CREATIVITY

ACTIVITY

SERVICE

IB CAS Student Handbook
2016-2017
A brief guide to CAS

Creativity, activity, service (CAS) is intended to be a collection of enjoyable and challenging experiences determined by you to extend your abilities.

Through your CAS experiences, you are to achieve the following learning outcomes.

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

- Thoroughly familiarise yourself with the NCBIS CAS handbook and timelines.
- Meet with your CAS coordinator according to the timeline, at least three times over the duration of your CAS programme. Be sure to come prepared.
- Base your choices on your interests, skills, talents and areas for growth to stay motivated. Challenge yourself!
- Balance your experiences between creativity, activity and service.
- Initiate or engage in at least one CAS project (page 5) in collaboration with others that extends over at least one month.
- Use the CAS stages (page 6) as much as possible when considering, planning and undertaking your CAS experiences. Be sure to apply these to service and to the CAS project.
- Ask questions along the way when you need assistance or clarification.
- Keep your portfolio in Managebac up to date.
- Participate in meaningful reflection (page 7) in Managebac as a way to capture your experiences and summarise your evidence linked to the learning outcomes.
- Enjoy CAS! That is most important—to participate in experiences which assist your personal growth and offer you a world of possibilities.
Guidelines for CAS

- CAS experiences must be distinct from, and may not be included or used in the student’s diploma course requirements
- CAS should be done on a regular basis, preferably weekly
- There should be relatively equal balance between Creativity, Activity, and Service
- CAS needs to be eighteen continuous months (except during school breaks and holidays). Students will need to do weekly Creativity, Activity, and Service for three terms in Year 12 and two terms in year 13 (total five terms)
- CAS cannot be made up; it must be a regular continuous commitment. Though hour counting is discouraged, CAS should be roughly ten hours for each strand a term (30 hours total each term)
The CAS project

Students must be involved in at least one CAS project during IB CAS.

CAS project:
• A collaborative “team” effort with other students or members of the community
• A series of CAS experiences
• Lasting minimum one month from planning to completion
• Involve one or more of the three strands of CAS
• Use the CAS stages (page 6) as a framework
• Challenges students to show initiative
• Demonstrate perseverance/commitment
• Develop skills of cooperation, problem solving, and decision making

Examples of CAS projects:
• Creativity: A student group plans, designs and creates a mural.
  • Activity: Students organise 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.
  • Creativity and activity: Students choreograph a routine for their marching band.
  • Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.
  • Service and creativity: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.
  • Creativity, activity, and service: Students rehearse and perform a dance production for a community retirement home.
The CAS stages

The CAS Stages are used with the CAS project, CAS Service, and may be used with other CAS experiences.

The five CAS stages are 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.

• **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.

• **Action:** Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.

• **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.

• **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.
Reflection

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.”

Students reflect on CAS experiences to deepen and develop the experiential learning process.

Elements of reflection

Reflection is a dynamic means for self-knowing, learning and decision-making. Four elements assist in the CAS reflective process. The first two elements form the foundation 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.
Your CAS portfolio

All CAS students are expected to maintain a CAS portfolio as evidence of engagement with CAS and achievement of the seven CAS learning outcomes. The CAS portfolio is used to plan your CAS programme, reflect on your CAS experiences, and gather evidence of involvement with CAS. It is also used to showcase your CAS achievements and should be a source of pride.

Here at NCBIS, your CAS portfolio is electronic through Managebac - a system that was actually developed by former IB students! For more information about Managebac, please go to [http://help.managebac.com/support](http://help.managebac.com/support)

To login, please go to [https://new.managebac.com/login](https://new.managebac.com/login)

The CAS coordinator will communicate with students through Managebac and it is the student’s responsibility to regularly check it for updates. In addition, students must consistently keep their reflections and evidence up to date in their Managebac portfolios.
NCBIS CAS Directory

**IB CAS Coordinator:** Mrs. Lisa Reid [lisa.reid@ncbis.co.uk](mailto:lisa.reid@ncbis.co.uk)

**IB Coordinator:** Ms. Rebecca Gardner [mailto:rebecca.gardner@ncbis.co.uk](mailto:rebecca.gardner@ncbis.co.uk)

**ECA Coordinator:** Mrs. Laura Cook [laura.cook@ncbis.co.uk](mailto:laura.cook@ncbis.co.uk)

**CAS Garden:** Mrs. Susan Gray [susan.gray@ncbis.co.uk](mailto:susan.gray@ncbis.co.uk), Mrs. Nadia Gilchrist [nadia.gilchrist@ncbis.co.uk](mailto:nadia.gilchrist@ncbis.co.uk) and Mr. Stephen Thorne [stephen.thorne@ncbis.co.uk](mailto:stephen.thorne@ncbis.co.uk)

**Literacy Programme (Mondays):** Mrs. Clare Purdy (primary teacher) [clare.purdy@ncbis.co.uk](mailto:clare.purdy@ncbis.co.uk) and Amira El Badrawy (Year 13)

**Recycling:** Hoda El Sayed (Y13)

**Abu el Reesh/Children’s Cancer Hospital:** Geeth Menon/ Amira El Badrawy (both Y13)

**Tawseela Tag Rugby (Mondays):** Aaron Mathe (Y13)

**Tawseela Football (Wednesdays):** Christian Phillip (Y13)

**Dar el Abrar Girls’ Orphanage (Sundays):** Mrs. Radwa El Ghazawy [radwa.elghazawy@ncbis.co.uk](mailto:radwa.elghazawy@ncbis.co.uk)
CAS deadlines

**Year 12**

Deadline 1: Wednesday, 26th October

Deadline 2: Wednesday, 11th January

Deadline 3: Wednesday, 12th April

Deadline 4: Wednesday, 14th June

**Year 13**

Deadline 1: Sunday, 25th September

Deadline 2: Sunday, 8th January

FINAL Deadline 3: Sunday, 2nd April
CAS Community Service Opportunities

*Abu el Reesh Public Hospital/Children’s Cancer Hospital of Egypt* Student leaders: Geeth Menon / Amira El Badrawy (both Y13) - CAS students are currently working on fundraising efforts to benefit both hospitals.

*Africa Hope Learning Centre* (Maadi) [africanhopec@gmail.com](mailto:africanhopec@gmail.com) Student leader: Matthias Kok
This is a school for Eastern African refugees from South Sudan, Eritrea, Uganda, Congo, and Ethiopia

*Association for Protection of the Environment (APE):* Mrs. Laila Ghaly [lailag@aucegypt.edu](mailto:lailag@aucegypt.edu);
Recycling programme: Hoda El Sayed (student leader); Literacy Programme: Clare Purdy (primary teacher); Amira El Badrawy (student leader) - NCBIS sends all recyclables to APE to be sold for scrap to support programmes. Basic English literacy classes Mondays at NCBIS for Moqattam workers in recycling industry.

*Dar el Abrar Girls’ orphanage (female volunteers only):* Radwa El Ghazawy (secondary teacher)
Girls’ Orphanage close to NCBIS, literacy programme – Sports activities on Thursdays after school as well as fundraising initiatives for food and renovation projects

*Egyptian Mau Rescue Organisation (EMRO)* [http://www.emaurescue.org](http://www.emaurescue.org) Mrs. Orchid El Mallh admin@emaurescue.org 2012 228 3953

*Egyptian Society of Animal Friends (ESAF)* Jackie El Sherbini 01224097818 jackiesherbiny2014@gmail.com

*Environmental Protection and Education Association:* Mohammed Ismael [info@epea.co](mailto:info@epea.co)
01003280255 or 01158147177 - Marine science research and education


*House of Care for Girls at Abbaseya (Sister Mary’s Orphanage):* Sister Mary 01221380882
85 plus girls live in the orphanage. CAS provides English tutoring Saturdays and donations

*Orphan Friends Association* [http://ofaegypt.org/](http://ofaegypt.org/) Jutta El Husseini info@ofaegypt.org
01006001230 sets standards for Orphanages at a government level

*Rural Wellness Initiative:* Maryanne Gabanni Stroud 01222118386 msgabbani@gmail.com

*Spirit of Youth Recycling School* (Garbage City) Ezzat N. Guindy, Executive Director Mobile: (002-012) 722 31 537, Phone and Fax: (00202) 234 34 851 Phone: (00202) 234 35 920

*St. Mary’s Orphanage in Zeitun (female volunteers)* Mr. Magd 01221476609; Madame Mervat 01225663836

*Tawseela:* Antonio Arauja 01091460543 [tawseela@realemail.net](mailto:tawseela@realemail.net)
Programme works with street kids and at-risk youth to reintegrate families, provide counselling, basic shelter as need arises, sports and vocational programmes. Currently, CAS students coach boys in tag rugby Mondays after school, football on Wednesdays, and Literacy Mondays. Other initiatives are also possible.