



THE INTERNATIONAL SCHOOL OF EGYPT

# International Baccalaureate Diploma Program CAS Handbook 2022- 2023



**Dear Students,**

This booklet is aimed at understanding fully what CAS is and what will be expected from you in the two-year Diploma program. We will be meeting regularly throughout the school year, but you are always welcome to come and talk to me at any time about the CAS program.

I can usually be found **in Room 301 on Mondays from 1: 00 pm till 1: 30**. I can also be contacted at: [reem.gohar@isegypt.org](mailto:reem.gohar@isegypt.org)

Enjoy your CAS program; it can be one of the most rewarding experiences of your school career.

Good luck!

Reem Gohar, M.A.  
CAS COORDINATOR

## 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 intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

The aim of all IB program 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.

## Mission and Vision of ISE along CAS

Community Service Program will aim to support our mission and vision by providing students the opportunity to learn about other communities, serve others in those communities and learn from those experiences. Service is not a long tradition here at ISE and our students will learn that embracing our interdependence is vital for community to flourish.

Students will participate with their classmates in community-oriented activities.

### IB Learners strive to be:

**Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and shows independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.

**Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** 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.

**Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the 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.

**Risk-takers** 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.

**Balanced** They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.

**Reflective** 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.

## Why CAS?

CAS work is completed over an 18-month time period, starting September of your junior year, and wrapping up February/March of your senior year. While there is no set requirement of hours, it is a general expectation that you are regularly participating in CAS experiences. Sometimes may be more intense than others. It is expected that each of the three CAS strands are represented in your work at least once, and there is evidence of at least five of the seven learning outcomes. Reflection is an integral part of growth. Reflection should be done regularly and incorporate evidence of the learning outcomes.

CAS is at the heart of the Diploma Program. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning.

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

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
- **Activity**—physical exertion contributing to a healthy lifestyle
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need.

### **The CAS program aims to develop students who:**

- Enjoy and find significance in a range of CAS experiences
- Purposefully reflect upon their experiences
- Identify goals, develop strategies and determine further actions for personal growth
- Explore new possibilities, embrace new challenges and adapt to new roles
- Actively participate in planned, sustained, and collaborative CAS projects
- Understand they are members of local and global communities with responsibilities towards each other and the environment.

### **What is a CAS Learning Experience?**

**CAS – Creativity, Activity and Service is built around seven learning outcomes.**

➤ **Identify own strengths and develop areas for growth**

(Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.)

➤ **Demonstrate that challenges have been undertaken, developing new skills in the process**

(A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.)

➤ **Demonstrate how to initiate and plan a CAS experience**

(Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.)

➤ **Show commitment to and perseverance in CAS experiences**

(Students demonstrate regular involvement and active engagement in CAS.)

➤ **Demonstrate the skills and recognize the benefits of working collaboratively**

(Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.)

➤ **Demonstrate engagement with issues of global significance**

(Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.)

➤ **Recognize and consider the ethics of choices and actions**

(Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.)

The student aims to work on each one of the learning outcomes.

**Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.**

The CAS program formally begins at the start of the Diploma Program and continues regularly, ideally **on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service.**

All CAS students are expected to maintain and complete a **CAS portfolio as evidence of their engagement with CAS.** The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

**Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome. Students engage in CAS experiences involving three CAS strands. Further, students undertake a CAS project 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.

**Students use the CAS stages (investigation, preparation, action, reflection, and demonstration) as a framework for CAS experiences and the CAS project.**

There are **three formal documented interviews** students must have with their CAS coordinator. **The first interview** is at the beginning of the CAS program, **the second** at the end of the first year, and **the third interview** is at the end of the CAS program.

## CAS TIMELINE

### Junior Year: Grade 11

- Check in meeting with CAS Coordinator (October 2022)
- Interview 1 with CAS Coordinator (January 2023)
- Working on/complete at least 5 CAS experiences
- Reflect on CAS experiences and provide evidence in Managebac
- Communicate with your CAS Coordinator as needed
- Make plan for CAS Project
- Interview 2 with CAS Coordinator (May 2023)
- Summer opportunities meeting (June 2023)
- CAS experiences over summer

### Senior Year: Grade 12

- Check-in meeting with CAS Coordinator (October 2023)
- Continue engaging in CAS experiences
- Reflect on CAS experiences and provide evidence in Managebac
- Complete CAS Project (February 2023)
- Interview 3 with CAS Coordinator (March 2023) All experiences and reflections need to be completed, with evidence. This is your final interview.

**Key to a student's CAS program is personal engagement, choice, and enjoyment of CAS experiences.**

**CAS emphasizes reflection which is central to building a deep and rich experience in CAS.**

Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations, and areas for further development and consider how they may use prior learning in new contexts.

## Guidelines to CAS experiences

The CAS coordinator assists students in understanding what may or may not be a CAS experience. There are four guidelines that should be applied to any proposed CAS experience.

### A CAS experience must:

- Fit within one or more of the CAS strands.
- Be based on a personal interest, skill, talent, or opportunity for growth.
- Provide opportunities to develop the attributes of the IB learner profile.
- Not be used or included in the student's Diploma course requirements.

To further assist students in deciding on a CAS experience, the following questions may be useful for students to consider:

- Will the experience be enjoyable?
- Does the experience allow for development of personal interests, skills and/or talents?
- What new possibilities or challenges could the experience provide?
- What might be the possible consequences of your CAS experience for you, others and the environment?
- Which CAS learning outcomes may be addressed?

**While it is not necessary for each CAS experience to address a CAS learning outcome, upon completion of the CAS program, CAS students are required to present evidence demonstrating achievement of all CAS learning outcomes.**

## The CAS stages

The CAS stages (adapted from Cathryn Berger Kaye's "**five stages of service learning**", 2010) offer a helpful and supportive framework and continuum of process for CAS students as they consider what they would like to do in CAS, make plans, and carry out their ideas. The CAS stages are applicable to the three strands of creativity, activity, service, and the CAS project.



## The five CAS stages are as follows:

- 1. Investigation:** Students identify their interests, skills, and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
- 2. Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
- 3. Action:** Students implement their idea or plan. This often requires decision-making and problem solving. Students may work individually, with partners, or in groups.
- 4. Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
- 5. Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

## WHAT IS Service learning?

Service experiences in CAS can be approached **using a service-learning model**. Service learning is the development and application of knowledge and skills towards meeting an identified community need. In this research-based approach, students undertake service initiatives often related to topics studied previously in the curriculum, utilizing skills, understandings and values developed in these studies.

**Service-learning builds upon students' prior knowledge and background, enabling them to make links between their academic disciplines and their service experiences.**

## WHAT IS CAS Project?

**A CAS project** is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service.

**CAS students must be involved in at least one CAS project during their CAS program.**

The primary purpose of the CAS project is to ensure participation in sustained collaboration. Through this level of engagement students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making.

**A CAS project involves collaboration between a group of students or with members of the wider community.**

Students work as part of a team, with all members being contributors. A CAS project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities for individual students to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects. All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met.

**A CAS project can address any single strand of CAS or combine two or all three strands.** The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project:

- **Creativity:** A student group plans, designs, and creates a mural.
- **Activity:** Students organize and participate in a sports team including training sessions and matches against other teams.
- **Service:** Students set up and conduct tutoring for people in need.

## CAS Needs Reflections

Being reflective is one attribute of the IB learner profile: *“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.”*

**Reflection is central to building a deep and rich experience in CAS.**

### Elements of reflection

- **Describing what happened:** Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- **Expressing feelings:** Students articulate emotional responses to their experiences.  
The following two elements add greater depth and expand perspectives.
- **Generating ideas:** Rethinking or re-examining choices and actions increases awareness about self and situations.
- **Asking questions:** Questions about people, processes, or issues prompt further thinking and ongoing inquiry. Students can be encouraged to move forward through deeper questions.

For example:

#### **What did I do? could become:**

- Why did I make this particular choice?
- How did this experience reflect my personal ideas and values?
- In what ways am I being challenged to think differently about myself and others?

#### **How did I feel? could become:**

- How did I feel about the challenges?
- What happened that prompted particular feelings?
- What choices might have resulted in different feelings and outcomes?

## CAS interviews

There must be a minimum of three interviews between a student and the CAS coordinator where student progress is discussed, and appropriate encouragement and advice is given. The interviews should occur at least twice in the first year of the Diploma Program and once in the second year. Feedback from these interviews is recorded by the CAS coordinator/adviser. The interviews are documented.

### **The initial interview**

This interview is conducted at the beginning of the Diploma Program. The CAS coordinator ensures the student understands the requirements for CAS, explains the CAS learning outcomes and how the student might achieve these outcomes, discusses the student's interests and ideas for CAS experiences, determines what form the student's CAS portfolio should take, and reviews the CAS stages.

### **The second interview**

This interview is normally held towards the end of the first year of the Diploma Program. The main purpose of the interview is to assess the progress of the student in CAS. Of real interest in this interview is that the students have committed to a range of CAS experiences, and they are achieving the CAS learning outcomes. Students at this stage may have completed or are planning to carry out a CAS project. The student's CAS portfolio is used as a reference in this interview and reviewed for gathered evidence including achievement of any of the seven learning outcomes.

### **The third interview**

This is the summative interview for CAS. It may well be just before the Diploma Program finishes. In this interview the student outlines how they have achieved the learning outcomes for CAS. In addition, they discuss and evaluate their overall CAS program and reflect on personal growth. The student's CAS portfolio is used as reference in this interview. This third interview may provide the opportunity for discussion on development of the CAS program for future CAS students based on this student's personal experience. Refer to the Creativity, activity, service teacher support material for sample interview questions.

## The CAS portfolio

The CAS portfolio provides students with opportunities to record their diverse CAS experiences and summarize and celebrate their achievements. The CAS portfolio is a collection of evidence and reflections (for example: photographs, visual and audio recordings, documents, posters, program of events or performances) that demonstrate participation in CAS and achievement of the seven CAS learning outcomes.

**The CAS portfolio is to be discussed during the three formal CAS interviews.**

**The CAS portfolio is valuable evidence of a student's CAS experiences and achievements**

There is no singular preferred method for the CAS portfolio. While the CAS coordinator can make this determination, involving the students in having a choice would improve the level of engagement. Students may have preferences that allow for differentiation, for example, a scrapbook, video log, blog, files, or school-organized website.

### Creativity

Creativity in CAS provides you with the opportunity to explore your own sense of original thinking and expression. Creativity will come from your talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts, and composition. Students are encouraged to engage in creative endeavours that move them beyond the familiar, broadening their scope from conventional to unconventional thinking.

### Types of creativity

- **On-going:** A student may already be engaged in creativity as part of a school group or club, or through some other form of creativity.
- **School-based:** These experiences could be part of the school's service CAS projects, school clubs, scheduled creativity sessions or other opportunities.
- **Community-based:** Students could join a community-based theatre or music group, contribute towards a community art gallery, create a sculpture for a park, take cooking classes, or participate in other opportunities.
- **Individual:** Students could compose music, develop a website, write fiction stories, design furniture, create arts and crafts, take photographs, or paint pictures.
- **Some ideas for creativity:**
  - Learn to play an instrument
  - Undertake a challenging piece of music
  - Choreograph a dance
  - Learn and perform a dance
  - Photography
  - Design and complete a mural
  - Participate in a cultural day assembly
  - Take a dance class

- Participate in band or choir (not testing)
- Join a community band
- Learn to bake a family recipe
- Improve a known recipe (best chocolate chip cookies ever!)
- Design a website for a non-profit group/charity/individual
- Design an awareness campaign for a cause you are passionate about
- Participate in speech or debate
- Create/carry out new activities for student council
- Yearbook
- Take a non-testing art class

### **Activity:**

#### **Physical exertion contributing to a healthy lifestyle**

The purpose of the activity element is to promote lifelong healthy habits related to physical well-being. Experiences may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and other forms of physical exertion that contribute to a healthy lifestyle. Students should participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit. Students with disabilities must be given the opportunity to take part in this strand. Students must reflect meaningfully on their engagement with activity looking for moments of personal significance or inspiration as a call for reflection.

#### **Types of Activity**

- **On-going:** A student may already be engaged in activity as part of a school team or club, or through some other form of sustained physical exercise.
- **School-based:** These experiences could be part of school curriculums or school sports. Students could initiate intramural activities and engage other IB students or any students within the school.
- **Community-based:** Students could join a community-based running club, a dance class, an aerobics class.
- **Individual:** Students may engage in solitary activity experiences such as running, cycling, Swimming, etc.

#### **Some ideas for creativity:**

- Join an athletic team
- Walk/ride bike to school
- Join archery club
- Martial arts classes
- Go for a hike
- Walk for charity
- Train for and run a 5K

- Take classes at a gym
- Try a new sport
- Teach a sport to kids
- Go bowling
- Learn to golf
- Commit to walking with a friend regularly
- Swim

### **Service:**

**Collaborative and reciprocal engagement with the community in response to an authentic need.** The purpose of the service element is for students to understand their ability to make a meaningful contribution to their community and society. Service is often determined to be the most transforming element of CAS. Use of the CAS stages in developing service experiences is recommended. CAS service experiences are unpaid. Students must reflect meaningfully on their engagement with service looking for moments of personal significance or inspiration as a call for reflection.

### **Types of Service**

- **On-going:** Students develop perseverance and commitment when investigating a need that leads to a plan of action implemented over time.
- **School-based:** Authentic need must be verified that will be met through student action. Tutoring other students in school would be an example of a school-based service experience.
- **Community-based:** Participating in service within the local community advances student awareness and understanding of social issues and solutions. Interactions involving people in a service context best occur with regularity that builds and sustains relationships for the mutual benefit of all.
- **Immediate need:** In response to a disaster, students often want to take immediate action. This involves quickly assessing the need and creating a planned response.
- **Fundraising:** Students need to develop an understanding of the organization they want to support, and the issues being addressed. Students should directly communicate with the organization and establish accountability for funds raised.
- **Volunteerism:** Students often volunteer in service experiences organized by other students, the school, or an outside group. Student's benefit from prior knowledge of the context and the service need. Using the CAS stages prior to volunteering is highly recommended.

### **Some ideas for service:**

- Help out at a local elementary school
- Work with a community organization
- Volunteer with a non-profit

- Serve as a translator
- Care for pets at a local shelter
- Volunteer at fundraiser walks
- Participate in a community clean up
- Volunteer at a local hospital
- Volunteer coach for kids' athletic teams
- Coordinate a neighbourhood event
- Participate in local government action



## CAS Agreement

As a student in **The International School of Egypt in IB Diploma Program,**

I, -----agree to initiate, participate, and complete activities/project in order to fulfil the Creativity, Activity and Service component of the International Baccalaureate Program. I understand that I must meet the criteria listed:

- Study the CAS Handbook
- Develop a plan
- Regularly participate
- Regularly write CAS diary/log and reach all 7 learning outcomes
- Respect the deadlines
- Assume responsibility for all documentation and CAS Portfolio.

I have read this agreement; I will adhere to its specifications.

Student Signature: -----Date-----

I have read this agreement; I will monitor my child's adherence to the agreement.

Parent Signature: -----Date-----

**CAS COORDINATOR: Reem Gohar**

**September 2022.**

## References

*CAS teacher's handbook guide, International Baccalaureate*

*CAS Handbook, XV. GIMNAZIJA, ZAGREB, 2017*

*International Baccalaureate Diploma Subject brief, International Baccalaureate, 2016*