

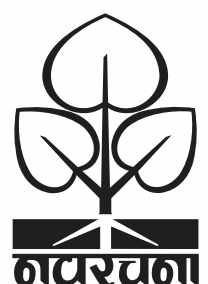


● Creativity ● Activity ● Service

HANDBOOK

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Welcome

A very warm welcome to an enriching and rewarding CAS program of the IB Diploma.

With a decade of CAS experience, I can say with confidence that CAS is at the core of the Diploma Program. The CAS experiences are designed with a view to the holistic development of the individual and is the right platform for students to discover themselves.

I consider myself fortunate to be part of this program. I have had several opportunities to live life to the fullest along with NISV students. I have learnt from them and have seen their transformation in terms of building self-confidence, self-esteem and self-reliance. I wish that you too go through a similar journey in your personal growth through CAS.

Together we shall reap the rewards!

I wish you the very best.

Ashvin R. Patel
CAS Co-ordinator





exploring and extending ideas leading to an original or interpretive product or performance

Weekly Commitment

physical exertion contributing to a healthy lifestyle



Personal Development



collaborative and reciprocal engagement with the community in response to an authentic need



What is CAS?

- CAS complements a challenging academic programme in a holistic way, providing opportunities for **self-determination, collaboration, accomplishment** and **enjoyment**.
- A meaningful CAS programme is a journey of discovery of self and others.
- For many, CAS is profound and life-changing.

Successful completion of CAS is a requirement for the award of the IB Diploma.

**18 months
of
Involvement**

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.

**CAS
Portfolio**

All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS.

**7
Learning
Outcomes**

Completion of CAS is based on student achievement of the seven **CAS learning outcomes**.

**CAS
Experiences**

Students engage in **CAS experiences** involving one or more of the three CAS strands.

**CAS
Project**

Students undertake a **CAS project** of at least one month's duration. The CAS project can address any single strand of CAS, or combine two or all three strands.

**CAS
Stages**

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

**CAS
Interviews**

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

Reflection

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





Aims of CAS

1

- ENJOY...
- Undergo meaningful & varied...
- Purposefully reflect upon...



2



for PERSONAL GROWTH

- Determine further Actions
- Develop Strategies
- Identify Goals



3



adapt to new roles



4

actively participate in

Collaborative
AS
S
Planned
R
O
J
E
C
T
Sustained

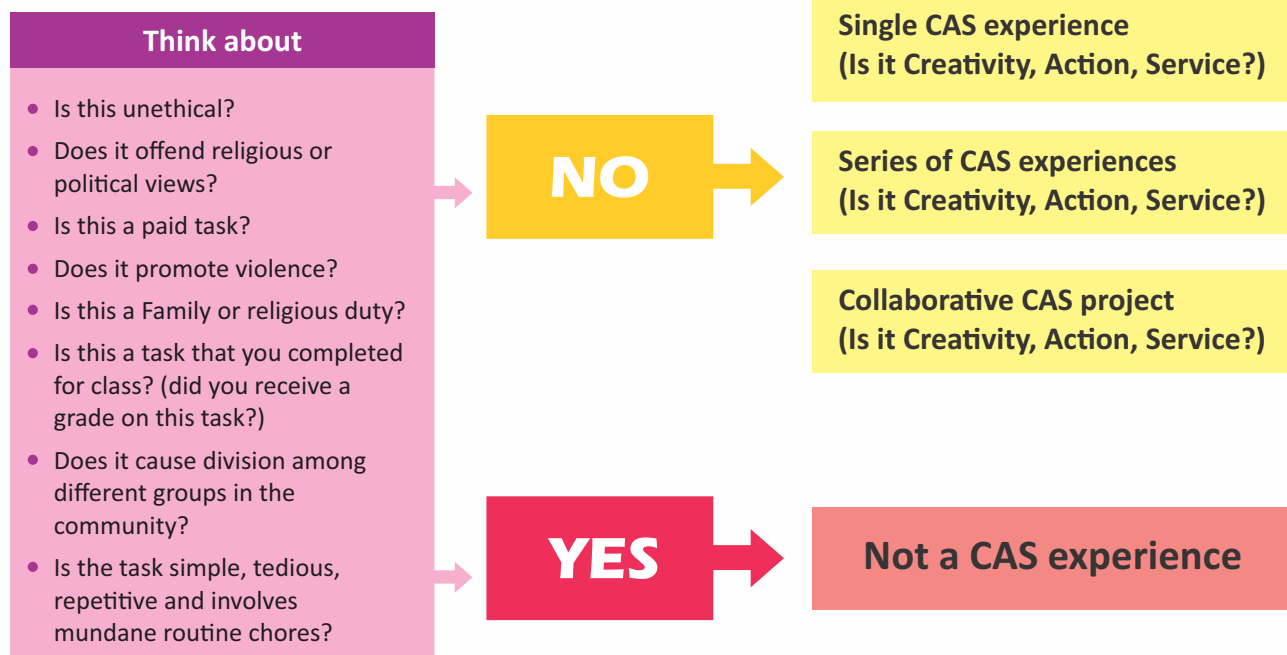


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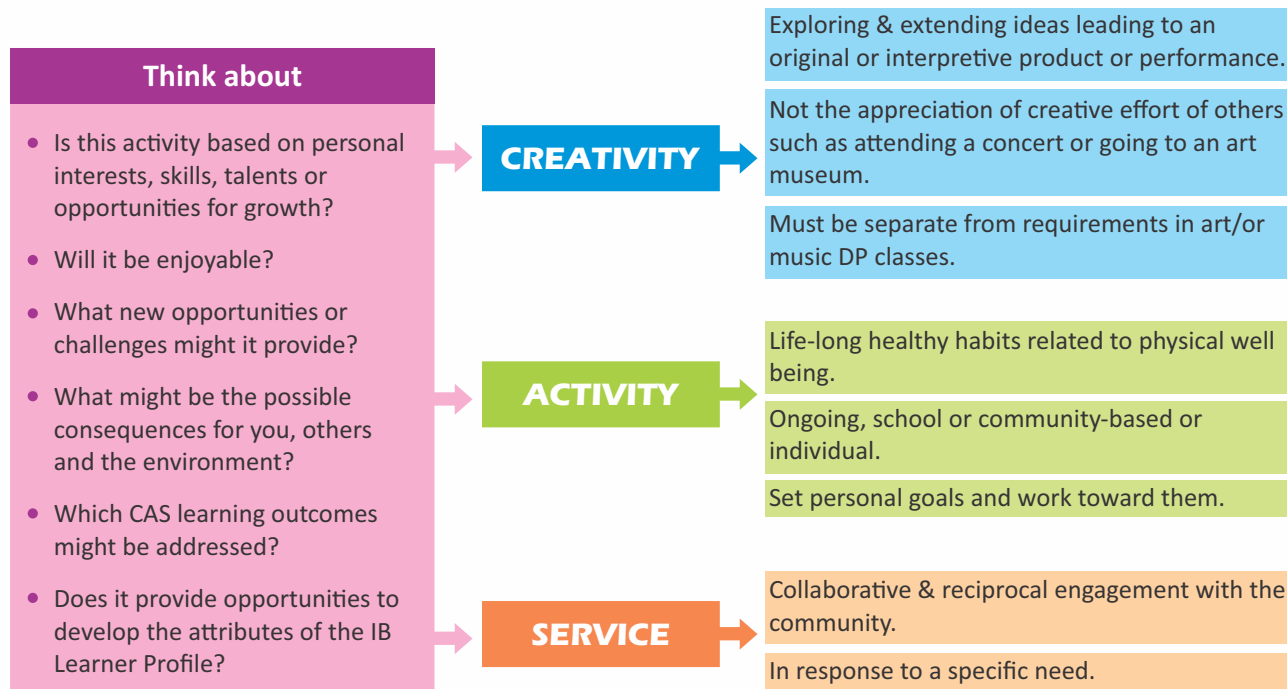
understand they are members of local and global communities with responsibilities towards each other and the environment.



CAS or NOT?



► Typically, a student's CAS programme combines planned/unplanned singular and ongoing experiences. However, a meaningful CAS programme must be more than unplanned/singular experiences. A series of planned CAS experiences are recommended for a more engaging CAS programme.



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





The Life of Mahatma Gandhi : An insight into the Learning Outcomes



1893 - Train Incident in South Africa
Gandhi was thrown off from a train in South Africa by racist passengers for traveling in a First Class compartment only meant for whites. This event fired his resolve to fight against RACISM. It was in South Africa that **he identified his strengths and developed areas for growth** to fight against RACISM. He later spearheaded the Indian Freedom Movement.

LO 1 - Identify own strengths and develop areas for growth

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

In 1920 – Gandhi mobilized the people to boycott British products and encouraged them to make homespun clothes. Through this Gandhi demonstrated that he was ready to **undertake challenges** (by boycotting British products) and **developing new skills** (encouraging people to make homespun clothes).



LO 2 - Demonstrate that challenges have been undertaken, developing new skills in the process

Descriptor - 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.



1930 - Dandi March
The British passed the Salt Act which made it illegal for Indians to manufacture salt, punishable by three years' imprisonment. On March 12th, Gandhi **initiated and planned** the famous "Dandi March", travelling 320 km on foot for 24 days to Dandi to make salt - and others followed suit. The historic Dandi March became the catchphrase for satyagraha (passive resistance) and self-reliance.

LO 3 - Demonstrate how to initiate and plan a CAS experience

Descriptor - 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.





The Life of Mahatma Gandhi : An insight into the Learning Outcomes

1942 - Quit India Campaign

Gandhi launched the Quit India campaign declaring India's independence from the British rule, which resulted in his imprisonment. This demonstrates Gandhi's **commitment to and perseverance** for the Indian Freedom Movement.



LO 4 - Show commitment to and perseverance in CAS experiences

Descriptor - Students demonstrate regular involvement and active engagement in CAS.



Gandhi **demonstrated the benefits of working collaboratively** throughout his life. He worked in tandem with Indian national leaders like Sardar Patel, Jawaharlal Nehru, Lokmanya Tilak, Subhash Chandra Bose, Gopal Krishna Gokhale, Sarojini Naidu for India's Freedom. India's independence was a result of this collective effort.

LO 5 - Demonstrate the skills and recognize the benefits of working collaboratively

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

During the Indian Freedom Movement, Gandhi launched various nationwide campaigns to address local and national issues, which had **global significance**. Campaigns against untouchability and racism, a literacy drive and a movement for cleanliness are a few examples.



LO 6 - Demonstrate engagement with issues of global significance

Descriptor - 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.

1943 - 21 - day Hunger Strike

Gandhi went on a hunger strike that lasted 21 days for the cause of Hindu-Muslim unity. He staunchly opposed the partition of India. This demonstrates that Gandhi's decision was based on **ethical considerations**.



LO 7 - Recognize and consider the ethics of choices and actions

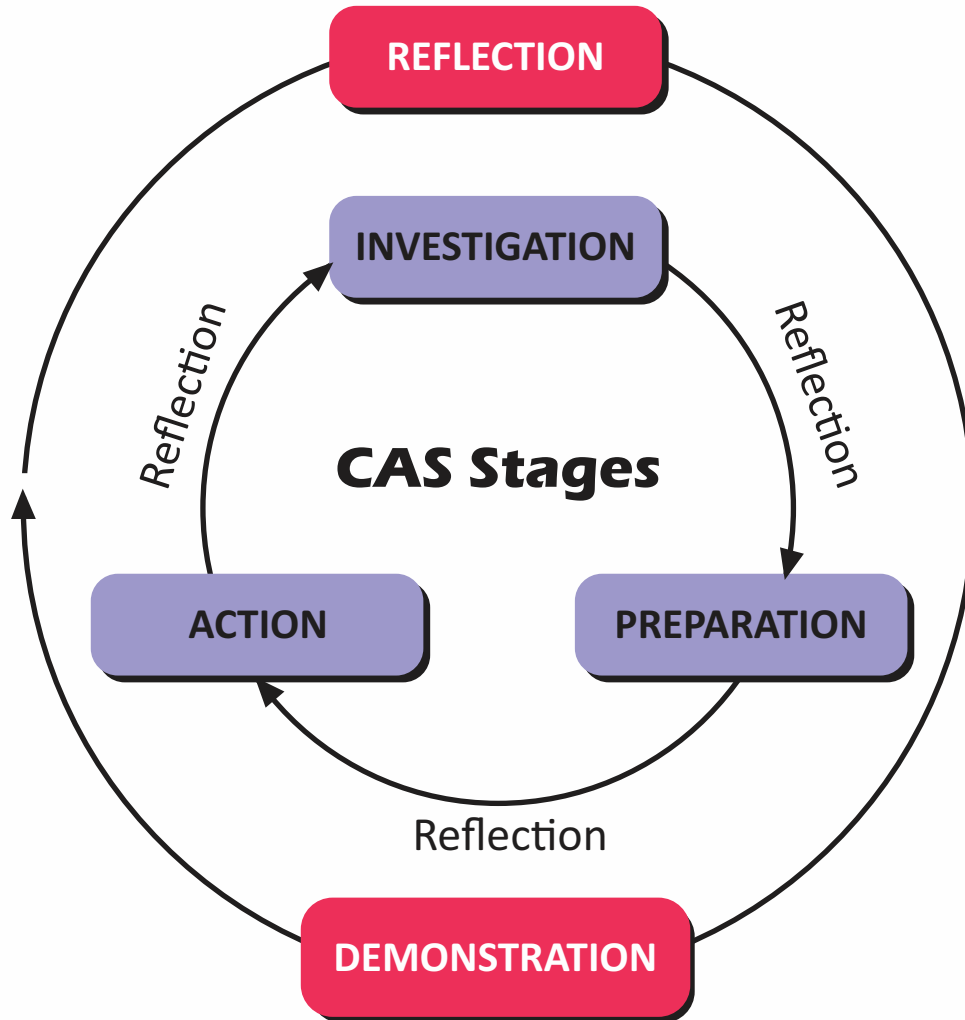
Descriptor - Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.





CAS Stages - a Framework

The CAS stages represent a framework for planning, carrying out and reflecting on CAS experience



There are two parts as noted in the diagram.

The centre represents the process with four key parts: **investigation**, **preparation**, **action**, and **reflection** (occurring intermittently in response to significant experiences).

The outer circle has two parts and guides students in summarizing their experience: **reflection** and **demonstration**.



5 CAS Stages



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.

We do not learn from experience... we learn from reflecting on experience.

- John Dewey

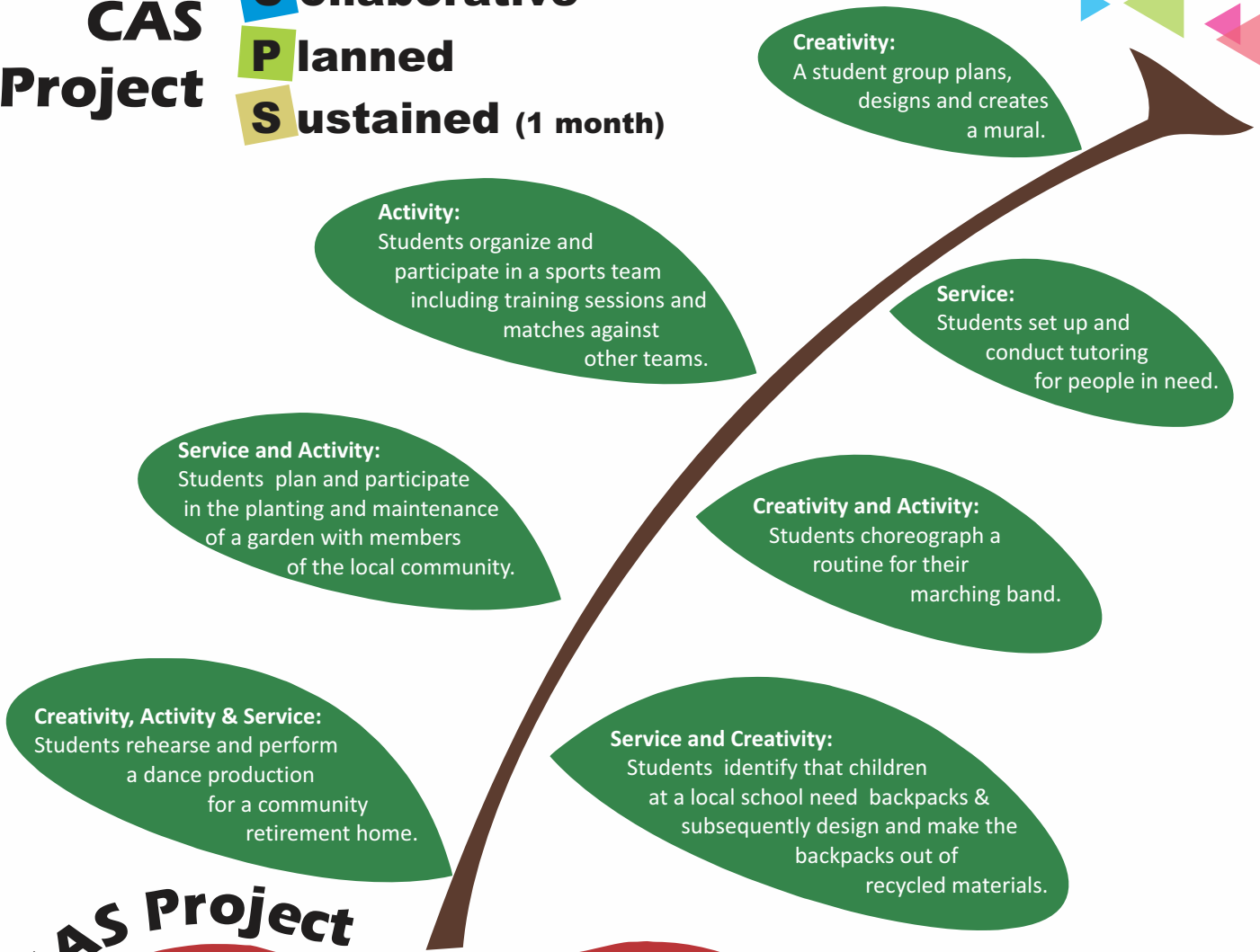
Reflection: Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, 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.

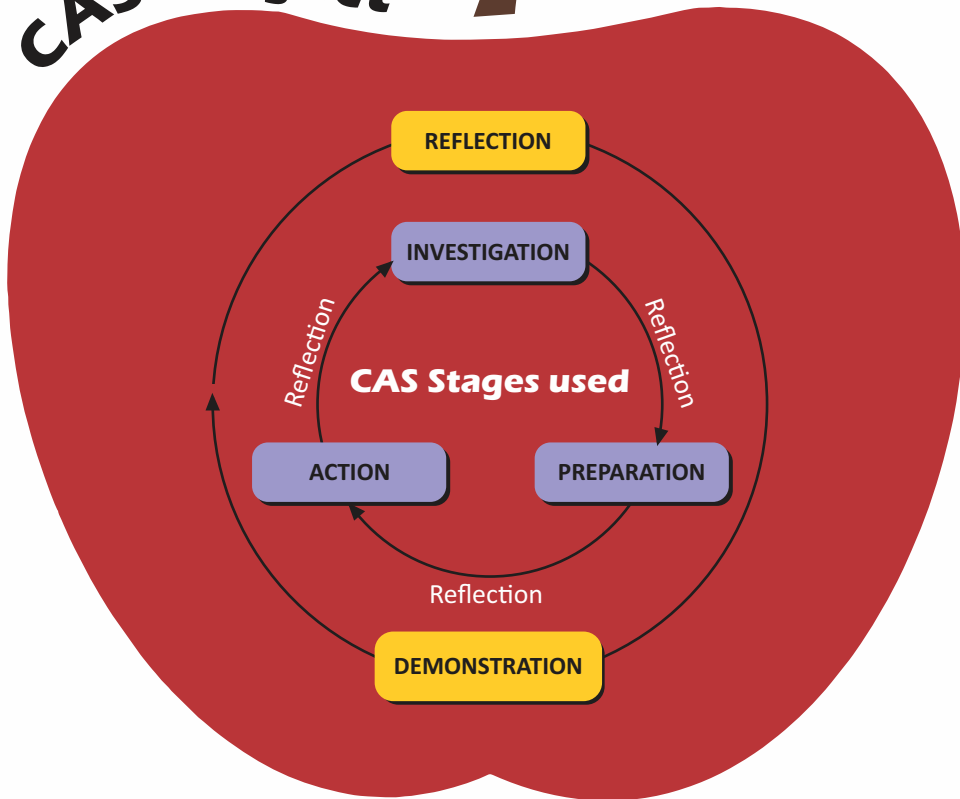


CAS Project

Collaborative
Planned
Sustained (1 month)



CAS Project





Service Learning

Service-learning is a mutually beneficial endeavor in which course learning objectives are met by addressing community-identified needs—putting academics into practice.

Criteria



Service project must enhance understanding of academic learning objectives

Projects must serve a



Must be a reciprocal partnership among community partners and students



Service-learning should be a transformative experience



Must include critical reflection of student's experiences

Example:

If students collect trash out of an urban stream bed, they are providing a valued service to the community as volunteers. If students collect trash from an urban streambed, analyze their findings to determine the possible sources of pollution, and share the results with residents of the neighborhood, they are engaging in service-learning

Linking CAS to the academic subjects

One of the key features of the Service learning approach is to link the service to the academic disciplines.

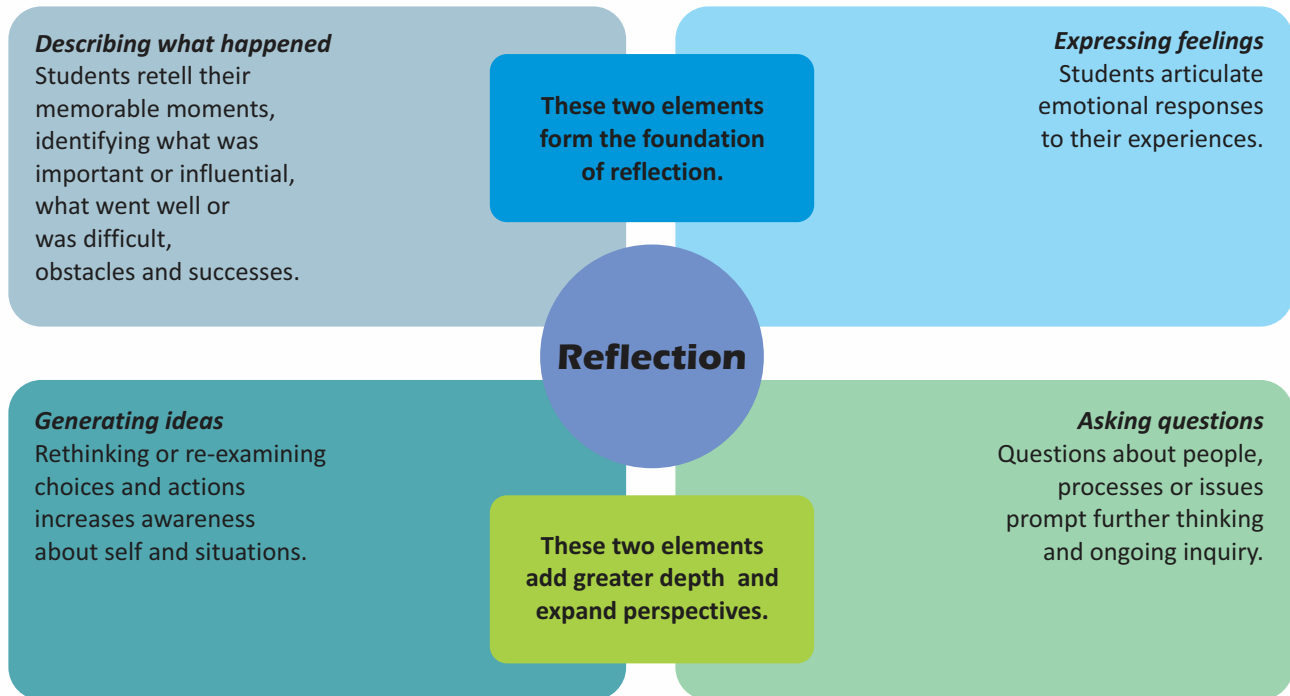
CAS experience can evolve from material that student study in the six subject areas.



Reflection

Reflection is a dynamic means for self-knowing, learning and decision-making.

Four elements assist in the CAS reflective process.



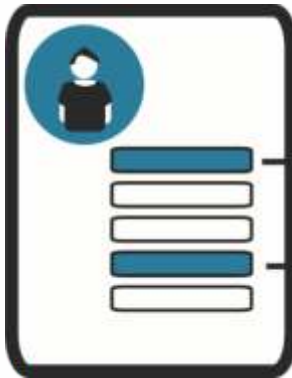
Reflection is:	Reflection is not:
<ul style="list-style-type: none"> • honest • personal • done in many different ways • sometimes difficult • sometimes easy • sometimes creative • building self-awareness • necessary for learning • what I did, combined with how I felt • surprising • helpful for planning • done alone or with others • about thoughts, feelings, and ideas • adding perspective. 	<ul style="list-style-type: none"> • forced • right or wrong • good or bad • marked or graded • difficult • copying what someone else said • predictable • to be judged by others • only a summary of what happened • done to please someone else • a waste of time • only written • only discussion • only led by teachers.



CAS Portfolio (on Managebac)

The CAS portfolio is used by students to plan their CAS programme, reflect on their CAS experiences and gather evidence of involvement in CAS.

3 part portfolio



Profile

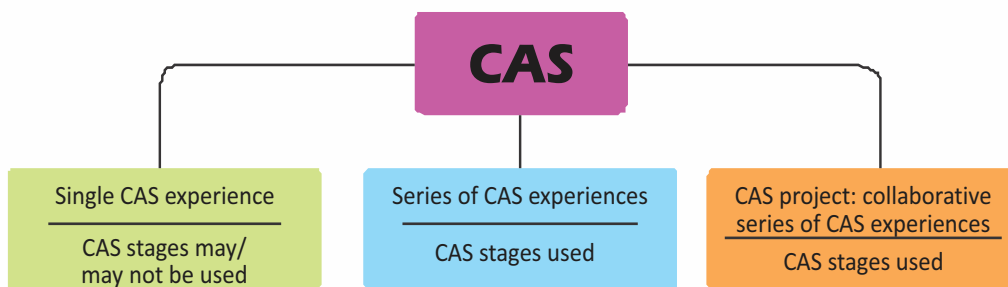
In this section, students include their interests, skills and talents, plans and goals for their CAS programme. At the start of CAS, students map their interests against the three strands of CAS to identify possible CAS experiences. In addition, developing an awareness of themselves in relation to the CAS learning outcomes is a significant part of the profile.

Experiences

This section chronicles the student's journey in CAS, incorporating a variety of reflections, learning moments, personal achievements, and how they have utilized the CAS stages. This section would demonstrate that the student has actively engaged in his or her individual CAS programme. All throughout CAS, students can add their reflections regarding their ongoing personal development and self-awareness.



CAS experiences can be broadly divided into three parts....



Evidence

In this section, students collect the evidence of their involvement and achievements in CAS. Evidence could include, but is not limited to, planning documents, letters, emails, certificates, acknowledgments of participation and achievements, photographs, videos, and so on. Students could correlate their involvement with the CAS learning outcomes and may extend their thoughts to future ambitions within and outside the CAS programme.

CAS Interview

Three interviews between a student and the CAS coordinator/adviser are planned where student progress is discussed and appropriate encouragement and advice is given. The interviews occur twice in the first year of the Diploma Programme and once in the second year. Feedback from these interviews is recorded by the CAS coordinator/adviser.

The interviews are documented on a CAS progress form.

CAS Interviews dates.

1st Interview : End of IB DP Year 1 - Term 1

2nd Interview : End of IB DP Year 1 - Term 2

3rd Interview : End of IB DP Year 2 - Term 1

1st Interview

- to ensure that the student understands the requirements for CAS
- student explains the CAS learning outcomes and shares plan to achieve outcomes
- student's interests and ideas for CAS experiences are discussed

2nd Interview

- to assess the progress of the student in CAS
- progress on CAS experiences and achieving the CAS learning outcomes is monitored
- Progress on CAS project is also monitored
- CAS stages and reflections for experiences are assessed

3rd Interview

- student outlines how they have achieved the learning outcomes for CAS
- students discuss and evaluate their overall CAS programme 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 programme for future CAS students based on this student's personal experience.



CAS Planning



CAS Experiences	Supervisors
CREATIVITY	
<p>School Publications like Newsletter, Year Book (writing, editing, publishing)</p> <p>Learning a Dance Form/Instrument</p> <p>HA Activities related to Creativity</p> <p>Other examples (taken up by students in past) - Cooking, Art & Craft, Dance, Piano, Keyboard, Synthesizer, Guitar, Film making, Foreign Language, Computer Language, MUN's, Painting, Graphic Designing, Baking, Photography, Quilling, Bharatnatyam etc.</p>	<p>Ms. Lily Rana</p> <p>PA Department</p> <p>Co-ordinator</p>
ACTIVITY	
<p>Learning a sport through the year</p> <p>Outdoor trip* - Rafting / Trekking / Rappelling / Camping</p> <p>Representing school in matches</p> <p>Other examples (taken up by students in past) - Football, Tennis, Cricket, Basketball, Table Tennis, Kick Boxing, Yoga, Skiing, River Rafting, Sky Diving, Scuba, Trekking, Golf, Badminton, Aerobics, Cycling, Martial Art etc.</p>	<p>Mr. Rajgopalan</p> <p>Mr. Ashvin Patel</p> <p>P.E. Staff</p>
SERVICE	
<p>"Ramatgamatma" - Each One Teach One</p> <p>Service at school for Sports Day / Concerts / Bulletin Boards / Library /Ushering / part of student council</p> <p>Other examples (taken up by students in past) - EOTO, Joy of Giving, Plantation Drive, Cancer Awareness, Fund-raiser(Newspaper Collection, Halloween, stalls at Funfair), Cleanliness Drive, Literacy Drive, Global Warming Awareness, Save Energy Drive, Volunteering at NGO's (engaged with mentally challenged, underprivileged, old people, stray dogs, bird and animal rescue etc.), Mother Teresa Home, Toilet Building Project, House Building Project, Collection/Distribution Drives(Clothes & Books), BMA Social Impact Project etc.</p>	<p>Mr. Ashvin Patel</p> <p>Concern staff members</p>

- Each activity will be monitored continuously by the Supervisor or CAS Adviser and CAS Co-ordinator



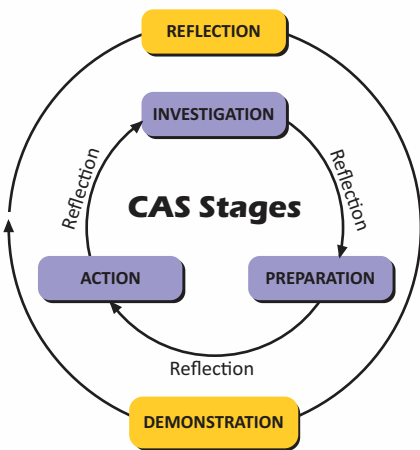
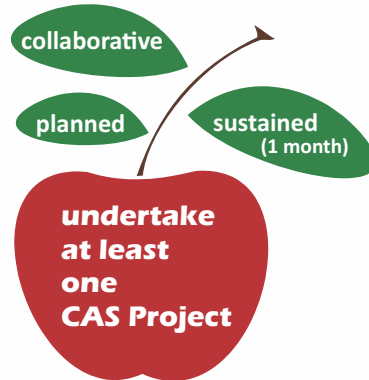
Responsibilities of CAS Student



create a bucket list of variety of CAS Experiences with suitable balance between Creativity, Activity and Service



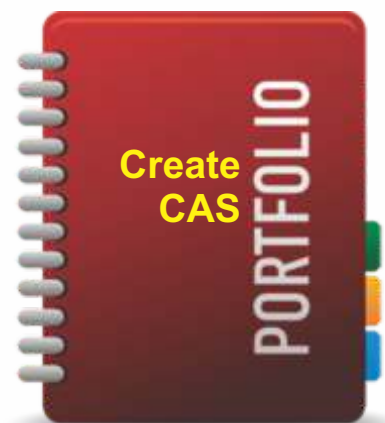
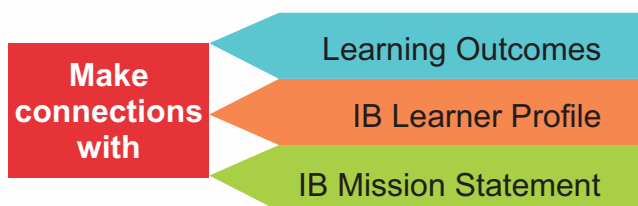
weekly commitment for 18 months



understand and apply CAS stages where appropriate



to develop culture of Reflection for a deep and rich experience of CAS



Demonstrate CAS accomplishments



Responsibilities of CAS Adviser



should be acquainted with CAS students

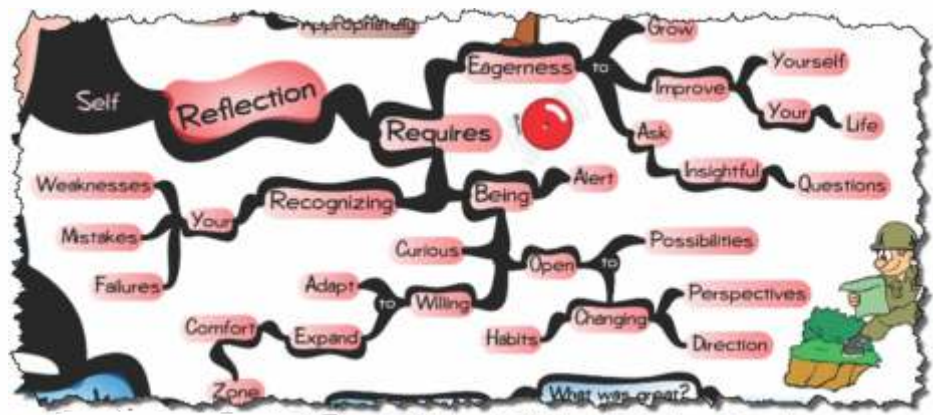


should be familiar with all the elements of CAS and provide ongoing guidance & support to the students



should meet CAS students regularly

should help students develop purposeful reflections



advice and monitor progress towards meeting Learning Outcomes & IB Learner Profile through CAS interviews

Acknowledgement

- ▶ *CAS Guide, March 2015
Published by IBO*
- ▶ *Teacher Support Material
Published by IBO*
- ▶ *Service Learning Resource Guide
by Western Michigan University*
- ▶ *Google Images*

