



**The Heritage School**

Schooling for Tomorrow. Schooling from Tradition

An ISO 9001:2008 & ISO 22000 : 2005 Certified Institution

# IB DP CAS Manual

2016



<b>Table of Contents</b>	<b>Page</b>
IB Mission statement	3
The Heritage School Vision and Mission	3
IB Learner Profile	4
CAS – An experience of a life-time	5
The Nature of Creativity, Activity and Service	6
Aims of CAS	6
Learning Outcomes	8
CAS Criteria	9
CAS stages	10
CAS or <i>Trei</i> at the Heritage	11
CAS activities offered at the Heritage	12
CAS vs. Not CAS	13
Responsibilities of the school as per IBO guidelines	14
Responsibilities of students for CAS at the Heritage	15
Guidelines for documentation	16
CAS Timeline	17
Reflection	19
Developing reflection	19
Inducing reflection	20
Recording and Reporting	21
A Final Word	21
Appendix (Relevant forms)	23-25
Glimpse of CAS activities	26- 29

## 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 programmes of international education and rigorous assessment.

These programmes 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 Heritage School

### Vision

To prepare dynamic and caring citizens of tomorrow, to meet the challenges of a global society, while retaining their traditional values.

### Mission

To be a centre for excellence in education which, in keeping with the rich heritage of India, will stress on the simultaneous development of body, mind and spirit, and endeavour to create compassionate, responsible and innovative global citizens, committed to the development of India and the world.

## 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:

**Inquirers:** They develop their natural curiosity. They acquire the skills 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.

**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.

**Caring:** 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.

**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.

## CAS – AN EXPERIENCE OF A LIFE-TIME

*Somebody did a golden deed;  
 Somebody proved a friend in need;  
 Somebody sang a beautiful song;  
 Somebody smiled the whole day long;  
 Somebody thought, 'Tis sweet to live;  
 Somebody said, I'm glad to give;  
 Somebody fought a valiant fight;  
 Somebody lived to shield the right;  
 Was that somebody you?*

*(Unknown : website link - quotations book.com)*

What is it that makes our lives meaningful? What is it that touches our heart? What makes us feel happy or what is it that makes us sad? It is experience, in all its myriad hues and flavours, that constitute the very essence of our existence. It is through the learning gained from this experience that we evolve as human beings. The learning through and from experience is known as Experiential learning. It is 'education that occurs as a direct participation in the events of life.' (Houle 1980: 221). CAS helps to make this happen.

## EXPERIENTIAL LEARNING

CAS or Creativity, Activity and Service is based on the principle of Experiential Learning. David A. Kolb, along with Roger Fry created the model on experiential learning circle that involves (1) concrete experience (2) observation and reflection (3) forming abstract concepts (4) testing them in new situations. Kolb says '[Experiential] learning is the process whereby knowledge is created through transformation of experience.'

### Experiential Learning

- Recognizes that people learn best from their own experiences.
- Subscribes to the notion that what people do is more important than what they know.
- Renders behavior and attitude visible.
- Is built on the premise that it is not enough to explain to people what to do, they must be shown how to actually do it and then improve upon it.
- Moves beyond knowledge and into skill by generating a learning experience- the more experience, the greater the skill.

## The nature of Creativity, Activity and Service

“...if you believe in something, you must not just think or talk or write, but must act.”

(Peterson 2003)

CAS is at the heart of the Diploma Programme. CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for **self-determination, collaboration, accomplishment and enjoyment.**



Figure 1  
Diploma Programme model

CAS encompasses an interesting range of activities that students find intrinsically worthwhile and rewarding and which are mutually beneficial to students and their communities. Students learn by doing real tasks that have real consequences and then reflect on these experiences over time. The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a **weekly basis**, for at least **18 months** with a reasonable balance between creativity, activity, and service keeping in mind the student’s aptitudes and interests. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:-

“**Creativity**” in CAS provides students with the opportunity to explore their own sense of original thinking and expression. This covers the performances of music, playing an instrument, dance, choir, theatre, debate, the creation of art, and activities that may include creative planning or design. An ideal CAS project is one that a student creates, designs or plans. Creative experience must involve creative thinking. One could make a documentary on issues like global warming, environmental pollution or on the lives of the slum children to generate awareness in the community. Students may also be creative in coming up with their own ideas for creativity while designing their own CAS programme.

The aim of the “**Activity**” strand is to promote lifelong healthy habits related to physical well-being. This includes individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle. Other examples include team sports and community matches (organizing them as well) like football, cricket, volley ball etc.

“The aim of the **Service** strand is for students to understand their capacity to make a meaningful contribution to their community and society. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions.” Service does not mean exclusively social service, but can include environmental issues too. Examples include rendering voluntary service like teaching the underprivileged children, planting trees to restore land, putting up a street play for a social cause, organizing fund raising events through ‘creativity’ or ‘activity’. It is an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

## **Aims**

**The CAS programme 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.

**Successful completion of CAS is a requirement for the award of the IB Diploma.** While not formally assessed, completion of CAS is based on student achievement of the seven **CAS learning outcomes**.

## **LEARNING OUTCOMES (LO)**

Students are required to present evidence demonstrating achievement of all CAS learning outcomes at least once in their portfolio:

### **1. Identify own strengths and develop areas for growth**

You are able to see yourselves as individuals with various abilities and skills, of which some are more developed than others. You should also be able to undertake a thoughtful self-evaluation.

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

A new challenge may be an unfamiliar activity, or an extension to an existing one.

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

You are able to articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This will often be in collaboration with others. You may show your knowledge and awareness by building on a previous experience, or by launching a new idea or process.

### **4. Show commitment to and perseverance in CAS experiences**

At a minimum, this implies attending regularly and accepting a share of responsibility for dealing with problems that arise in the course of activities.

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

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

### **6. Demonstrate engagement with issues of global significance**

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

### **7. Recognize and consider the ethics of choices and actions**

Ethical decisions arise in almost any CAS activity (for example, in the sports field, in a musical composition, in relationships with others involved in service activities). You are able to show awareness of the consequences of choices and actions in planning and carrying out CAS experiences

### CAS criteria

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

### CAS experiences should

**Support, and be supported by the academic disciplines** – CAS experiences provide opportunities for deeper understanding of TOK, extended essay and the subject matter studied in Diploma Programme. Examples:

	<b>Creativity</b>	<b>Activity</b>	<b>Service</b>
<b>Studies in language and literature</b>	Writing a script and making a movie/play.	Taking part in 'Kathak' performance to narrate 'Macbeth'.	Producing audiobooks for an organization serving people who are blind.
<b>Language acquisition</b>	Writing articles on the culture of the language studied.	Learning Kick Boxing in your second language.	Providing language lessons to those in need.
<b>Individuals and societies</b>	Arranging a school debate addressing local or global political issues for other students.	Trekking to remote tribal villages to conduct research into their history and future development.	Working with local initiatives that support the United Nations Sustainable Development Goals.
<b>Sciences</b>	Creating posters promoting environmental initiatives such as eliminating the use of plastics on campus.	Helping measure fitness of athletes in school sports team.	Use chemistry to develop a water quality project, including testing local water quality, an implement an awareness campaign.
<b>Mathematics</b>	Designing and painting a mural celebrating mathematics through the ages.	Conducting pre-and post-fitness assessment statistical analysis for yourself and other members of the school sports team.	Assist special needs pupil with their mathematics/teach younger children who have difficulties in mathematics.
<b>The arts</b>	Producing a film on working with a group in need/forming a band.	Routine training in theatrical styles.	Carryout a fundraising concert for a charity.

### Foster international-mindedness

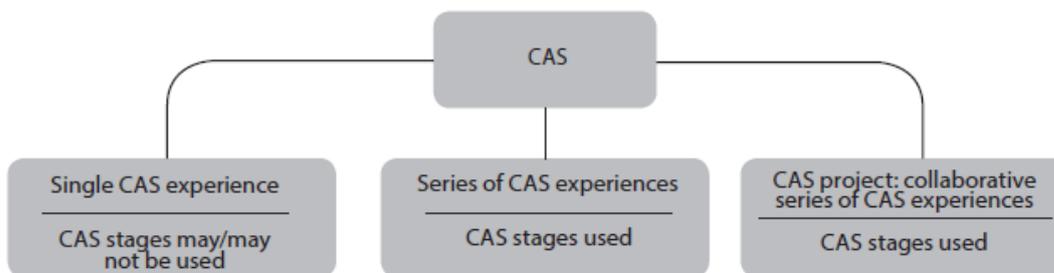
It is important that some of your CAS experiences or projects reflect issues of global significance, and are explored from a local perspective.

### Develop self-awareness and a sense of identity

Through CAS experiences and reflection you should be able to think about your own values and actions, evaluate your commitment to help those in need and explore the belief of a particular cause.

### CAS experiences

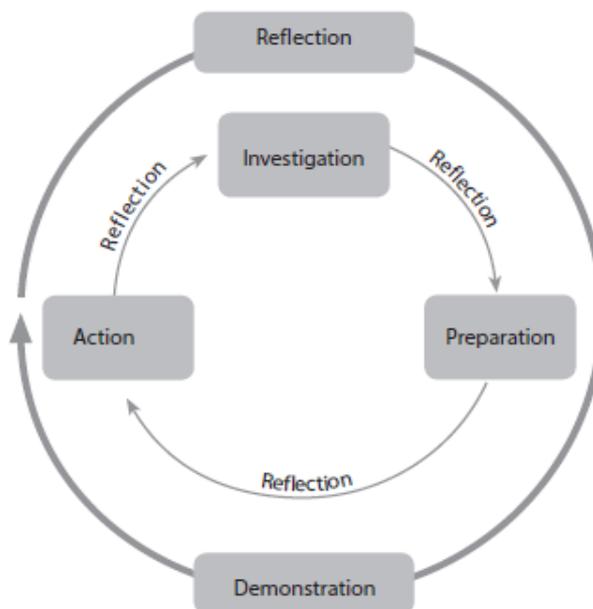
CAS experience can be a single event or may be an extended series of events. A CAS project is a collaborative series of sequential CAS experiences lasting at least for one month.



*CAS experiences and stages (CAS Guide)*

### CAS stages

The CAS stages help you to decide what you would like to do in CAS, make plans, and carry out your ideas.



*The five CAS stages (CAS Guide)*

There are two parts to the diagram. The centre represents the process with four key elements: **investigation, preparation, action** and **reflection** (occurring intermittently in response to the experience). The outer circle has two parts and guides students in formally summarizing their experience: **reflection** and **demonstration**.

The **five** CAS stages are summarized as follows:

**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.

## CAS or **TREI** AT THE HERITAGE

The CAS programme is called *Trei* at the Heritage. This is a word that has been derived from Sanskrit and means three. It depicts the three strands of the programme - Creativity or *Srishti*, Action or *Karma* and Service or *Sewa*.

The essence of the CAS programme is embodied in the very mission statement of the Heritage. The programme has been so designed that it would bring about the **simultaneous development of body, mind and spirit**, and endeavour to create “**compassionate, responsible and innovative global citizens, committed to the development of India and the world.**” The wide range of activities aims to develop the creative and aesthetic skills in students and enable them to become more refined and sensitive individuals. The intensive sports programme focuses on the development of the body and the thoughtfully organised community service projects actually aims to develop the mind of the students. It helps to meet the community needs and foster the development of a sense of caring for others.

## CAS ACTIVITIES OFFERED AT THE HERITAGE

### **Creativity includes**

1. Art (also includes oil painting) 2. Sculpture 3. Theatre 4. Mime 5. Indian instrumental music (Sitar, Sarod & Violin) 6. Recycling 8. Creative Craft (Candle Making, artifacts making) 9. Indian Classical Dance (Kathak & Bharatnatyam) 10. Western Music (making your own band) 11. Woodcraft 12. Lacwork (making objects using clay, lac and colour) 12. Pottery 13. Textile weaving, dyeing & Printing 14. Photography & Film Making 15. Web Designing 16. Tabla (Indian percussion instrument) 17. Aeromodelling

### **Activity includes**

1. Cricket 2. Football 3. Volley Ball 4. Basket Ball 5. Tennis 6. Rock Climbing 7. Martial Arts 8. Archery 9. Swimming 10. Trekking & Adventure trips 11. Badminton 12. Table Tennis 13. Rifle Shooting 14. Skating

### **Service includes**

1. Teaching in Surya Kiran, the in-house evening school for the underprivileged. 2. Teaching creative activities to students of the local municipal free school 3. Visiting old –age homes / orphanages and rendering meaningful service (organizing & celebrating a special day with them) 4. Adopting a village (helping the underprivileged with finding means of generating an alternative source of income to improve standard of living or providing tips on health & hygiene ) 5. Working on any social issues like women empowerment, child labour etc . 6. A project of student's choice.

Apart from the above, students can also participate in the following that encompass two or more strands of CAS

1. International Award for Young people (IAYP) 2. Model U.N. Session (M.U.N) 3. Writing for School Magazine, newspapers, school newsletters 4. Teacher's Day programme 5. Special Day celebrations 6. Inter-house & inter- school events 7. Foundation Day celebrations 8. School concert 9. School fete 'Kolaahal' 10. Any other event selected or organized by the students.

'All seven outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is some evidence for every outcome. "This focus on learning outcomes emphasizes that it is the quality of a CAS activity (its contribution to the student's development) that is of utmost importance. The guideline for the amount of CAS activity is approximately three to four hours per week with a reasonable balance between creativity, activity and service.' (CAS Guide)

## ‘CAS’ vs. ‘Not CAS’

### WHAT IS CAS?

CAS is experiential learning, involving students in new roles with set goals and ongoing reflection. The goals behind the philosophy of Creativity, Action, and Service are to:-

- Share talents with others in a community.
- Experience education beyond the classroom.
- Develop positive attitudes and values.
- Make a positive contribution to society and community.
- Develop the ability to work collaboratively with others.
- Promote mutual respect and international understanding.
- Foster the development of new skills and interests.
- Build bonds with local, national, and international communities.
- Develop a sense of responsibility and accountability.

### WHAT IS NOT CAS?

CAS is not a checklist of tasks to complete the IB diploma programme requirements. Students must remember the “spirit of CAS” at all times.

Below is a list of examples of inappropriate CAS activities:

- Anything for which the student earns money or gains other kinds of credit and benefit in the form of personal reward, either in cash or kind.
- Doing simple, repetitive, routine activities which does not focus on any of the learning outcomes for eg. filing, replacing books on library shelves cannot be considered as CAS activities.
- Religious activities that cause division amongst different groups in the community.
- Passive pursuits such as visits to sports events, exhibits, concerts, theatre, conventions or museums.
- Fund-raising activities having no clearly defined goals.
- Work experience that benefits only the student and promotes individual learning leading to self-promotion.
- Activities where there is no responsible adult on site to evaluate and confirm the candidate’s performance.

- Any course/subject that is part of the IB Diploma Programme.
- Working in an old home or orphanage when one has no idea of how the place operates or where one is unable to establish any real connection with the inmates. Making routine visits without actually bringing about a positive change in the lives of the inmates is not a CAS activity.

Guiding Questions students may ask themselves the following questions to determine whether or not an activity qualifies as CAS:

- 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 doing this activity?
- How can this activity benefit other people?
- How does this CAS activity address the Learning Outcomes of CAS?

IB students at The Heritage School are expected to identify appropriate CAS activities. They can refer to the CAS Supervisor/Adviser for advice. Students must seek prior approval and assent of the CAS Coordinator before embarking upon a CAS activity.

## RESPONSIBILITIES OF THE SCHOOL AS PER IBO GUIDELINES

In line with the IB Programme *Standards and Practices* document, it is required that:

- Schools provide appropriate resources and staff to support the delivery of an appropriate and varied CAS programme.
- Students have opportunities to choose their own CAS activities and to undertake activities in a local and international context as appropriate.
- Students have opportunities to reflect on their CAS experiences, guided by teacher advisors who provide appropriate feedback.
- Parents are fully informed about the CAS programme.

CAS advisors are involved in:

- Helping students to identify personal and social goals.
- Monitoring the range and balance of activities undertaken by individual students.
- Developing students' powers of reflection through group discussion and individual consultation.
- Supporting students in their consideration of ethical concerns.
- Reading/ responding to diaries / journals.
- Helping students to make connections (for example CAS activity to subject learning, local activity to global concerns) and to look for generalizable understandings.

The overall responsibility of implementation of the CAS programme on behalf of the school lies with the CAS coordinator, who is supported by CAS advisors (DP teachers & HOD Sports) & supervisors (Visual and performing art teachers and sports coaches)

## RESPONSIBILITIES OF THE STUDENT AS PER IBO GUIDELINES

The CAS programme is your responsibility. You should 'own' your personal CAS programme. Guidance will be provided; however, the CAS experience is personal and only you can build a programme that meets your needs. There are of course requirements that need to be met.

You are required to :

- Self-review at the beginning of your CAS experience and set personal goals for what you hope to achieve through the CAS programme
- Plan, do and reflect ( plan activities, carry them out and reflect on what you have learnt)
- Communicate with your CAS advisor at the beginning, middle and end of the 18 month programme to discuss plans and progress.
- Take part in a range of activities, including at least one project, some of which you have initiated. One project must include two of the three CAS components (creativity, activity, service).
- Keep records of your activities and achievements, including a list of principal activities undertaken.
- Show evidence of the achievement of the seven CAS learning outcomes.

## RESPONSIBILITIES OF STUDENTS FOR CAS AT THE HERITAGE

1. Students must show evidence of their CAS work on weekly basis for 18 months accomplishing all learning outcomes.
2. CAS activities must be pre-approved by CAS Coordinator in order to confirm that the experience will qualify as a CAS activity. It is the students' responsibility to find, select, and organize their CAS activities during the two-year program.
3. Reflection and reviews for CAS experiences follows completion of the activity, preferably within one week so that the impressions made are fresh in mind. Forms cannot be written up in advance.
4. For each of the CAS activities, reflection must be made focusing on one or more of the Learning Outcomes of CAS. Students can also make use of videos, presentations or create their own blogs as documental evidence.
5. Students are responsible for updating all documentation on Managebac and maintaining his/ her own CAS portfolio. It is the student's responsibility to keep up with all of his or her CAS activities and to make sure that he or she completes the CAS requirement for the IB Diploma.

6. It is the student's responsibility to have parent permission and an adult supervisor at all CAS endeavors that are not school-sponsored activities. The Heritage School does not officially sponsor any outside CAS activities and students assume their own risk for these events.

## GUIDELINES FOR DOCUMENTATION

Candidates must have individual sessions with the CAS Coordinator at specific intervals of time, during the course of the 2 year programme. All proposals of CAS activities must be submitted to the CAS Coordinator for her approval. She will be available during orientation and will also plan individual meetings with students. Students should make appointments with her or email her at [munmun.dey@theheritageschool.org](mailto:munmun.dey@theheritageschool.org) whenever they need approval or advice.

Students should complete the proposed CAS Project Proposal form and meet with CAS Coordinator to discuss proposed events. They can also propose their activities on managebac. Once approval is received, they can commence their CAS activities. Students are advised to take pictures, wherever possible for the CAS bulletin board, website and the journal.

The CAS Manual contains all necessary guidelines for the programme and contains forms/ logging sheets that serves as a record of planning and reflection. It is the candidate's responsibility to maintain a record of the work done.

Students must reflect on the CAS activities as soon as possible preferably within 7-10 days. These should be entered in their journals and subsequently uploaded on Managebac. While writing the reflections, the 7 learning outcomes must be kept in mind.

### CAS Portfolio

In order to create a good CAS portfolio, each of your chosen CAS experineces should include-

- a. Experience description
- b. Goals
- c. Selected Learning outcomes
- d. Supervisor details
- e. Evidence of your participation in the experience  
(photographs and video taken during the activity, powerpoints, fliers, lesson plans, emails, letters, documents – anything you produced as part of the activitty, copies of certificates, awards, medals awarded during the activity)
- f. Reflection (details in page )
- g. Supervisor's review

**CAS Timeline**

<b>Year and Phase</b>	<b>Expectations</b>	<b>Student requirements</b>	<b>Evidence</b>
DP Year 1 Term 1 July	Initial CAS briefings	Students to attend the orientation session conducted by CAS coordinator	Attendance record
DP Year 1 Term 1 August	CAS planning and completion of proposal	<b>CAS Interview 1:</b> Students discuss proposal with CAS coordinator	Proposal approved and signed by parents, CAS and DP Coordinator.
DP Year 1 Term 1 September	CAS experiences begun: Trip to <i>Panchalingeshwar</i> , Odhisa	Students to understand how it will help to achieve some CAS learning outcomes. Students should be active in using the Managebac system	Completion of reflections of the programme and uploaded in Managebac
DP Year 1 Term 1 October	Outside school CAS activities during vacation	Students show evidence of progress on activities	Reflections and evidences uploaded in Managebac
DP Year 1 Term 1 November-December End of Semester 1	Undertake activities, collect evidence and write reflections;	<b>CAS Interview 2:</b> Student interviews with CAS coordinator to discuss progress.	Submission of CAS Self-monitoring form duly signed by the respective supervisors;  Progress comment on Semester 1 academic report.
DP Year 1 Term 2 January - February	Planning on project.	Students show evidence of planning of project.	Reflections and evidences uploaded in Managebac
DP Year 1 Term 2 March	Some CAS experiences completed; Project in progress	Completed CAS experiences are finalized, including reflections, evidence and supervisor reports.	Completion of reflections and evidences uploaded in Managebac
DP Year 1 Term 2 April	CAS reporting;	<b>CAS Interview 3:</b>	Submission of CAS Self-monitoring

End of Semester 2	IAYP Programme/ Global IB student exchange programme	Student interviews with CAS coordinator to discuss progress.  Collect evidence and write reflections.	form with supervisors report.  Completion of reflections and evidences uploaded in Managebac Progress comment on Semester 2 academic report. Letter to parent if unsatisfactory.
DP Year 2 Term 3 May	Outside school CAS activities during vacation	Collect evidence and write reflections	Reflections and evidences uploaded in Managebac
DP Year 2 Term 3 June - September	Further CAS experiences completed	Collect evidence and write reflections	Reflections and evidences uploaded in Managebac
DP Year 2 Term 3 October	Outside school CAS project during vacation	Collect evidence and write reflections	Reflections and evidences uploaded in Managebac
DP Year 2 Term 3 November - December End of Semester 3	Final CAS experiences completed  CAS reporting	<b>CAS Interview 4:</b> CAS experiences and projects are finalized, including reflections, evidence and supervisor reports	Comment on Semester 3 academic report.
DP Year 2 Term 4 January - February	Official CAS sign-off	Completion of all reflections and evidences	Completion of CAS portfolio. Letter to parent if CAS portfolio is unsatisfactory.  CAS coordinator prepares a list of students whose portfolios are unsatisfactory and follows up until complete.

## REFLECTION

We understand that reflection is a skill that needs to be developed. Not everyone is comfortable with this process and we do not assume that it comes naturally. Just as the kind of reflection that a critic applies to a work of art or literature is something that develops with time and experience, so also the kind of reflection appropriate in CAS is something that requires guidance and practice.

The fundamentals are simple. Of any activity, it is appropriate to ask the following questions

- What did I plan to do?
- What did I do?
- What were the outcomes, for me, the team I was working with, and others?

The difficulty lies in the complexity of the possible answers.

## KINDS OF REFLECTION

Different kinds of reflection work for different people. Reflection can be:

- Public or private
- Individual or shared
- Objective or subjective

For example, in a CAS group project, the planning stages are largely public, so reflection on them can be largely public, shared and objective. The term ‘largely’ is used because there may be individual views that arise independently, in terms of how satisfactory the process was for a particular student (who may enter and leave the activity with different personal experiences from others).

Carrying out the project is likely to be both public and private, both individual and shared, and both objective and subjective.

Outcomes of a project or other activity are similar: there may be objective successes and limitations of the activity as a whole, but what it has meant for the team and for individuals within may be more varied.

For some students and some kinds of reflection (such as private, individual, subjective), writing is the best tool for reflection. However, for many, reflective writing does not come naturally. It can, to some extent, be ‘modelled’ on oral discussion for more public, less sensitive matters, either as an end in itself or as a prelude to writing.

But writing is by no means the only possible outcome of reflection. You can present your activities orally to peers, parents or outsiders. You can make scrapbooks, photo essays, videos/ DVDs or web logs. You can use journals or make up varied portfolios. You may decide to build an e-mail relationship with your CAS advisor. All these are valid reflective forms.

## DEVELOPING REFLECTION

Moving from the ‘What...?’ questions outlined earlier, experiential learners might consider, where appropriate, for themselves and others, and for each stage of an activity ( before, during and after)

- How did I feel?
- What did I perceive?
- What did I think about the activity?

- What did the activity mean to me?
- What was the value of the activity?
- What did I learn from the activity and how can this learning (for example, a change of perspective) be applied more widely?

If the activity is a service, you might also want to consider ethical questions like

- What is a service?
- Why is service to the family not considered a service?
- Am I trying to help or empower people with a service?
- What obligation do I have to the person who is being served?
- How do I finish a service relationship?
- What do I do if the person does not want my service?

## INDUCING REFLECTION – Stem sentences

The use of stem sentences is a way to induce reflection and engage students during or after their CAS activities

“Stem sentences force students to think and put the onus on the student, not the teacher to come up with justifications and explanations.”

Sample stem sentences:-

- In this activity I did the following things on the following dates.....
- I hope that my CAS program....
- One thing I love about this activity.....
- During this activity I feel really good when.....
- One thing that frustrates me about this activity.....
- During this activity I feel really sad when .....
- One adjective that describes my CAS programme is .....
- My CAS coordinator would describe my CAS programme as.....
- In this activity, I would like to learn .....
- When I disagree with my friends working with me in my activity, I .....
- When the people I am working with get angry, I.....
- One way I have tried to make my CAS programme better is .....
- One thing we do as a team to communicate better is.....
- If I paid more attention to what was happening during my activity, I would have .....

(Mc Callum, Mark, *Implementing the IB Programme* Cambridge University Press.2004, ISBN 0521 54487 4)

## RECORDING AND REPORTING

CAS activities must be documented by each student, noting in particular the reflections upon the experiences. The students must upload these reflections on Managebac, answer the CAS questions and also mention the learning outcomes. The other documentation can include photographs, video clippings, web logs, illustrated displays etc. Its extent should match the significance of the particular activity in which the student has been involved. There is no point in writing lengthy accounts about relatively routine experiences.

To help you track your hours, you can refer to Managebac at any point of time. Please remember, the log does not take the place of reflections. However, a log is required as a part of your documentation and hence must be maintained.

## A FINAL WORD

The beauty of the CAS programme is that it is an individual experience designed by you, for you. Yes, CAS is about reaching out to your local, national and global community, but it is also about reflecting upon your activities and actions. It's about becoming an active member of life and learning who you are. We hope you enjoy the journey and we are here to help, guide and advise you through the CAS adventure.

We look forward to the conversations, photographs, art, song, dance, laughter and tears of your next two years and are privileged to be a part of your CAS experience.

## **APPENDIX**



PARENT LETTER OF APPROVAL FOR COMMUNITY SERVICE

Date:

Dear Parent,

Our school believes that participation in community service is an important and integral part of the educational experience of your child. Many of these activities take place off the school premises. Because we cannot fully monitor what happens off campus, both the school and all faculty members are held harmless of any liability that may arise from such activities. In order for your child to participate in off-campus community service, it is necessary that you complete this release form. If you have any questions or concerns regarding potential risks at volunteer sites, please get in touch with the CAS coordinator and/or visit the site to make your own assessment. Contact information is given below:

- Student name:
- Organization where student is volunteering:
- Address of the organization:
- Phone no.:
- Contact person/ Adult Supervisor:
- Nature of activity:

Yours sincerely,  
Munmun Dey  
CAS Coordinator

-----tear-off slip-----

Dear Madam,

I agree to let my child ..... participate in off-campus community service activities. I understand that the school and faculty are held harmless from any liability that may arise from these activities.

.....  
Parent's signature

.....  
Date

*Parents are requested to please sign the tear-off slip and return to the CAS Coordinator before a student embarks on a community service project.*



THE HERITAGE SCHOOL

Code 8031

CAS ACTIVITY/ PROJECT PROPOSAL FORM

Please complete the form and return it to the CAS Coordinator before beginning any CAS Project/ activity. All projects/ activities are subject to approval and any project started before approval will not be counted.

NAME.....

DATE:

I would like to propose the following activity

:  
.....  
.....

This fits into the category of Creativity, Activity, Service .....  
Write the learning outcomes that will be demonstrated by this activity

:  
.....  
.....

Describe the activity

:  
.....  
.....  
.....

List the goals related to the activity

:  
.....  
.....

I expect to complete approximately ..... hours per week / month in this activity  
which will start on ..... and continue till .....and the  
adult who will document my activity is ..... whose contact no. is

..... and e-mail id is .....

I would produce authentic evidence for my project/ activity in the following form: Photos/  
videos/ certificate / letter of recommendation from concerned authority etc

.

.....  
Parent's signature & Date

.....  
Adult Supervisor signature & Date

.....  
Student's signature & Date .....

To be completed by CAS Coordinator

This activity is approved/ not approved



CAS: Activity self-evaluation form

Candidates must complete a copy of this form at the end of each activity and submit to CAS Coordinator

Candidate's Name.....Candidate Number: .....

Name of Activity:.....

Learning outcomes achieved.....

.....

.....

1. Summarize what you did in this activity and how you interacted with others.

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2. Explain what you hoped to accomplish through this activity.

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**A glimpse of CAS activities undertaken by IBDP students of batches 2012-16**



Teaching Clay modeling to students of Surya Kiran, an evening school for the lesser privileged



Putting up ' Alice in Kolkataland' at Gyan Manch for Patton one Act play competition



Spending an afternoon with the inmates of Little Sisters of the Poor & Calcutta Metropolitan Institute of Gerontology- creating moments of joy



Participating in the Heritage Intra-school MUN- 28<sup>th</sup> & 29<sup>th</sup> January 2013



Wall painting at Deesun Hospital



Beach cleaning drive in New Digha



Arranging tug-of-war game for visually challenged children at an orphanage in New Digha