



CAS Handbook

Key Action Points

1. Each term students take part in Service Learning and at least one other Strand of CAS
2. All CAS Experiences and Projects must be recorded on MB along with necessary detail
3. All reflections and evidence go on to the blog
4. Each experience needs to start with a **SMART** goal
5. Students must reflect and gather evidence for ALL experiences, that is how you better yourself. This is for your own benefit and learning. Tutors check reflections are being done in 1:1 sessions and/or CAS Interviews.
6. Reflections are best done through video recordings. Written reflections are good too, if you prefer. Pictures, planning documentation, Youtube videos, running apps, group reflections are good evidence materials. Don't go through life or CAS alone!
7. **Challenge Week should have a reflection after every meeting, this helps with your planning.**
8. At the end of each term students select their best evidence and reflections that demonstrate their engagement in the CAS Learning Outcomes for discussion with tutors during their CAS Interview
9. Out-of-school Experiences need to be Reviewed by your supervisor (this is requested through MB, the system will send an email at student request)
10. Tutors will celebrate you and your life by occasionally sharing your blog with the tutor group - you are amazing lets share this!

The C, A and S of CAS - these are the CAS Strands

They are the primary intent for participation in an experience, when you add your description to MB you need to explain how are addressing the CAS Strand(s) by answering the question in bold

- **Creativity** – exploring and extending ideas leading to an original or interpretive product or performance.

Answer this question in your MB description: What did you create?

- **Activity** – a physical exertion that leads to a healthy lifestyle, thus it cannot simply be an active one off event. The intent of the activity is to make you healthier.

Answer this question in your MB description: What habit are you measuring to know you are

getting fitter?

- **Service** – Collaborative and reciprocal community engagement in response to an authentic need. By investigating and identifying a community need, then determining a plan of action that respects the rights, dignity and autonomy of all involved, you are performing service.

All Service must evolve beyond doing for others to engaging with others in a shared commitment towards the common good.

Answer these questions in your MB description:

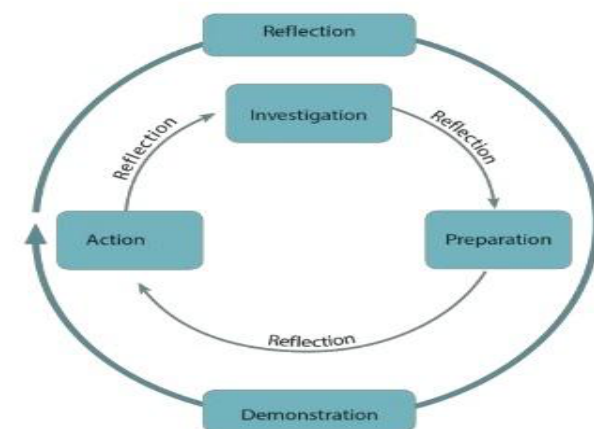
What is the problem/need the organization or you are working to alleviate?

How have you authenticated this need? What evidence have you gathered/research have you done to prove this is a real need?

How does your Service choice contribute towards a solution to this problem?

Decide on what you want, research how you might get it before you start doing anything.

CAS stages! Steps towards an effective CAS experience



From the IB CAS guide (for students graduating in 2017 and thereafter)

Investigation: When you identify your interests, skills and talents to be used in considering opportunities for CAS experiences.

Preparation: When you 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.

Action: When you implement your idea or plan.

Reflection: When you describe what happened, express feelings, generate ideas, and raise questions

Demonstration: When you make explicit what and how you learned and what you accomplished.

SMART goals - answer these questions in or just after your first Experience session

SMART Goal – Specific

Goals that are specific have a significantly greater chance of being accomplished. To make a goal specific, the five “W” questions must be considered:

1. Who: Who is involved in this goal?
2. What: What do I want to accomplish?
3. Where: Where is this goal to be achieved?
4. When: When do I want to achieve this goal?
5. Why: Why do I want to achieve this goal?



For example, a general goal would be “I want to get in shape.” A more specific goal would be “I want to obtain a gym membership at my local community center and work out four days a week to be healthier.”

SMART Goal – Measurable

A SMART goal must have criteria for measuring progress. If there are no criteria, you will not be able to determine your progress and if you are on track to reach your goal. To make a goal measurable, ask yourself:

1. How many/much?
2. How do I know if I have reached my goal?
3. What is my indicator of progress?

For example, building on the specific goal above: I want to obtain a gym membership at my local community center and work out four days a week to be healthier. Every week, I will aim to lose one pound of body fat and you track your weight loss.

SMART Goal – Achievable

A SMART goal must be achievable and attainable. This will help you figure out ways you can realize that goal and work towards it. The achievability of the goal should be stretched to make you feel challenged, but defined well enough that you can actually achieve it. Ask yourself:

1. Do I have the resources and capabilities to achieve the goal? If not, what am I missing?
2. Have others done it successfully before?

SMART Goal – Relevant

A SMART goal must be important to you! A SMART goal is likely achievable if you believe that it is beneficial to you. Ask yourself:

1. Why is this important to you?
2. How does it help you in the future?

SMART Goal – Timely

A SMART goal must be time-bound in that it has a start and finish date. If the goal is not time constrained, there will be no sense of urgency and motivation to achieve the goal. Ask yourself:

1. Does my goal have a deadline?
2. By when do you want to achieve your goal?

For example, building on the goal above: On August 1, I will obtain a gym membership at my local community center. In order to be healthier, I will work out four days a week. Every week, I will aim to lose one pound of body fat. By the end of August, I will have realized my goal if I lose four pounds of fat over the course of the month.

Reflections

Reflections are future plans based on resolving past issues, are recorded on your [Portfolio](#) and can be written, sung, etc, but the videos **are great** – you can say more in a minute than you can write. Reflections should lead to new actions, be it more investigation, preparation or action.

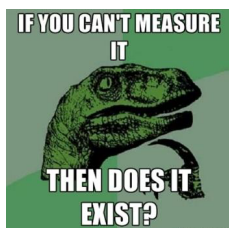
For Challenge Week reflect after every meeting you have before you leave the meeting!

Reflections are not always about what goes well, but usually are attempts to correct what has gone wrong!

If you are working with other people or for other people you also need to think about how your efforts have affected them, and them you; you do not operate in isolation.

Reflection and evidence are not the same. They both go on your [Portfolio](#)

Evidence



Evidence is collected during the experience, ie during a football match **involve your friends in the process** by getting them to video you playing. Record your running times, take pictures of your Art in various stages, put up your planning documents on your Blog. Record discussions on feedback with your coach on your phone or group planning session outcomes. Evidence is tangible or observations of progress.

REQUIRED

As you participate in your Experiences you need to be recording your progress, planning and resources as part of the CAS Stages and achieving the Learning Outcomes on your Portfolio.

[Dance](#), for example is best evidenced through videoing performances at the start, middle and end of term. Or photographing a [painting](#) at various stages, or observations in behavioural changes in [dogs](#) you are working at a shelter. Your evidence should support your identified goals.

Preparation evidence might be your [training schedule](#) for your running CCA, and resources might be videos you used on how to take better [corner kicks](#) in football.

CAS Requirements

To complete CAS you need to:

Reflect on and evidence the CAS Learning Outcomes as you work through the CAS Stages for each CAS Experience.

Complete a CAS Project – Challenge Week (CW) for most

AND demonstrate 18 months of commitment to the process.

Complete a CAS Project

Your Challenge Week is a CAS Project, you may have others. Projects are defined as efforts that last over a month, that require planning and collaboration as well as decision making. Reflect on every meeting you have, and what needs to be done, this will help you keep organized.

Learning Outcomes (LO)

- these are the things you reflect on and evidence in your Portfolio. [Look here for what your Portfolio might look like.](#)

1. Identify own strengths and develop areas for growth

Identify a personal strength or weaknesses. Eg are you afraid of public speaking, are you really good at organizing people. You should reflect on **how** you know its weakness and **what** you are doing to do to develop in this area. What are you measuring to assess your improvement? For example, "I've been challenged to play as a forward in football but can't seem to get around the other teams defenders. My dribbling is weak, so I'm working on my dribbling skills, and through counting the number of mistakes I make each week in our dribbling drills in football I'll know I've improved. ".

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

Explain why the Experience is genuinely a new challenge for you? What makes it hard? What skill did you learn and how do you know you learnt something? What did you measure? If for example you have been playing piano for 10 years, how will it be a challenge this year and not more of the same?

3. Demonstrate how to initiate and plan a CAS experience

This is more than just planning as part of an experience. This refers to planning the experience itself. Eg running a Cricket team, Challenge Week. What have you actively done to lead something? What decisions did you make and how did you make them?

4. Show commitment to and perseverance in CAS experiences

This should go beyond just regular attendance. How was it challenging to take part in this experience? Were you discouraged at times? What have you learnt about perseverance?

5. Demonstrate the skills and recognizing the benefits of working collaboratively

Reflections should include how working together was better than working alone on a task or Project and what you did better because of the group. What problems occurred in the group, what did you do to fix this? Why did the effort of others help you?

6. Demonstrate engagement with Issues of Global Significance

You should be able to identify the Global Issue as one of the UN Sustainability Goals and how your efforts have benefited the identified individuals. Start by identifying which one of the [UN Sustainability Goals](#) you are addressing. Why is there an issue? How does that issue affect those individuals? How do you know that your efforts were beneficial? How has it changed how the beneficiaries live?

7. Recognize and consider the ethics of choice and actions

You should be able articulate what you believe is the right action and what do you do about it? Identify what you think is the “right” thing to do about an issue and explain how you go about acting in this “right” fashion. How do you know it is right? What assumption/belief did you challenge?

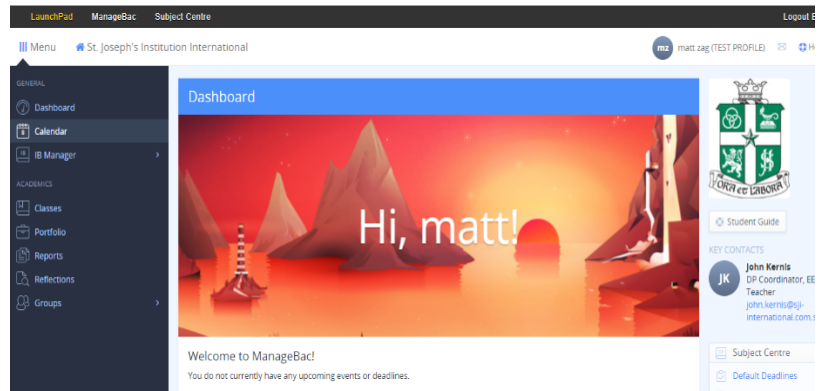
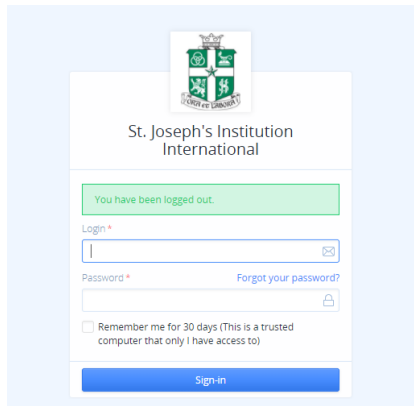
How to add CAS Experiences and Projects to MB for approval by the CAS Coordinator

Keep a record of what you are engaged in on ManageBac - Add your Blog URL to MB

This needs to be done so we have a record of what you are doing and to make assessment by the the IBO more efficient, your universities will also likely need this official record.

Add experiences for at least Service Learning and one other of the three CAS Strands. This is done by adding a new experience on MB. **See MB HELP for details on how to use MB.**

1. Your MB login details will be emailed to you



2. Start by logging in and going to IB Manager

3. Go to CAS, watch the video, take note of the Help and Support button (top right corner) this is where to go for help with MB.
4. Put a CAS Proposal forward by following the steps that follow:

CAS Proposals

Under the CAS landing page on MB click on ADD CAS EXPERIENCE and follow the steps below:

← | New Experience

Select Experience From a Group

Experience Name *

☐ CAS Project

Approaches

☐ Ongoing ☐ School-based ☐ Community-based ☐ Individual

Start date * November 29, 2019

End date * November 29, 2019

Description and Goals

Strands

☒ Creativity ☒ Activity ☒ Service

Type of Service Action

☐ Direct ☐ Indirect ☐ Advocacy ☐ Research

Supervisor Name

Supervisor Title

Supervisor E-mail

Supervisor contact number

Please select your targeted learning outcomes:

☐ Strength & Growth ☐ Challenge & Skills

The following **need** to be answered as part of a CAS Experience proposal. The **CAS Coordinator will need to approve the experience**, some experiences are not CAS, these rare occasions will be discussed with you when they are proposed.

Adding an Experience

Experience Name

Complete an Experience name that is descriptive eg Football with Bedok Rovers

CAS Project?

Most Experiences are not CAS Projects, Challenge Week is!



A CAS experience 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.

CAS Strand

Indicate what Strand of CAS (C, A or S) this experience falls under. Your intent in participating in the experience is what determines the CAS Strand. If the primary reason is to get fitter and healthier than it is an Activity. If you are assisting with an identified NEED in a community it is Service Learning, and if you are learning/producing something new it is Creativity.

Approaches (Creativity and Activity)

Indicate one or more of the following:

Ongoing – means it is an experience that lasts most if not all of the term

School Based – if it's a school CCA or run in school eg RDA

Community Based – if it's an out-of-school organization that you are working directly with EG SPCA

Individual – if this is something you are doing without school or organization support eg self-taught guitar

Type of Service Learning

Indicate one or more of the following:

Direct – if you are working face to face with people

Indirect – if you are working for people but behind the scenes, eg fund raising

Advocacy - supporting a cause or group

Research – collecting information to support efforts, understanding or policy

Start Date and End Date

Typically CCAs run: Term 1 - 17 February to 25 May and Term 2 - 17 August to 16 Nov

Description and Goals

Include here how will you achieve the Goal of: creating something new for **Creativity**, what is new or what is being created?

Getting fitter and healthier, how will you know you are getting healthier through exertion and **Activity**?

Or are you identifying and addressing an identified need of the community through this **Service Learning** experience.

Supervisor's Name and Company

This is the person that is helping you get better, this is NOT a parent nor your tutor. Eg Mr Tan, “Really Good Tennis Training Company”

Supervisor's email address and contact number

Needs to be included. You will need to contact out-of-school supervisors to vet your participation through MB by Requesting a Supervisor Review at the end of your experience. See MB for help.



Learning Outcomes

You need to achieve these only once, select as few as possible so you can focus on evidencing these thoroughly in this experience. Your reflections should focus on these.

Detailed CAS Planning Calendar

Month	Grade 11	Grade 12
January	<p>Students: think about what they want to achieve this term and how they arrange this. Look at CCA's you want to be involved in</p> <p>Teachers: Go over the purpose and value of CAS, emphasize the importance of SMART goals</p>	<p>Students: think about what CCA's you want to be involved in to achieve your goals and outstanding LO</p> <p>Teachers: Complete Progress Reviews or 2nd CAS Interview if not yet done.</p>
February	<p>Students: Keep record of Experiences on MB, check they have been approved. See CAS Coordinator now if they are not. Write SMART Goals on Portfolio for each experience</p> <p>Teachers: Check students have at least 2 Experiences -</p>	<p>Students: Put Experiences on MB, check they have been approved. Record SMART Goals</p> <p>Teachers: Check students have at</p>

	Service and one other	least 2 Experiences and are setup to complete all the CAS requirements
March	<p>Students: Deadline to complete SMART GOALS, start CAS Project ie Challenge Week</p> <p>Teachers: show the tutor group student Portfolios, celebrate what has been achieved.</p>	<p>Students: Reflect, collect evidence</p> <p>Teachers: Show Portfolios off in tutor group</p>
April	<p>Students: collect evidence of progress and engagement, reflect on Learning Outcome. Start looking at identifying and researching the UNSDGs the CW organizations are working to alleviate.</p> <p>Teachers: celebrate tutee Portfolios in tutorgroup</p>	<p>Students: collect evidence of progress, reflect on Learning Outcomes on Portfolio</p> <p>Teachers: Monitor this process by putting Portfolios up in tutorgroup</p>
May	<p>Students: Start to select exemplar reflections as evidence for CAS Learning Outcomes. The link to these are added to MB as evidence for the respective CAS Experience.</p> <p>Teachers: Explain and start the CAS Interview process. Indicate progress of students with Status Updates on MB. Inform CAS Coordinator of Students of Concern.</p>	<p>Students: Start to select exemplar reflections as evidence for CAS Learning Outcomes. Collect evidence.</p> <p>Teachers: Celebrate great CAS Experiences in tutor groups</p>
June	<p>Students: Prepare for the First CAS Interview.</p> <p>Teachers: Complete the 1st CAS Interview (ie discuss and then record progress on MB as a “note”) Check off any completed Learning Outcomes. Mark “Complete” all Term 1 experiences attended regularly and regularly reflected on and evidenced. Out of school experiences participation will need to be confirmed by supervisors (students complete this process by requesting a supervisor review for out of school experiences - only). Change statues on MB of students CAS progress (concern, on track or excellent)</p>	<p>Students: Complete CAS, meet tutor for 3rd CAS Interview.</p> <p>Teachers: Mark as Complete any regularly attended and reflected on Experiences. Mark as completed any well evidenced and reflected on Learning Outcomes. Let CAS Coordinator know of any students of concern</p>
July	<p>Students: Carry on with experiences if possible. Collect evidence of progress, reflect on realizations, plans etc.</p> <p>Teachers: Record as Interview Note progress on MB.</p>	<p>Students: Carry on with an experiences. Collect evidence of Learning Outcomes</p>

August	<p>Students: Put experiences on MB, record SMART Goals on Blog</p> <p>Teachers: Check all Term 2 experiences are on MB and blog is being worked on. Mark “completed” LO on MB, make notes on what needs to be worked on this term if not completed last term</p>	<p>Students: Should have completed CAS</p> <p>Teachers: Check all experiences attended regularly and reflected on are marked as complete and LO are checked as achieved.</p>
September	<p>Students: Deadline for First Reflections. Collect evidence of progress, reflect on CAS Learning Outcomes. Request out-of-school supervisors to Complete a Review of your Experience.</p> <p>Teachers: Share Blogs in Tutorgroup</p>	<p>Students: Should have completed CAS</p> <p>Teachers: Check all experiences are marked as complete on MB and LO are checked as achieved.</p>
October	<p>Students: Focus on CW</p> <p>Teachers: Focus on CW</p>	
November	<p>Students: Deliver CW Evening, upload to Blog personal and group reflections. Meet tutor for 2nd CAS Interview. Request out-of-school supervisor reviews</p> <p>Teachers: Record CW final group reflections. Check off any completed Learning Outcomes. Complete all term 2 experiences attended regularly. Indicate progress of students with Status Updates on MB. Inform CAS Coordinator of Students of Concern.</p>	
December	<p>Students: Carry on with experiences if possible. Collect evidence of progress, reflect on realizations, plans.</p> <p>Teachers:</p>	

FAQ’s, examples, further detail and many other resources are on the CAS Website

Your tutor is there to help you with your CAS processes, but you can also speak with the CAS coordinator if need be. matthew.zagrodnik@sjj-international.com.sg