

International Baccalaureate

CAS Handbook



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IB Learner Profile



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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Figure 1
IB Learner Profile

About this Handbook

The Handbook is here for you to learn more about CAS and to understand the main concepts and approaches. It is here to help you identify your Experiences and Project and to get some ideas). The Handbook can help you to decide what your Reflection is going to be like, but it will not give all the answers and will not provide you with ready-to-go plan. You will have to do it yourself, but the good news is that whenever you are not sure what to do or whether what you are doing is the right thing to do... go and see Inara Inarova, your CAS Coordinator! She is always there for you!

What is CAS?

The three strands of CAS, which are often interwoven with particular activities, are characterized as follows (see Figure 1):

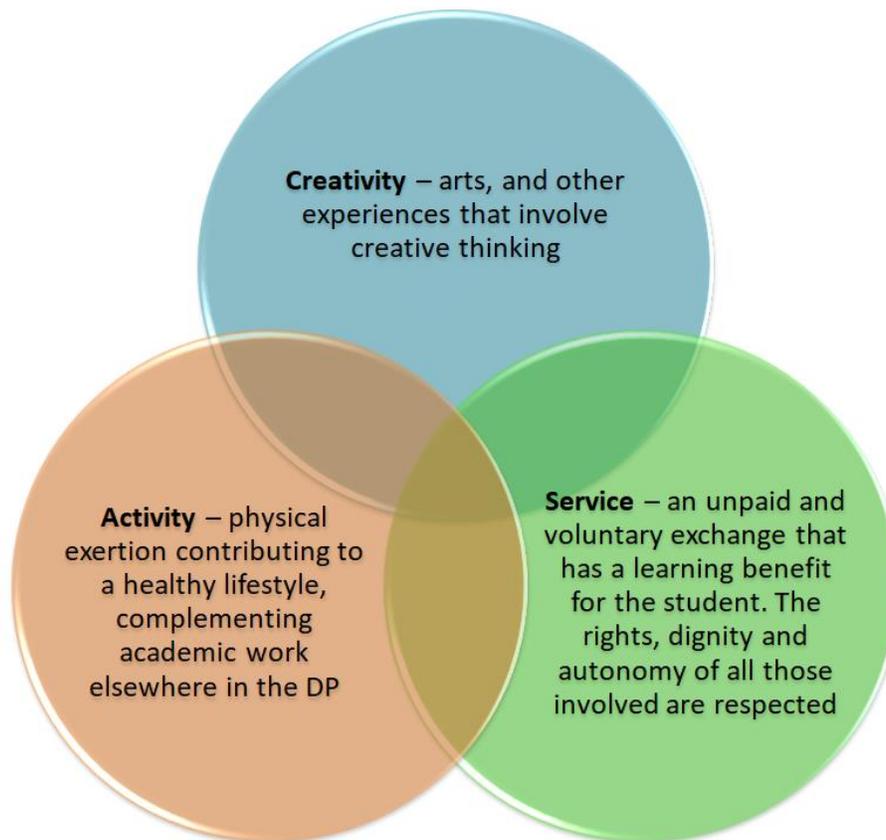


Figure 1

CAS Strands

To plan your CAS Experiences and Project you need to follow CAS Stages approach (you can see it below in Figure 2).

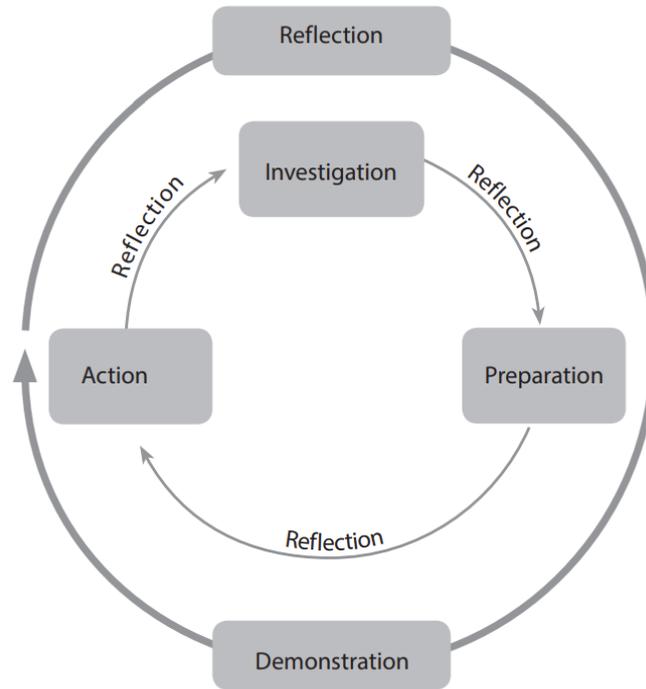


Figure 2
CAS Stages

Once you clearly understand this process, you can decide whether CAS stages are necessary and where they are optional, diagram below (Figure 3) will help you with that.

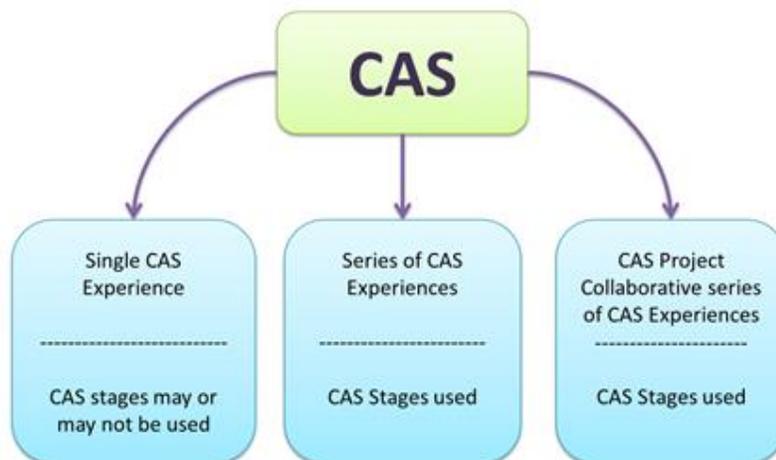


Figure 3
CAS Experiences and Stages
CAS Learning Outcomes (LO)

Another very important point is that completion of CAS is based on the achievement of the seven CAS learning outcomes (presented in Figure 5 below) realized through your commitment to your CAS programme over a period of 18 months. Through meaningful and purposeful CAS experiences, you will develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.



Figure 5
CAS Learning Outcomes

Explanation of CAS strands and examples of CAS Experiences

IB defines every strand of CAS in a very straightforward and clear way, and you can read those definitions below. Based on CAS Strands you can tailor Experiences and Projects to your liking, interests and benefit; at the same time making sure that your ideas match the concepts and values of IB DP. In the table below you can see some general examples of CAS Experiences.

C	A	S
CREATIVITY	ACTIVITY	SERVICE
Exploring and extending ideas leading to an original or interpretive product or performance	Physical exertion contributing to a healthy lifestyle	Collaborative and reciprocal engagement with the community in response to an authentic need
		
<ul style="list-style-type: none"> ➤ Participation in a Band / Chorus / Orchestra / Theatre performances* ➤ Private lessons in Music,* Art,* Dance, Theatre,* Photography,* etc. (Competitions, performances, shows, parades, recitals, and lessons associated with above) ➤ Planning events and projects for school, community or other organizations to which you belong ➤ Participation in the School newspaper, literary publication, etc. 	<ul style="list-style-type: none"> ➤ Sports teams ➤ Recreational teams that are coached by an adult ➤ Club activities which involve physically active participation ➤ Scouting activities ➤ Taking an aerobics/pilates/yoga class; supervised 'working out' at a health club ➤ Dance classes and recitals 	<ul style="list-style-type: none"> ➤ Volunteering at a hospital, nursing home, public library, museum, animal shelter, etc. ➤ Participating in a summer or weekend community work project ➤ Working with Habitat for Humanity or other similar projects ➤ Participation in service club projects ➤ Church or youth group service projects of an outreach nature (that do not proselytize) ➤ Representing School in athletic and academic competitions

**These activities may not be part of any class for which you will receive a certificate or diploma, or receive credit/grade.*

**These activities count for the extra-curricular aspects of these activities (not for what you complete in class)*

All Supervised by an advisor (who is not a family member)

*Figure 6
CAS Examples with strands explanation*

CAS Experiences you can complete IN SCHOOL!

Or other opportunities provided by the School.

- ◆ Christmas Fund Raising Charity Fair
- ◆ IB Christmas Café
- ◆ IB Charity students vs teachers football match
- ◆ IB Teachers' Day students vs teachers basketball game
- ◆ Easter Charity Fair
- ◆ "Umka" Animal Shelter Support Programme
- ◆ "Warm November" (Collecting clothes for disadvantaged population groups)
- ◆ School Committee participation
- ◆ New Year Performance
- ◆ Victory Day Performance
- ◆ Teachers' Day Performance
- ◆ Graduation Performance
- ◆ Maslenitsa celebration
- ◆ IB Day (IB Recruiting event)

Apart from that you can:

- ◆ Organize an exhibition
- ◆ Organize a competition or tournament
- ◆ Set up dancing classes or language courses
- ◆ Organize a debate club

And you can even bring to life IB Community "Dream Experiences")

Come and see Ilnara Ildarovna for these:

- ➔ Graduates World Map
- ➔ IB Cups Museum
- ➔ IB Community Outings

What to Do

Once you have put all your ideas together and ready to plan your work, it is very important to make sure that it will be good and valid CAS Experiences. You can do that with help of questionnaire in figure 7. If all of your answers are “Yes” then you are ready to plan your experience!



Figure 7
CAS Experience identification key (Source: CAS Trips)

When planning, do not forget to organize your work and notes neatly and clearly. Do not forget about ethical considerations and potential risks.

Identify for yourself what you might need:

- Equipment
- Transport
- Materials
- Partners
- Time / schedule
- Tools / instruments
- Premises
- Money
- Technologies
- Internet
- Etc.

Be brave and come for help, if needed)

Reflection

You can do any kind of reflection: Instagram account, posters, book, you can approach reflection in any way, and you feel like. Reflection can appear in countless forms.

- ◆ You might take photographs while hiking and use these to reflect in writing.
- ◆ You could compose a song describing how you helped children.
- ◆ You might dramatize a poem to capture a feeling of creative endeavor.
- ◆ You could produce a short video summarizing a CAS experience.
- ◆ You can create a poster highlighting aspects of an experience.

However, if you do not feel very creative, you can use Student Reflection form. You can find copies on Google drive https://drive.google.com/drive/folders/1gm5v2C_ihSMNgPHY1yTf2Gz8uuRWj4S4 or there are printed copies hanging in front of room 334 (Inara Ildarovna's classroom). The sample of Form is shown in the figure below.

CAS Student Reflection Form

Student Name: _____ Name of the Experience: _____

Strands involved in the experience (circle) C A S

Date(s) of Experience: _____

Brief description of the experience

Which LEARNING OUTCOMES were achieved with this Experience? Check boxes that apply:

1. Identify own strengths and develop areas for growth	5. Demonstrate the skills and recognize the benefits of working collaboratively
2. Demonstrate that challenges have been undertaken, developing new skills in the process.	6. Demonstrate engagement with issues of global significance
3. Demonstrate how to initiate and plan a CAS experience	7. Recognize and consider the ethics of choices and actions
4. Show commitment to, and perseverance in, CAS experiences	

Explain if and how the Experience you have completed has helped you achieve the various LEARNING OUTCOMES.

Explain if and how the Experience you have completed has helped you develop different aspects of IB Learner Profile

Knowledgeable	
Thinker	
Communicator	
Principled	
Open-minded	
Caring	
Risk-taker	
Balanced	

Explain how the Experience you completed can be improved

Signature _____ / _____ / _____

EVIDENCE:

*Figure 8
Student Reflection Form*

The responsibility of the CAS Student

CAS students are expected to:

- approach CAS with a proactive attitude
- develop a clear understanding of CAS expectations and the purpose of CAS
- explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- determine personal goals
- discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser
- understand and apply the CAS stages where appropriate
- take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
- maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
- understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- demonstrate accomplishments within their CAS programme
- communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings
- ensure a suitable balance between creativity, activity and service in their CAS programme
- behave appropriately and ethically in their choices and behaviours



The responsibility of the Supervisor

CAS supervisors should:

- be familiar with elements of the CAS programme as applicable
- be responsible for student safety and risk management procedures
- provide students with guidance, support and feedback on the CAS experience
- encourage reflection
- comment on the student's engagement with the CAS experience if required



Sources

1. Creativity, activity, service guide
For students graduating in 2017 and after
2. International Baccalaureate. (2019, October 11). International Education. International Baccalaureate®. <https://www.ibo.org/>
3. Teacher Resources. (n.d.). CAS Trips. Retrieved September 2, 2023, from <https://www.castrips.org/teacher-resources/>