

**INTERNATIONAL BACCALAUREATE  
DIPLOMA PROGRAMME  
SANSKAR SCHOOL**  
*(The Revival of Tradition)*

**CAS HANDBOOK**

2019-21



*CREATIVITY. ACTIVITY. AND SERVICE*

“Live as if you were to die tomorrow. Learn as if you were to live forever.”

Mahatma Gandhi

Dear students and parents

We whole-heartedly welcome you to an enriching International Baccalaureate experience. We, at Sanskar, are delighted to offer the Diploma Programme and are glad that you have joined hands with us to uphold the IB tradition of creating a better and more peaceful world and life-long learners.

One of the core components of the IB programme is the CAS. In the pages ahead, we present to you the enthralling world of Creativity, Activity and Service. We hope you find the information not only interesting but also inspirational.

We wish that our students take up new challenges and grow while having fun and feel great about the activities they are involved in. Remember, we are always there to assist you.

Regards

Sanskar CAS Team

## THE CHARM OF CAS

CAS is organized around the three strands of Creativity, Activity and Service defined as:

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

**Activity**--Physical exertion contributing to a healthy lifestyle and positive well-being.

**Service**--Collaborative and reciprocal engagement with the community in response to an authentic need.

## In the pages ahead -----

- a) **IB Mission Statement**
- b) **IB Learner Profile**
- c) **CAS --- FAQs**
- d) **Cycle of Experiential Learning**
- e) **The Nature of Creativity, Action and Service**
- f) **Aims of CAS**
- g) **Learning Outcomes of CAS**
- h) **Responsibility of the School**
- i) **Responsibility of the Student**
- j) **The CAS Team**
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- l) **Plethora of Experiences at Sanskar**
- m) **Sanskar IBDP CAS Policy**
- n) **CAS Requirements and Planning**
- o) **Forms**

*“Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience and the passion for reaching for the stars to change the world.”*

*Harriet Tubman*

## **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 inter-cultural 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 life-long learners who understand that other people, with their differences, can also be right.

## **Sanskar Mission Statement**

*Sanskar School aims to:*

- a) equip its pupil with a critical and global outlook which will make them committed citizens of the world
- b) recognize and channelize the potential of the pupil and develop thinking, communication, social, scientific and inter-personal skills
- c) foster cognitive, affective and psycho-motor development and enable the pupil to make connections with the acquired knowledge in his/her everyday life

## **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.”*

**IB learners strive to be:**

<b>Inquirers</b>	They develop their natural curiosity. They acquire the skill necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In doing so they acquire in-depth knowledge and develop an understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to perspectives, values

	and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

***"Tell me and I forget, teach me and I may remember, involve me and I learn."***

***Benjamin Franklin***

## FAQs

### CAS – Who, What, When, Where & Why

a) Who must complete CAS?

All IB diploma students must complete CAS.

b) What is CAS?

It stands for Creativity, Activity and Service. CAS is “sharing our humanity with others” and is an integral part of the IB philosophy.

c) When do I need to complete CAS?

CAS is a program of continuous experiences that occur in 18 months from the beginning of the first year and is completed at the end of March or April in the second year.

d) Where can my CAS experiences occur?

Creative opportunities and global issues are found right in your own backyard. Exploration, planning and reflection will help you pick an innovative project.

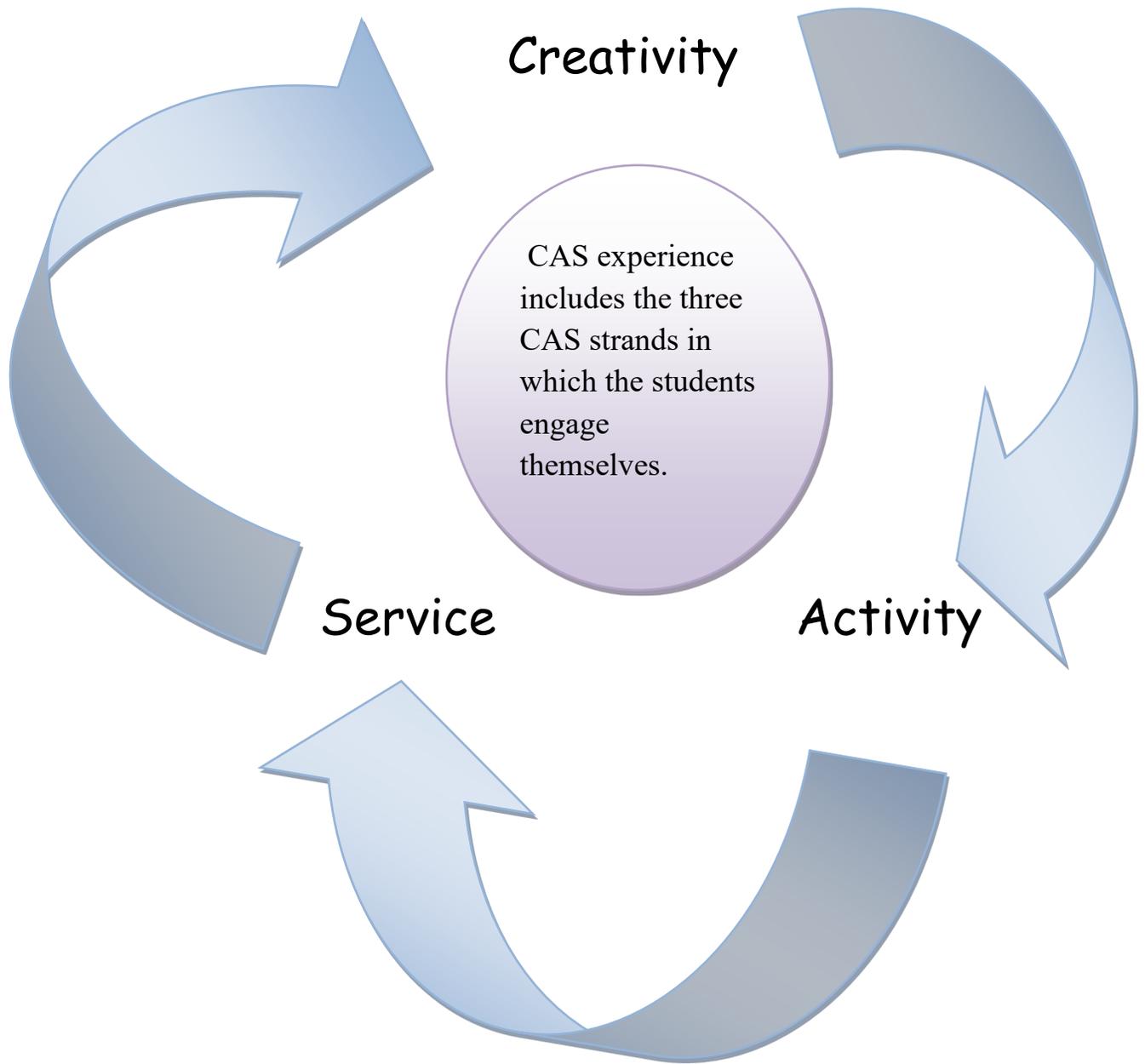
e) Why is CAS important?

Education aims towards the all-round development of an individual. In order to serve others, we develop our own creativity and realize the importance of healthy living.

f) CAS Project

A CAS project is compulsory for all the students. It is a collaborative, well-considered series of sequential CAS experiences which should be stretched through a period of at least 30 hours.

# Cycle of Experiential Learning



# The nature of creativity, activity and service

CAS is at the heart of the Diploma Programme. It is designed to strengthen and enhance students' personal and inter-personal development. A meaningful CAS programme is a journey of discovery of self and others. It complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

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

1. **Creativity** – arts and other experiences leading to an original product or performance.
2. **Activity** – physical exertion contributing to a healthy lifestyle.
3. **Service** – an unpaid voluntary engagement with the community that has a learning benefit for the students.

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

## **STAGES of CAS--**

A CAS programme includes five different stages. They are:

- a) **Investigation**– identification of students’ interests, skills and talents as well as determining the purpose and need for the CAS experience.
- b) **Preparation**–assigning roles and responsibilities, developing an action plan and identification of resources and timelines.
- c) **Action** – implementation of the plan, decision-making and problem-solving.
- d) **Reflection** – expressing feelings, generating ideas, raising questions and revising plans.
- e) **Demonstration** –explicating the students’ learning through demonstration and communication and evoking responses.

All proposed CAS experiences must meet the **four criteria**, which are as follows:

- a) Real, purposeful experiences, with significant outcomes.
- b) Personal and achievable challenge-tasks.
- c) Thoughtful consideration, such as, planning, reviewing progress, reporting, etc.
- d) Reflection on outcomes and personal learning.

Successful completion of CAS is essential for the award of IB Diploma. CAS is not formally assessed, but students need to document their experiences and provide evidences that they have achieved all the learning outcomes.

### **Example of a CAS Project:**

**Student Union Executive Committee (creativity and service):**

A student serves the school and student body by arranging experiences that improve the community within the school and by representing the students' voices to the school management. All the planning and presenting involves significant creative problem-solving.

**Investigation** As a member of the Student Council, the student will be involved in planning the co-curricular activities (sports and cultural) in school.

**Preparation** He will then assign various responsibilities to different students and will set timelines for the completion of the same.

**Action** After this he will implement the plan i.e. allotting time for practice of the presentations, fixing a date for organizing the activity, solving the problems, etc.,.

**Reflection** The student will also try to find out better options for certain specific tasks and will revise his plan in case of a deadlock.

**Demonstration** Finally he will demonstrate and present the activities and will evoke responses of the audience.

*"I am most proud of the blessings that God has bestowed upon me, in my life. Hopefully I'll learn from my mistakes and have the opportunity to strengthen and improve the next thing I do."*

*Martin Lawrence*

# AIMS OF CAS

The CAS programme aims to develop students who:

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

“I am always doing that which I cannot do, in order that I may learn how to do it.”

Pablo Picasso

# LEARNING OUTCOMES OF CAS

Student completion of CAS is based on the achievement of **seven learning outcomes** realized over a period of 18 months.

**Learning Outcome 1** Identify own strengths and develop areas for growth.

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

**Learning Outcome 3** Demonstrate how to initiate and plan a CAS experience.

**Learning Outcome 4** Show commitment to and perseverance in CAS experience.

**Learning Outcome 5** Demonstrate the skills and recognize the benefits of working collaboratively.

**Learning Outcome 6** Demonstrate engagement with issues of global significance.

**Learning Outcome 7** Recognize and consider the ethics of choices and actions.

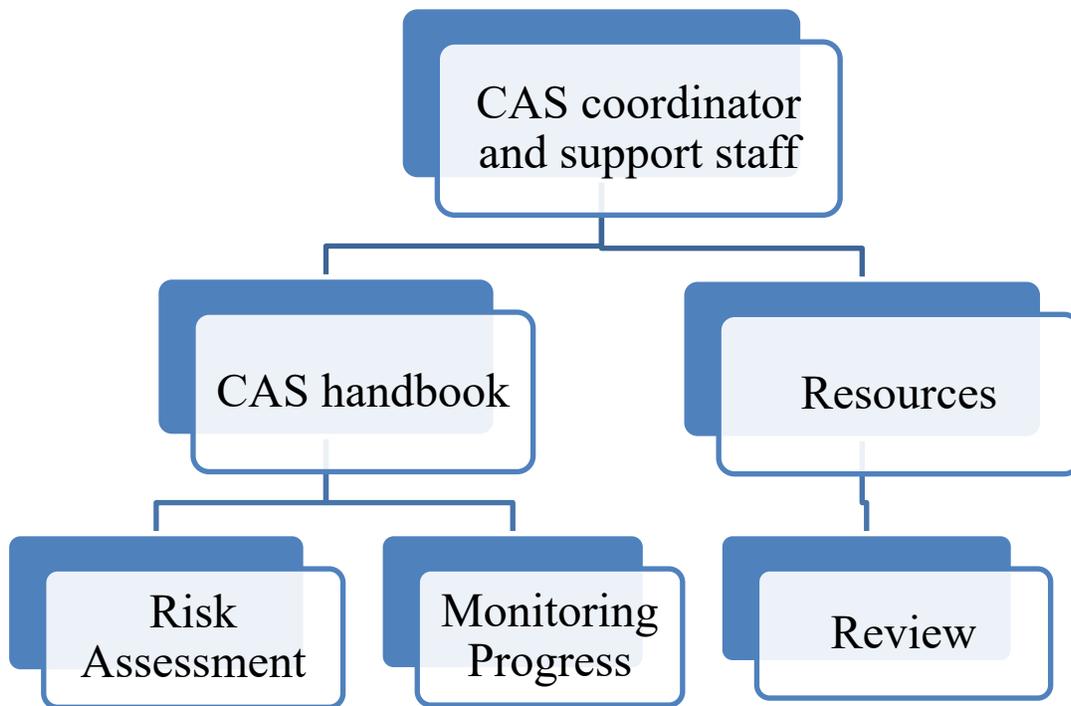
## RESPONSIBILITIES OF THE SCHOOL

In line with the IB Programme, it is required that:

- a) schools provide appropriate resources and staff to support the delivery of an appropriate and varied CAS programme
- b) students have opportunities to choose their own CAS experiences and to undertake activities in a local and international context
- c) students have opportunities to reflect on their CAS experiences, guided by teacher advisers who provide appropriate feedback
- d) parents are fully informed about the CAS programme

## The essentials of a good CAS programme

The following six elements are important for implementing and developing a CAS programme:



**"I am not afraid of storms for I am learning how to sail my ship."**

**Louisa May Alcott**

# Responsibilities of the Students

## 1. Self-Evaluation and Pre-planning:

This must be done before you begin experiences. You must set personal goals for what you hope to achieve through your CAS experiences. This involves identifying your interests, strengths, weaknesses and resources. Time for initial reflection will be provided at the beginning of the session.

## 2. Create your CAS plan:

- a) You must take part in a range of experiences, including at least one significant, enduring project, some of which you initiated yourself. You should plan on spending two hours per four periods, with a reasonable balance between creativity, activity and service.
- b) You must meet with your CAS advisor to discuss your CAS plan. The plan outline should include a **framework of what your plan to do**, timeline for the completion and the learning outcomes you think each experience will address.
- c) Your plan should include specific ideas as to how you will reflect on your experiences - what questions will you be asking yourself and how will you demonstrate.
- d) All the experiences must be pre-approved by your CAS advisor before you start an experience.

### **3. Carry out your CAS plan:**

You must plan your experiences, carry them out and reflect on what you have learned.

### **4. Recording and Reporting:**

You must keep a record of your experiences and achievements, including a log of all the experiences, supervisor verification forms, where required, photos, audio or video recordings as a part of CAS portfolio. You must provide evidence of the seven learning outcomes as presented in this handbook. These evidences can be in the form of scrapbooks, diaries, blog entries, photo essays, videos, poetry, etc.

### **5. Meet with your CAS advisor periodically:**

You will be meeting your CAS advisor for at least two interim reviews of your progress year and again at the beginning of the senior year and for a final review. These reviews will include a review of your plan and your documentation.

## 6. Reflections:

a) Experiential learning is at the heart of CAS. It involves much more than just planning and carrying out the experience. It also involves personal observation and reflection of your feelings and interactions. During the project you should note down the feelings, thoughts and observation you have made. This is a spiral of self-evaluative feedback that drives the experiential learning and CAS.

### **Reflection helps you to--**

- a) **Take charge**: The ability to learn from experience gives us the power to influence the meaning and impact of things that we do or that happen to us.
- b) **Increase the problem-solving ability**: The ability to analyze problems, generate alternatives and anticipate consequences increases critical skills.
- c) **Assess personal impact**: Ongoing reflection helps reveal personal changes, occurring in self-image, new skills and ideas about a career. It also enhances self-confidence to take on bigger projects.

**Reflections may not come to you naturally. To help you get started you should consider the following key questions:**

- a) What did I plan to do and why?
- b) What did I do?
- c) What are the outcomes for me, the team I was working with and others?
- d) How successful was I in achieving my goals?
- e) What difficulties did I encounter and how did I overcome them?
- f) What did I learn about myself and others through this experience/project?
- g) What abilities, attitudes and values have I developed?
- h) Did anyone help me to think about my learning during this experience/project? If so, who helped me and how?
- i) How did this experience/project benefit others?
- j) How would I summarize my efforts and commitment?
- k) What might I do differently next time to improve?
- l) How can I apply what I have learned in other situations?
- m) What have I learned about ethical and global issues that are evident in our local, national and world community? How do I feel about this? What are my views on these issues? What have I done to address these issues?

## **7. Present your final presentation:**

Devise a presentation using the CAS requirements and learning outcomes that evidences your satisfactory completion of the expectations of CAS. There should be a proof that all learning

outcomes have been met. There should be at least one self-directed, self-initiated project that involves collaboration and integration of at least two strands of creativity, activity and service. There should be sustained commitment throughout the IB Diploma Programme.

## The CAS Team

The key to the success of the CAS programme is the CAS Coordinator. In larger schools, a team approach under the direction of the CAS coordinator is essential if students are to be helped to make the most of their CAS experiences. The core team members are the coordinator and the CAS advisers, who provide personal advice and support to individual student. CAS advisers will usually be teachers.

**Experience Supervisors:** They could be teachers, coaches or a wide range of professionals from outside the school community. They will submit a short report once a student has completed the experience. Once a supervisor has been identified by students, activity supervisor will receive a letter from the CAS Coordinator.

**The CAS Coordinator:** The CAS coordinator will oversee the CAS programme in all its aspects. She/he would introduce the students to the CAS programme, coordinate the co-curricular experiences, deal with the IB coordinator and IBO in matters relevant to CAS and provide advice to

the CAS advisors. The CAS Coordinator will meet the students at least 3 times: twice in year one and once in year two. Finally, it is the Coordinator who will evaluate whether a student has met the CAS requirements for the IB Diploma.

### RANGE OF EXPERIENCES

Here are some types of experiences that give the students a CAS-worthy experience.

#### **CREATIVITY**

- Photography
- Needle work
- Literary magazine
- Orchestra
- Drama
- Classical Dance
- Instrumental Music
- Art work
- Painting
- Choir
- Dance
- Vocal Music
- Creative Writing
- Band

#### **ACTIVITY**

- Yoga
- Mountaineering
- Volleyball
- Table Tennis
- Trekking
- Team Sports
- Lawn Tennis
- Football

-Skating

-Gymnastics

-Basketball

-Cricket

-Badminton

## **SERVICE**

-Fund Raising

-Supporting the Spastic

-Cleanliness Drive

-Working for the aged

-Visiting Orphanages

-Visiting Hospitals

-Road Safety Campaigns

-Organ Donation drives

-Plantation Drives

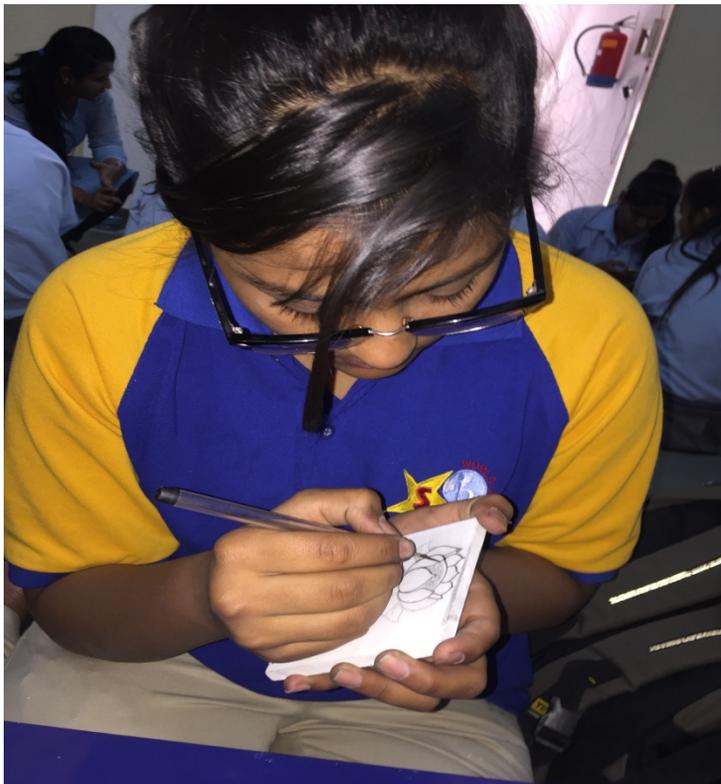
-Audio Modules for the Blind

-Summer Camps at Government schools

## PLETHORA OF EXPERIENCES AT SANSKAR

## CREATIVITY – THE JOY OF CREATION









“Everybody is talented because everybody who is



human has something to express.”

BrendeYeland

## ACTIVITY – COMMITTED TO FITNESS

“Exercise should be regarded as a tribute to the heart.”

Gene Tunney

“Winning isn’t everything- but wanting to win is.”

Vince Lombardi







## SERVICE – GIVING BACK

“We cannot hold a torch to light another person’s path without brightening our own.”

Ben Sweetland











“The best way to find yourself is to lose yourself in the service of others.”

Mahatma Gandhi



## SANSKAR IBDP CAS POLICY

- a) The CAS programme for each batch at Sanskarruns for approximately 18 months from the start of the first year and continues into the second year. A CAS project which is compulsory for all the students should be of about 30 hours.
- b) The CAS team comprises of the CAS coordinator, CAS supervisors and other people who assist the students as and when required at various points.
- c) Orientation of the parents regarding the compulsory nature of CAS in the Diploma programme is made at the start of each new session. (The orientation is necessary to make the parents understand that as per IB diploma programme guidelines, the child is not to be awarded the diploma if he/she has not shown commitment towards CAS and has not fulfilled the criteria of the school CAS requirements. The final decision in this regard is taken by the CAS coordinator in consultation with the team of CAS supervisors and the IBDP coordinator.)

- d) The entire school as well as the parents of all the children involved in the C&A programme, are aware of the C&A Policy.
- e) The students of the diploma programme sign a contract at the beginning of the programme acknowledging that they are willing participants of the philosophy of C&A and wholeheartedly support in its successful implementation. The parents of the students endorse this commitment by countersigning this contract form.
- f) Parental consent form is signed for **experiences** that require the students to move outside the school premises. The risk assessment is done beforehand by the C&A team and the parents are informed accordingly.
- g) The responsibility is of the students of completing and participating in any experience on their own, outside the school or without the involvement of the school C&A supervisors, but do parents not act as direct supervisors while any experience is carried out by the students. The in-charge of the experience carried out by the students can be an instructor or a coach outside the school. In that case the person acts as a C&A supervisor.
- h) The progress of students in the C&A programme is officially intimated to the parents through the medium of their report cards.
- i) Students show their pro-activeness in initiating experiences that take into account the seven learning outcomes described in the C&A guide and work accordingly.
- j) IBDP students maintain C&A records through their C&A journals, weblogs, diaries, photographs, video evidence or any other way which can be reproduced when asked for by C&A supervisors and the C&A coordinator at regular intervals.
- k) Students meet the C&A coordinator a minimum of three times during their junior and senior years. Students submit their C&A portfolios (in Progress) and address questions at these meetings.

- l) Any student reported for adverse behavior while pursuing CAS experiences, showing lack of interest or sincerity, habitually late or absent is asked for a written explanation counter signed by his/her parent or guardian.
- m) Copies of this policy document is distributed to all concerned and involved in the CAS programme. They are requested to go through the document frequently to make sure all components of the programme are followed properly.

## CAS CALENDAR

<u>MONTH</u>	<u>IB YEAR ONE</u>	<u>IB YEAR TWO</u>
<b>JULY</b>	<ul style="list-style-type: none"> <li>• Organize the introduction to CAS to students, parents and staff.</li> <li>• Students choose experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Review each student's progress in CAS and contact students and their parents that have not been meeting the CAS requirements.</li> </ul>
<b>AUGUST</b>	<ul style="list-style-type: none"> <li>• Meet the students.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that each student has been engaged in at least one CAS project.</li> </ul>
<b>SEPTEMBER</b>	<ul style="list-style-type: none"> <li>• Arrange interviews between CAS advisors and students.</li> </ul>	<ul style="list-style-type: none"> <li>• Outline to the students what they will be required to do to complete CAS.</li> </ul>

<b>OCTOBER</b>	<ul style="list-style-type: none"> <li>• Review student's progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Students in IB2 make presentations about their programme to parents and also students in IB1.</li> </ul>
<b>NOVEMBER</b>	<ul style="list-style-type: none"> <li>• Interview between CAS advisors and students.</li> </ul>	<ul style="list-style-type: none"> <li>• Review students' progress.</li> </ul>
<b>DECEMBER</b>	<ul style="list-style-type: none"> <li>• Make required changes in experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet the students.</li> </ul>
<b>JANUARY</b>	<ul style="list-style-type: none"> <li>• Meet the students.</li> </ul>	<ul style="list-style-type: none"> <li>• CAS summative interview with the students.</li> </ul>
<b>FEBRUARY</b>	<ul style="list-style-type: none"> <li>• Arrange some teaching sessions for the students about reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• Sign off the students that have completed CAS in January.</li> <li>• <b>CAS should be completed.</b></li> </ul>
<b>MARCH</b>	<ul style="list-style-type: none"> <li>• Interview between CAS coordinator and students.</li> </ul>	
<b>APRIL</b>	<ul style="list-style-type: none"> <li>• Review students' progress.</li> </ul>	

## CAS Requirements and Planning

This is what you have to prove in your final presentation.

Use this sheet to help plan your CAS programme, and to outline your final presentation.

### Requirement one:

**Plan-** Students must plan and complete a series of CAS experiences that are

1. real, purposeful experiences, with significant outcomes
2. personally challenging - tasks must extend the student and be achievable in scope
3. thoughtful consideration, such as planning, reviewing progress, reporting
4. reflection on outcomes and personal learning.

All CAS must involve learning.

You can use this template to plan your CAS schedule

You must have your CAS activities approved in advance by the CAS Coordinator. This sheet will help you determine if your planned experience is suitable for your CAS portfolio. You only need to complete this sheet if your CAS coordinator asks you to.

Complete the guiding questions below and complete the CAS Experience Evaluation Rubric given below.

Experience title: \_\_\_\_\_

Is the experience a new role for me?

Is it a real task that I am going to undertake?

Does it have real consequences for other people and for me?

What do I hope to learn from getting involved?

How can this experience benefit other people?

How does this experience relate to the Learning Outcomes?

How can I reflect on this experience?

**Requirement two:**

**Show-** Students must demonstrate that they have accomplished these 7 learning outcomes at some point during the 18-month CAS commitment.

Learning outcome	Achieved Y/N	C/A/S	Evidence (Only points to be mentioned)
Identify own strengths and develop areas for growth			
Demonstrate that challenges have been undertaken, developing new skills in the process			

Demonstrate how to initiate and plan a CAS experience			
Show commitment to and perseverance in CAS experience			
Demonstrate the skills and recognize the benefits of working collaboratively			
Demonstrate engagement with issues of global significance			
Recognize and consider the ethics of choices and actions			

**Requirement three:**

**Describe** - Students must demonstrate a reasonable balance of creative, active, and service experiences in the CAS project.

CAS Strands	List Activities
Creative activities	
Activity endeavors	
Service activities	

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**Requirement four:**

**Proof-** Students must provide proof that they participated as they claim. They may use methods that are outlined in the CAS guide (pictures, newspaper articles, etc.).

**Requirement five:**

**Reflect-** Students must reflect on EACH of their individual CAS activities. For each activity, students should consider the reflective questions and on the CAS recording sheet and questions contained in subsequent handouts. Reflection can be written (journals, blogs, etc.) or done through other methods (scrap books, computer presentations, interview etc.)

**Requirement six:**

**Holistic-** Students must reflect on their CAS programme as a whole. Specifically: did you meet the personal goals that you set at the beginning of the programme.

**Requirement seven:**

**Integration-** Students must complete at least one "super project" that involves collaboration and integrates at least two of creativity, action and service, and is of significant duration.

**Requirement eight:**

**Time line-** Students must demonstrate 18-months commitment to CAS and must show evidence that some experiences were NOT stand-alone, but that some experiences were significantly involved over a period of time. CAS cannot just be a series of one-time projects. CAS cannot be completed in a short time span, then not worked on at all for long spans of time.

**Requirement nine:**

Students must provide **10 sample pages** from their ongoing documentation and a **comprehensive list of all experiences**.



# FORMS



## GETTING STARTED - CHECKLIST

This following checklist should help you to get started your CAS journey. Sign your name in each box when you are sure that you have fully understood.

	<b>Sign your name</b>	<b>Date</b>
I have carefully read through the information contained in this CAS handbook and I have fully understood the CAS requirements.		
I know who the CAS coordinator is and where the office is.		
I know that I can always discuss CAS issues and concerns with my CAS coordinator or a member of the CAS team.		
I am aware of the 18 months CAS Timetable and I will follow it.		
I should have my own CAS plan for two years.		
I know that I must try and maintain a balance between Creativity, Action and Service.		
My parents/guardians are informed of the CAS programme and its requirements.		
I will set myself goals for each experience and I will reflect carefully on each activity I undertake.		
I must fill in an Experience Proposal Form which must be pre-approved before undertaking any CAS experience.		
I have a responsible adult supervisor (not from my family) for each experience I undertake.		
Supervisors known at this time have read <i>A Letter to the Supervisor</i> and agreed to perform any responsibility required.		
I will maintain a log of my experiences using uploaded photos and reflections at least once every two weeks.		
I will keep all the written records, photos, and newspaper or magazine clippings etc. for proof.		
I have the necessary evaluation forms available for my supervisors to fill in and return to me.		
I know that I must fill in an official evaluation form at the completion of each experience I undertake.		

I have copies, or know where to get copies, of all the necessary forms.		
I clearly understand without the satisfactory and timely completion of CAS programme, the IB Diploma will not be awarded.		

Checked by the CAS Coordinator \_\_\_\_\_ Date: \_\_\_\_\_



## CAS Experience Proposal Form I

Name: \_\_\_\_\_

Your plan will most probably adapt over time as you reflect on your experiences, your interests and preference change. This plan therefore is not set in stone, but is an excellent place to start. Which experiences will you get involved in?

	CAS	Experience description	Date (month, year)	Approximate duration (in hours)

A group experience where you will collaborate with others				
An experience that combines two of creativity, action or service				
An experience that will be a new challenge to you				
An experience that will be an extension of an existing one				
Involvement with international projects (either locally, nationally, or internationally)				
An experience that you will have a leadership role in it.				

(You can place an experience in more than one box)

Which experiences will be based at school? List all your planned experiences mentioned above, in the appropriate column(s),(There should be two in each category). You can include more experiences.



**CAS Experience Rubric**

Circle the box that best describes your proposed experience and add together the points this indicates. You must have 3 photocopies for this for each experience.

		<b>1 point</b>	<b>2 points</b>	<b>3 points</b>	<b>4 points</b>
<b>A</b>	<b>Challenge</b>	Attendance only required	Gives opportunity for student to extend him/herself	Presents a difficult and challenging target	Pushes student beyond previous limit

<b>B</b>	<b>Opportunities for service, benefit to others</b>	No benefit other than to student	Has some benefit to others	Outcome is directed towards benefiting others	Results in identifiable benefit to others
<b>C</b>	<b>Acquisition of skills and interests rather than practicing those already acquired</b>	No level of skill required	Requires skills any student of this age would be expected to have already.	Develops existing skills	Develops new skills
<b>D</b>	<b>Initiation and planning by students</b>	Experience organized by school	Experience organized by outside agency	Organized by group of students with adult leader	Planned, organized and run by student(s)
<b>E</b>	<b>Establishing links with community and furthering international understanding</b>	Does not involve working with others	Involves working within the school community only	Involves working with the community but may only be with student's own nationality or international community	Involves working with and within the local community and/or in the local language
<b>F</b>	<b>Active rather than passive nature</b>	No active participation	Student required to participate but not initiate	Requires active participation	Requires active participation and input from student
<b>G</b>	<b>Experience</b>	Activity 'one-off' of short duration - only one type	Combines two experiences on more than one occasion or one for longer duration	Has elements of all three experiences on more than one occasion or two for longer duration	Has a good balance of three experiences combined into a long term project

Total Points: \_\_\_\_\_ Signature of student: \_\_\_\_\_

A high score indicates your activity may well qualify for your CAS portfolio.



**CAS Approval Form II (to be filled by student)**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

	<b>Creativity</b>	<b>Activity</b>	<b>Service</b>
<b>Description:</b>			

(What are you planning to do? e.g. start playing football)			
<b>Supervisor &amp; contact details:</b> (Who is going to supervise you? e.g. football coach)			
<b>Location:</b>			
<b>Resources you have:</b>			
<b>Resources you need:</b>			
<b>Duration and amount:</b> (How many hours/week?)			
<b>Goals:</b> ( CAS Learning Outcomes)			
<b>Values:</b> (How will it contribute to your personal development? cf. CAS Learner Profile)			

Approved by CAS Coordinator \_\_\_\_\_



**CAS Log Sheet Form III**

Experience Name	Date(s)	Appx no. of hours	Notes
-----------------	---------	-------------------	-------

1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Creativity /Activity/Service (Circle any one)

The student that you have been supervising needs to satisfy 7 Learning outcomes over the course of the CAS programme. Please tick the appropriate Learning outcomes that the student has satisfied in your activity.

Student Name: \_\_\_\_\_

Name of the Supervisor: \_\_\_\_\_

Please state if the student has achieved the Learning outcomes:	Achieved Yes /No	Evidences
Identify own strengths and develop areas for growth		
Demonstrate that challenges have been undertaken, developing new skills in the process		
Demonstrate how to initiate and plan a CAS experience		
Show commitment to and perseverance in CAS experience		
Demonstrate the skills and recognize the benefits of working collaboratively		
Demonstrate engagement with issues of global significance		
Recognize and consider the ethics of choices and actions		

Punctuality and attendance:     Poor                       Good                       Excellent

Remarks:

Name of supervisor: \_\_\_\_\_ Signature of Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

## CAS COORDINATOR'S EVALUATION NOTES PROGRESS A

Below is a sample of the form the CAS Coordinator will use to assess your progress and completion of the CAS requirement of the IB Diploma Programme.

Name of student:

Name of CAS advisor:

Event	Date	Signature	Comments
Student has declared an acceptable plan for CAS experiences			
First consultation between CAS Coordinator and student			
Second consultation between CAS Coordinator and student			
Student has submitted reflective work			
Third consultation between CAS Coordinator and student			
Student has submitted final reflection			
Student has submitted evidence that learning outcomes are met			

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## CAS Coordinator's Evaluation Notes Progress B

to be completed by the CAS Coordinator

Name of the Student: \_\_\_\_\_

Learning out come	Achieved?	CAS	Nature/location of evidence  (for example, weblog [date], journal [page xx], progress form [date])	Comment
Identify own strengths and develop areas for growth				
Demonstrate that challenges have been undertaken, developing new skills in the process				
Demonstrate how to initiate and plan a CAS experience				
Show commitment to and perseverance in CAS experience				
Demonstrate the skills and recognize the benefits of working collaboratively				
Demonstrate engagement with issues of global significance				

Recognize and consider the ethics of choices and actions				
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**There is evidence that has:**

Name of CAS Coordinator: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**The student can be sent up for Diploma:**             **YES**             **NO**

Letter to the Experience Supervisor

Dear Sir/Madam

Our school is starting the International Baccalaureate Diploma Programme. This is a holistic education programme that includes a component of personal development, CAS. It stands for "Creativity, Activity and Service." It is mandatory for every student to complete individually a set of experiences in the following areas:

**Creativity** can be defined as any experience that includes some creative thinking.

**Activity** can be defined as physical exertion contributing to a healthy lifestyle, that is new and challenging for the students.

**Service** can be defined as an unpaid and voluntary exchange that has a learning benefit for the students.

CAS experiences should continue on a regular basis for up to 18 months.

The aims of CAS are to enable the students to be reflective thinkers, be willing to accept new challenges and be active participants.

We would appreciate your support by helping the CAS students coming to you by providing appropriate experiences and supervising them.

If you have any questions, don't hesitate to contact the undersigned.

Thanking you in anticipation.

Regards

Sheetal Vincent

Sanskar School  
117-121 Vishwamitra Marg  
Hanuman Nagar Ext.  
Sirsi Road  
Jaipur  
e-mail: [vincentsheetal@yahoo.com](mailto:vincentsheetal@yahoo.com)  
Ph: 9829405321

**Please sign the acceptance form**

I acknowledge that there are a wide variety of risks associated with travel to an outside place as well as the health of my ward. I understand the dangers of public and private transportation and the safety of the road system.

I understand that my ward shall be obliged to adhere to all the rules and instructions of the CAS Coordinator, CAS Supervisors and CAS Advisors. She/he will be responsible for her/his behaviour and experiences and will be liable for strict action in case of any breach.

STUDENT'S NAME:

PARENT'S SIGNATURE:

## Assessment Criteria

Students can make the following to present their reflections on the experiences of CAS

- a) Portfolio
- b) Magazine
- c) Newsletters
- d) Scrapbook
- e) Files

Each document submitted as proof must be in hard copy and soft copy.

Each document must have a reflection page in it.

### Steps involved in the 18 month process:-

CAS Introduction

CAS Proposal Form I

Completion of Supervisor form 4

Approval by CAS Coordinator on the activity

Maintaining records and evidences of each CAS experience

Evaluation by CAS Coordinator with changes (if any )

Filling the CAS log sheet III

Compilation of all the CAS records with evidences

Viva and final submission with Progress A& B form as assessment of the entire CAS file

## **CAS Interviews**

There are a minimum of three scheduled CAS interviews during a student's DP.

### **First CAS interview**

The first interview is scheduled during the very early stages of the DP after the students have attended a CAS orientation and have access to relevant information. Students come to the first interview prepared, for example, by knowing their interests, being familiar with the learning outcomes or having several ideas that show they are approaching their CAS programme with meaning and purpose.

#### **The purpose of the first interview is to:**

- gauge the student's understanding of CAS.
- find out the interests of the student.
- discuss the student's plans for CAS experiences.
- review the learning outcomes of CAS, ensuring his or her understanding and seeing how the student might achieve these outcomes.
- ensure the student is aware of ways to gather evidence of CAS.

#### **Questions to ask**

- Do you have any questions or concerns about CAS?
- Which aspect of the programme excites you the most? Which aspect seems most challenging?
- What do you most hope to achieve from CAS?
- How do you think your CAS programme will enable you to grow? How do these areas of growth apply to the attributes of the IB learner profile?
- What have you learned about the CAS stages, and how can the stages help you in CAS?
- How will you plan for an equal distribution of CAS strands across your CAS experiences?
- What organizational and time-management strategies do you have in place to ensure that CAS remains an ongoing focus of your IB journey?

## **Second CAS interview**

The second CAS interview offers an opportunity to find out whether students perceive CAS as enjoyable and as an opportunity to grow, expand and participate in a variety of worthwhile experiences. Further, it may be used to verify that the students understand CAS requirements, such as having a balanced commitment to the three strands of creativity, activity, and service, and have carefully considered how they will achieve the CAS learning outcomes.

### **The purpose of the second interview is to:**

- discuss advancements in the student's engagement with CAS
- provide oversight regarding the student's progress towards fulfilling CAS requirements
- discuss collection of CAS evidence
- provide the opportunity for the student to verbally reflect on his or her CAS involvement.

### **Questions to ask**

- What has been most enjoyable and beneficial for you thus far in CAS?
- What has been a highlight of Creativity, Activity and Service?
- What do you hope to achieve most from CAS? How can you do this?
- When have you investigated, prepared and taken action so far in creativity, activity and/or service, or with your CAS project?
- What have you developed for your CAS project—your goals, who are you collaborating with, whether the project involves creativity, activity and/or service, your roles and responsibilities, and your progress to date?
- What have been the biggest challenges for your CAS involvement, and how have you overcome them?
- What difficulty has been hardest to overcome?
- What have you learned from your involvement in CAS?
- How have you used reflection to gain insight or understanding?
- In what ways have you especially enjoyed and learned from reflecting?

## **Third CAS interview**

The summative interview for CAS is best scheduled near the end of the DP. The emphasis for this interview is for students to outline how they have achieved the CAS learning outcomes in addition to discussing their overall CAS programme.

### **The purpose of the third interview is to:**

Guide the student to reflect on personal growth from multiple perspectives including enjoyment, personal awareness and development, achievements and challenges, larger understandings about the world around them, and how this experience might impact future choices and actions.

### **Questions to ask**

- What did you most enjoy about CAS?
- Did you manage to reach your goals?
- What was your greatest challenge in CAS? How did you overcome this?
- What have you achieved through CAS?
- What have you learned about balancing your time with your choices and commitments?
- How did knowing the CAS stages assist you? Where else can you apply these CAS stages in future learning or in life in general?
- How do you already apply what you have learned from CAS in your daily life? How can this continue as you make future choices?
- Looking ahead, have any new goals emanated from your CAS programme?
- How did you integrate the three CAS strands in your overall programme?
- Describe your CAS project: how you planned, who collaborated, your roles and responsibilities and the results of your collaboration. How were your expectations met or exceeded?

**"Don't ask yourself what the world needs; ask yourself what makes you come alive. And then go and do that. Because what the world needs is people who have come alive."**

## References

*Creativity, activity, service guide* by International Baccalaureate Organization 2014.

*Program Standards and Practices* by International Baccalaureate Organization 2009, published January 2014.

*Handbook of procedures for the diploma programme 2015* by International Baccalaureate Organization 2009.