you failed.

So, along the 18 months of the Diploma Programme you will develop a number of CAS experiences and a CAS project. You will decide if to do something original that involves your creative side, to act involving your body and exploring the needs of a healthy lifestyle in your education or to do a service to help your community. You can also decide to combine these strands. Just remember: “Balance” is the key word.



As you can see, the pronoun “you” is repeated here several times and that is because CAS is all about YOU. YOU will decide and YOU will act putting in practice what you learn in class, reflecting about YOUR actions in TOK and maybe, exploring this in YOUR EE.

Why do I have to develop a CAS project?

That is a good question. Actually you are an IB student so we hope that during your CAS experience you will:

- ✓ Enjoy and find significance in it, because we learn in a positive atmosphere.
- ✓ Be able to reflect upon your experiences, because doing without reflection is useless.
- ✓ Identify goals, develop strategies and determine further actions for personal growth, because we are lifelong learners.
- ✓ Explore new possibilities, embrace new challenges and adapt to new roles, because if it is too easy it is not funny anymore.
- ✓ Actively participate in planned, sustained, and collaborative CAS projects, because if you are not active you are passive and
- ✓ Understand that you are a member of the local and global community with responsibilities, because you are a single citizen that lives in a place called the world.

And...Because if you don't do a CAS project (and you do it well) you will not obtain your Diploma. (That is really a good answer I think)

Which are my responsibilities as a CAS student?

You are a DP Student now so we hope you are autonomous- and autonomous means freedom- and that means responsibilities and you will have plenty of that!

For an experience to be enriched, this has to involve personal commitment, might be continual and might have a regular cadence and is therefore intended to complete successfully this course the student work must:

Start at the beginning of the DP course and continue along 18 months.

You will follow the 5 CAS stages investigation, preparation, action, reflection and demonstration

You must have 3 formal documented interviews with your CAS coordinator/adviser.

Reflection is the most important part.
You will show your progress/reflection on the portfolio

You can choose one or more of the 3 strands (Creativity Activity Service).
You can do a single event or a series of events.

At least one month's duration.
Must be a challenge

It is important to understand that even if the time spent on this work is an important factor, perhaps what is more important is the **quality** of this time and what it represents on a personal level. And this parameter is the one that the CAS coordinator will take into account when approving or rejecting the project.



As a guide for reflection ask yourself the following questions:

- Did your experience involve you in personal contact with members of your community?
- Did your experience improve your physical fitness?
- Did your experience contribute to your skills in an area or introduce a new skill?
- Did your experience require initiative and/or responsibility as an individual or as part of a group?
- Did your experience require originality and/or creativity?
- Did your experience challenge you?
- Did your experience bring a sense of accomplishment and enjoyment to you?
- Did your experience give you a sense of contributing something of importance?
- What were the highs and lows of the experience and would you do it again? Why?

Mandatory table

1. Approach CAS with a proactive attitude. Smiling everything is better!

2. Develop a clear understanding of CAS expectations and the purpose of CAS. So, do you understand finally why do you have to develop a CAS project?

3. Explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement. It is not only about CAS but also about the IB!!

4. Determine personal goals. I told you, it is all about YOU.

5. Discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser. Key words: Planning and constancy.

6. Understand and apply the CAS stages where appropriate. Follow the rules and be organized.

7. Take part in a variety of experiences, some of which are self-initiated, and at least one CAS project. CAS is about doing: don't be a parasite!

8. Become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme

9. Maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the 7 CAS learning outcomes. What can I say...if you want to obtain your diploma you have to do it...

10. Understand the reflection process and identify suitable opportunities to reflect on CAS experiences. Because to do without reflection is to waste time.

11. Demonstrate accomplishments within your CAS programme.

12. Communicate with the CAS coordinator/adviser in formal and informal meeting.

13. Ensure a suitable balance between creativity, activity and service in your CAS programme. You have the possibility of exploring 3 things, don't limit you!

14. Behave appropriately and ethically in your choices and behaviors. The base of freedom: to have mine I have to respect the others.

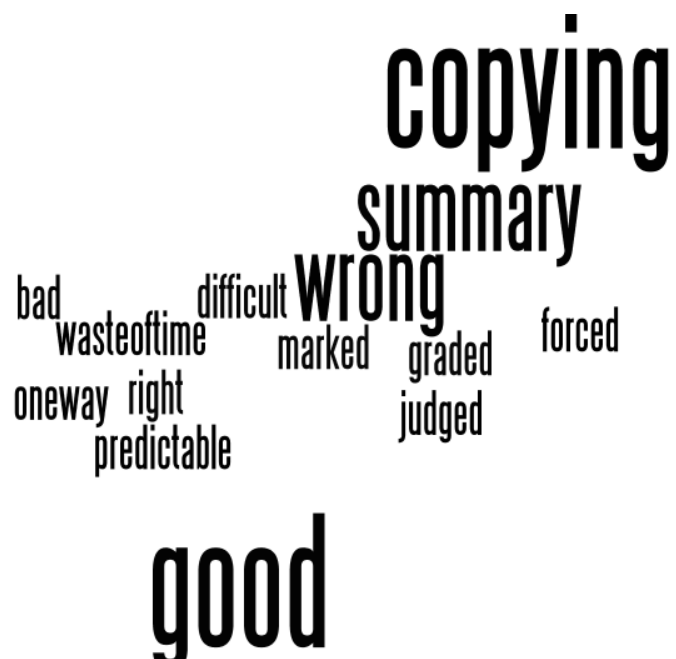
What do we understand by reflection?

Reflection is the most important part of your CAS but pay attention and have a look at this, because maybe you can be a bit confused about what this word means:

Reflection is:



Reflection is not:



5 stages



Mount Everest. The Earth's highest mountain



Did you know it?

Alison Hargreaves was the first woman that climbed alone and without artificial oxygen Mount Everest in 1995. Alison died by descending the K2. Today his son Tom lives his life in a van and climbing mountains. (Sources: Wikipedia and Elpais.com: "El alpinismo en el AND")

The 5 stages are optional on a single experience but compulsory in a project!

To follow these 5 *stages*

can help you to reach the peak of your CAS.

As you can see in the Everest picture,

reflection is on the central mountain.

That is because reflection is a **process**

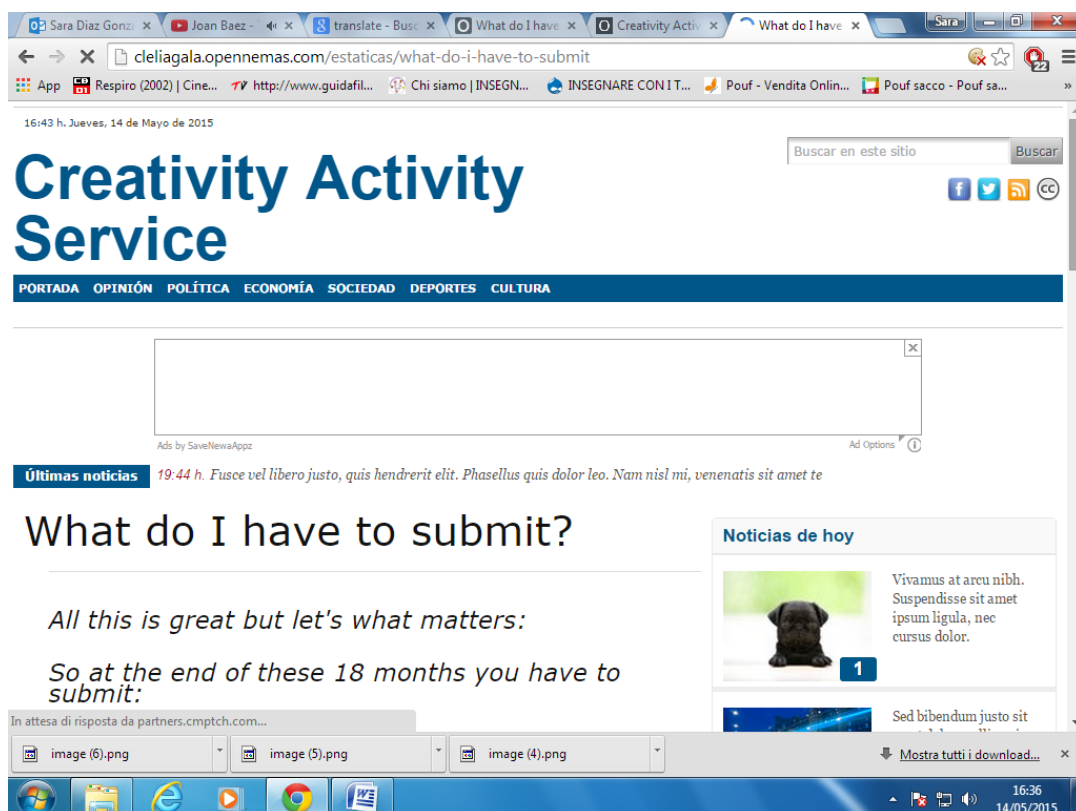
that you will develop during the whole project,

will help you in your learning process and will make you

effect the appropriate **CHANGES**.

(And remember: Reflection can have different shapes: A poem, a video, a poster...be creative!)

What do I have to submit?



A CAS portfolio in which you will show your plan for doing your CAS programme and your reflections on your experiences and gather evidence of involvement in CAS. You can choose the format for this portfolio (Manageback, blog, video log, files, scrapbook...) and even the way you want to organize it but we give you a suggestion of structure:

Section A: Profile: interests, skills, talents, plans, goals. Take your time to analyze how you can relate your personal values with the IB learner profile and to develop an awareness of yourself in relation to the CAS learning outcomes.

Section B: Experiences: This is like a diary of your CAS journey. It can include: reflections, learning moments, personal achievements and how you have utilized the CAS stages. You have to demonstrate that you are not a parasite!

Section C: Evidence; Like the souvenirs that you bring to your aunt from your trip to the Cayman, whatever can prove that you have done it! Planning documents, letters, emails, certificates, acknowledgments, photographs, videos...

You are quite free to create your portfolio but something that **you have to include** is the 3 formal interviews with your CAS coordinator:

THE INTERVIEW:

The initial interview will take place at the beginning of the Diploma Programme. We will be sure that you understand the requirements for CAS and we will explain everything to you again (just in case this handbook is not enough;) The interview will be more of a conversation in which we will discuss your interests and ideas for CAS experiences.

The second interview: It will take place at the end of the first year of the Diploma Programme. We will assess your progress. We will see if you are achieving the CAS learning outcomes and we will have a look at your portfolio. At this point you should be a CAS expert so this meeting is the time to show this.

The third interview: It will take place just before the Diploma Programme finishes. We will see if you have achieved your goals and the learning outcomes and we will speak about what you have learned. Again the portfolio will be the reference.

Remember that these are formal interviews that have to be recorded so, if you don't want to look bad prepare it!



Who is going to help me?

Don't panic, you are not alone. Your CAS coordinator will be with you for whatever you will need and you will have a spiritual guide too, your advisor. This person has been chosen by your coordinator (or by yourself) and for the selection we have taken into account your project, your skills, your interest... so your advisor knows you and knows how to help you, but remember, what we have said about autonomy and freedom: Your advisor is not a babysitter. It is your responsibility to send him/her your reflections and your work constantly. At the end you are going to obtain a diploma not him.



How will I be evaluated?

At the end of your CAS program your advisor and your CAS coordinator will take into account the following parameters:

<i>LEARNING OUTCOMES (LO)</i>	<i>Not enough</i>	<i>Enough</i>	<i>Good job!</i>
1. The student identifies his own strengths and develop areas for growth	The student hasn't reflected enough about his own skills taking into account his own strengths and weaknesses so he hasn't used this experience to grow and to propose activities according to his interest and talents .	The student has reflected on his/her own skills but he/she hasn't been able to redirect it to solve the problems raised during the project.	The student has reflected a lot about his/her own skills and he/she uses his/her weak points and strong points to solve the difficulties raised.
2. The student demonstrates that challenges have been undertaken, developing new skills in the process	This experience didn't represent any new challenge or increment of expertise for the student.	This experience represented some new challenges or increment of expertise for the student.	This experience was a complete defy for the student.
3. The student demonstrates how to initiate and plan a CAS experience	The student didn't show any interest in planning through the CAS stages or initiating new activities. He isn't aware of roles and responsibilities and is not able to develop a coherent action plan.	The student was quite passionate in planning and initiating new activities. He is aware of roles and responsibilities but is not able to develop a coherent action plan.	The student was very motivated and became very involved in planning and initiating activities. Self management was a strong point!
4. The student shows commitment to and perseverance in CAS experiences	The student didn't demonstrate regular involvement nor active engagement with CAS experiences and he didn't demonstrate adaptability to uncertainties and changes.	The student demonstrates regular involvement and active engagement with CAS experiences and he demonstrates adaptability to uncertainties and changes.	The student shows a total involvement and active engagement with CAS experiences and he always demonstrates adaptability to uncertainties and changes.
5. Demonstrate the skills and recognize the benefits of working collaboratively	a) This project didn't imply collaborative work. b) The student hasn't been able to work in a collaborative way.	The student has shown a small amount of collaborative skills through this project but he/she didn't develop new ones .	The student has developed a lot of new collaborative skills along this project and took advantage of working with others.
6. Demonstrate engagement with issues of global significance	With this project the student hasn't been involved with issues of	This project has involved a large number of issues of	During this project the student has widely reflected on the relation

	global importance neither he thought about the relation between local and global to develop awareness and responsibility towards a shared humanity.	global importance taking into account a local point of view and developing student awareness and responsibility towards a shared humanity.	between local and global issues and how to be involved in a CAS experience can help to develop awareness and responsibility towards a shared humanity.
7. Recognize and consider the ethics of choices and actions	The student reflections haven't shown any consideration of the ethical implication of his/her action.	The student reflections have partially shown consideration of the ethical implication of his/her action.	The student reflections show a deep consideration of the ethical implications of his/her action.

Deadlines

And don't forget: Time flies! Maybe this timeline can help you



When?	What?
June (grade 10)	• Introduction to CAS. Round table with Grade 12 students and Grade 10 students and parents.
September DP1	• CAS trip (if possible) • Working about CAS profile • Choosing a CAS advisor • First interview to be recorded • 1st CAS experience starts
December DP1	• First experience done
January DP1	• CAS advisor writes the comment for the first semester
June DP1	• 2nd CAS interview to be recorded • CAS advisor writes the comment for the first semester report
September DP2	• CAS project starts
December DP2	• CAS project ends
February DP2	• 3rd CAS interview to be recorded • CAS advisor final reflection • CAS fair
April DP2	• Official CAS sing off

I just want you to have this cloud with the words that we consider the most important for CAS: (I promise it is going to be the last cloud!)



And remember: This is a Marathon. Every kilometer is important.

Don't stop running!

