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NCBIS

New Cairo British International School

CREATIVITY

ACTIVITY

SERVICE

**IB CAS Student Handbook
2018-2019**



A brief guide to CAS

Creativity Activity Service is core to IB education because it allows REAL LIFE application of cognitive and non-cognitive skills as well as content knowledge. It is all about learning how to make goals, plan, carry out and reflect on what you learned. It is intended to be a collection of enjoyable and challenging experiences that will 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. As a guideline, the number of hours devoted to CAS should consist of an average grand total of 150 hours in 18 months.

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.

Interviews

Initial interview: This interview must be conducted at the beginning of your CAS programme. It should take approximately 20 minutes. During this interview you may clarify your understanding of the CAS requirements. Your advisor can assist you in planning your programme in order to meet these requirements. (September 2018)

Interim review: This interview will take approximately 20 minutes. The main purpose of this interview is to assess your progress. Your CAS advisor will ask you questions in order to assess whether you have committed to a range of CAS experiences and whether you are able to critically reflect upon your experiences. Your advisor will be looking for evidence that you are working towards and achieving the learning outcomes. You should have had a minimum of 7-8 experiences by now and plenty of reflections. (June 2019)

CAS completion: This is the summative interview for CAS. In this interview you will be expected to outline how you have achieved the seven learning outcomes for CAS. In addition you will discuss and evaluate your overall programme and reflect upon personal growth. Your CAS portfolio will be used as reference in this interview. (February-March 2020)

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>

To login, please go to <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.

CAS Proposal Form 2018/2019

This form is to be filled out anytime you want to propose an event or activity for CAS.

Name:

Tutor group:

1. Describe your event/activity.
2. Proposed date of your event/activity? (this should be checked on the school calendar with CAS Coordinator first, then with Deputy Head of Secondary)
3. Is this a CAS experience or project for you?
4. What goals will this fulfill?
5. Will you be fundraising as part of this event? Do you need funding for it?
6. If you answered yes to the previous question, HOW are you planning on raising funds? (Check the student guide first [here](#) before answering this question)

Approved by CAS coordinator?

Signature:

NCBIS - CAS guidance to students

Planning an event

- All events must go on the school calendar, once they have been agreed by CAS Coordinator and Deputy Head Secondary. This should as far as possible happen at the start of the school year. Your event will be checked against all other events on the calendar. The more notice the better!
- Try to avoid money collections - think of different ways to support CAS activities e.g some sort of collection, such as clothes, old shoes, stationery, etc. an event, where you can suggest an entrance fee.

What can you do re money/collections?

- **Non uniform days** - there are 3 per school year, where we fund raise for CAS charities. These are calendared at the start of the year, are not negotiable and **we will not add extra non uniform days.**
- **Wigovember** - our main money raising CAS drive - via sponsorship of students and staff
- **Bake sales** - these should go on the calendar at the start of the school year, and should not be ad hoc. You could consider 4 x house bake sales to be planned out in conjunction with the Head of House and Student House Leaders. These also need to go on the calendar. Further bake sale requests will not be considered.
- **Soak the teacher**
- **An event which requires an entrance fee** - e.g talent show, lip sync - these should as far as possible be on the calendar at the start of the school year.

All money collected must be given to the CAS Coordinator as soon as it is collected for safekeeping.

Advertising your event - this should be done as far as possible in advance of the event, MINIMUM 8 school days prior to the event. Longer will be needed if this is a big event, e.g. Lip Sync, talent show etc

- **Assemblies** - slots must be booked far in advance via CAS Coordinator, who will liaise with Head of Key Stage 3. You should prepare material that does not last more than 2 minutes INCLUDING any video that you wish to show. Last minute/late requests for assembly slots cannot be considered, as the programme is prepared 1 term in advance.
- **Posters** - these should be high quality, preferably laminated and stuck around school. 6 posters is a good number in various locations. These should be removed after the event.
- **Briefing messages** - please mail the CAS Coordinator with the wording of your briefing message for students. You should do this a minimum 1 day before the day that you want students to see the message.
- **After the event** - please count all the money and notify the CAS Coordinator of the total, so that students and staff can be notified via the briefing.

NCBIS CAS Directory

IB CAS Coordinator: Dr. Susie Belal Susie.belal@ncbis.co.uk

I am the link between you, school and your activity supervisors/outside organisations. I am there to ensure the smooth running of activities and the quality of your experiences. If your chosen activity is not meeting your expectations and you cannot solve the problem yourself, it is your responsibility to discuss this with the CAS Coordinator.....Don't leave it, take action!

IB Coordinator: Mr. Paul Highdale paul.highdale@ncbis.co.uk

ECA Coordinator: Mr. Zaheer Abbas zaheer.abbas@ncbis.co.uk

CAS Garden: Mrs. Vicky Brittain vicky.brittain@ncbis.co.uk and Mrs. Nadia Gilchrist nadia.gilchrist@ncbis.co.uk

Literacy Programme: Ms. Debbie Oneill
Deborah.oneill@ncbis.co.uk

Recycling: Mohamed El Shershari

Retirement Home: Soad Ageel and Farida Wardani

Tawseela Football: Basel Erian

CAS Community Service Opportunities

Abu el Reesh Public Hospital/Children's Cancer Hospital of Egypt Student leaders: CAS students have worked on fundraising efforts to benefit both hospitals.

African Hope Learning Centre (Maadi) africanhopelc@gmail.com; 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; Recycling programme: (student leader); Literacy Programme: Deborah Oneill - NCBIS sends all recyclables to APE to be sold for scrap to support programmes. Basic English literacy classes Tuesday at NCBIS for Moqattam workers in recycling industry.

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

Environmental Protection and Education Association: Mohammed Ismael info@epea.co 01003280255 or 01158147177 - Marine science research and education

For Children in Need (FACE) <http://www.facechildren.org/en/Context-in-Egypt.htm> Nabila 01117004784 at nabila@facechildren.org

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/> Jutta El Hussein 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
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 football on Wednesdays, and Literacy. Other initiatives are also possible.

Ahmed Zewail School Hoping to form some kind of lasting partnership with this government school down the street from NCBIS.

Dar El Faeza Orphanage that was painted 2017-2018 by CAS students Zeina El Deeb (organizer)

Dar El Aila Retirement Home – visiting and entertaining the elderly every Sunday Farida Wardani and Soad Ageel

CAS deadlines

Year 12

Deadline 1: Tuesday, 9th October

Deadline 2: Wednesday, 23rd January

Deadline 3: Thursday, 11th April

Deadline 4: Tuesday, 11th June

Year 13

Deadline 1: Sunday, 23rd September

Deadline 2: Sunday, 13th January

FINAL Deadline 3: Thursday, 20th March