



# CAS Guide

Creativity Action Service

**Scottish High  
International School  
Gurgaon, India**

This booklet is based on the information from the International  
Baccalaureate Organisation CAS Guide

**SCOTTISH HIGH**<sup>TM</sup>  
INTERNATIONAL SCHOOL



Name: \_\_\_\_\_

**“Interrogo, Percipio, Adicio.”**

The Philosophy that Scottish High International School follows.

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### **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.



### **SHIS MISSION STATEMENT**

The school will be a centre for excellence in education. In keeping with the rich heritage of India, it will stress on the simultaneous development of Spirit, Mind and Body and endeavour to create compassionate, responsible and innovative students committed to change and progress in the development of India and the global environment.

## 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



## SCOTTISH HIGH CAS POLICY

1. **The Scottish High International School** understands that CAS is at the heart of IBDP and this is what sets the Diploma programme unique from other educational programmes. It is well understood that CAS focuses on the physical, mental and emotional growth of the students.
2. **The school is aware of the fact that CAS is a compulsory programme and is not graded.**
3. An orientation programme for all teachers, students, parents and other staff is organized by the school at the beginning of each academic year. The school has its CAS budget planned.
4. At the time of admission parents and students shall be briefed about school's CAS policy. Students shall be given a CAS Journal which they shall maintain and update regularly. They shall be mentored and guided by assigned CAS advisors. This Journal shall be handed over to the CAS coordinator after timely completion. Scottish High has a running clan system which four clans headed by clan elders and supported by clan parents. A clan parent acts as a mentor supervising the mental physical and emotional growth of their clan tutees. The school will involve clan elders, clan parents & IB facilitators of IBDP students as CAS advisors who will give personal advice and support to these students and guide them with regular feedback to achieve the philosophy of CAS.
5. The learner profile that makes a student an **inquirer, open minded, principled, knowledgeable, balanced, thinker, communicator, caring, risk taker** and **reflective** will be encouraged through the spirit of CAS.
6. Students must complete activities of Creative, Action, and Service that result in all eight **learning outcomes**.
7. Students must document activities in their CAS Journals, fill up their CAS Activity Evaluation Forms and submit evidence for each of the CAS activity undertaken by them. Such activities shall be undertaken by each student for a **minimum of 150 hours** during their 18 months of CAS program in school in their 18 months of CAS program with a reasonable balance between creativity, action and service.
8. Each student must do at least **one CAS Project** of significant duration of a minimum 4 weeks. This CAS Project should involve team work and must cover two or more elements of Creativity, Action and Service.



## CREATIVITY, ACTION & SERVICE - PHILOSOPHY

All Diploma Programme students participate in the three course requirements that make up the core of the hexagon. Reflection on all these activities is a principle that lies at the heart of the thinking behind the Diploma Programme.



**Creativity,** action, service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student's Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows.

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme. A good CAS programme should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life-changing.

### **The Philosophy of CAS**

- involves students in a range of activities alongside their academic studies
- enables students to enhance their personal and interpersonal development through experiential learning
- provides an important counterbalance to the academic pressures of the rest of the

### Diploma Programme

- should be both challenging and enjoyable, a personal journey of self-discovery
- includes experiences that are profound and life-changing
- encourages a sense of responsibility to all
- encourages new skills and interests
- establishes links with local, national and international communities
- promotes international understanding
- develops attitudes and values that transcend race, religion, gender and politics
- shares energies and talents
- supports self-assessment and self-reflection

### CAS Should Involve:

- real, purposeful activities, with significant outcomes
- personal challenge — tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning.

All proposed CAS activities need to meet these four criteria. It is also essential that they do not replicate other parts of the student's Diploma Programme work.

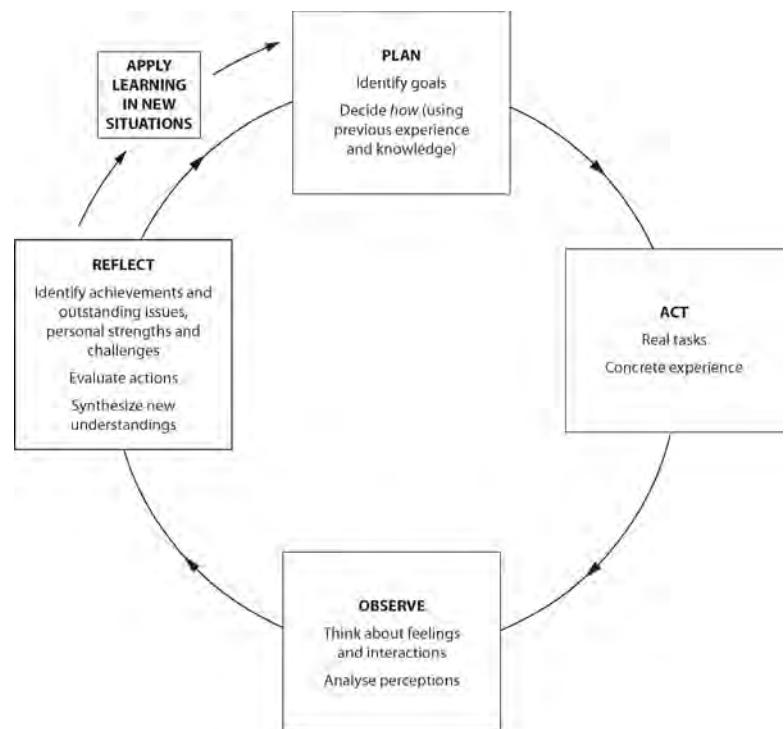
### Experiential learning:

While different Diploma Programme subjects offer varying amounts of opportunity for experiential learning, it is at the very heart of CAS. Figure below indicates, experiential learning involves much more than just the activity itself: planning, acting, observing and reflecting are all crucial in making the experience as valuable as possible.

### Benefits:

Among the benefits of experiential learning are the following. Students are enabled to:

- see the application of academic learning, social and personal skills to real-life situations
- bring real benefits to self and/or others
- understand their own capacity to make a difference
- make decisions that have real, not hypothetical, results
- develop skills to solve problems
- develop a sense of responsibility and accountability for their actions.



## CAS – LEARNING OUTCOMES

Learning outcomes are differentiated from assessment objectives because they are not rated on a scale.

The completion decision for the school in relation to each student is, simply, **“Have these outcomes been achieved?”** As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:-

**1. Increased their awareness of their own strengths and areas for growth.**

They are able to see themselves as individuals with various skills and abilities, Some more developed than others, and understand that they can make choices about how they wish to move forward.

**2. Undertaken new challenges.**

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

**3. Planned and initiated activities**

Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.

**4. Worked collaboratively with others.**

Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.

**5. Shown perseverance and commitment in their activities.**

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

**6. Engaged with issues of global importance**

Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).

**7. Considered the ethical implications of their actions.**

Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.

**8. Developed new skills.**

As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

All eight 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.





## CAS – THE THREE STRANDS

In general, an appropriate CAS activity should adhere to the spirit or philosophy of CAS and fulfils following criteria:-

- should provide new roles for students
- must be meaningful in some way and not be artificially created for CAS
- should have real consequences for other people and for me
- should bring real benefits to people
- students should learn through the activity and it should ally to experiential learning
- should offer the opportunity for reflection

### 1. Creativity

- activities must be ideally imaginative and inspiring
- can cover active participation in a wide range of artistic endeavours
- must be separate from ordinary curriculum work
- includes dance, theatre, music, painting, animation, school radio, video production, web design, pottery, cookery, calligraphy
- also involves debate, learning a new language, writing articles for a magazine
- and other experiences that involve creative thinking

### 2. Action

- physical exertion contributing to a healthy lifestyle
- developing new physical skills and requiring physical exertion
- encouraging active participation into social life through sports
- developing awareness of physical fitness and active citizenship
- students can learn to participate, to perform and to instruct
- involves team sports, individual sports, expeditions, camping trips

### 3. Service

- unpaid and voluntary exchange providing a free service to a person, a group of people or the wider community
- should focus on things with others, not just for others
- develops real ties of commitment to others
- may involve NGOs, hospitals, institutes for elderly, funds, schools, associations, media, charities
- also includes working towards a school event and voluntary coaching



## CAS – CRITERIA FOR EVALUATION

*“Intelligence plus character- that is the goal of true education.”  
- Martin Luther King, Jr.*

Concurrency of learning is important in the Diploma Programme. Therefore, CAS activities should continue on a regular basis for as long as possible throughout the programme.

Successful completion of CAS is a requirement for the award of the IB diploma. CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved eight key learning outcomes.

The guideline for the minimum amount of CAS activity shall be indicated to students. However, apart from time, it is the attitude with which you approach your CAS activities, since CAS emphasizes more on sharing your talents and working together. The hours are important, but they are not everything.

Therefore, kindly consider following:-

- if you are learning to play piano and sharing your learning at an assembly or perform for children at a local school you can claim your time you spend sharing this.
- practicing without focus is not CAS. So practice for individual or team sports will be counted at CAS activity. This would include your participation in Competitive matches, organizing tournaments and coaching others.
- for any significant CAS project that you plan to undertake, ensure that it consists at least two elements of CAS. For your 18 months of CAS program, you should undertake at least one significant project.
- you should always recount the exact hours spent in each activity, regardless of the excess of hours.

### 1. **General guidelines :-**

- CAS coordinator is in charge to run the school CAS programme
- All projects must be pre-approved. Students must handover the CAS proposal form in time.
- All students must undertake at least one long-term Project of significant duration not less than 4 weeks covering minimum of two elements of CAS is carried on a regular basis during their 18 months of CAS program.
- All activities must be supervised by adults other than a parent or relative.
- The school CAS Progress Form must be submitted to the CAS coordinator at the end of each semester.
- A summary/reflection of all CAS activities to date must be completed at the end of each semester.
- A final written self-evaluation reflective piece summarizing the 18 months of CAS experience must be written. It must be submitted to the CAS Coordinator together with a comprehensive portfolio/resume of all CAS activities and CAS Individual Student Completion Form which proves fulfilling all learning outcomes.

The most important aspect of evaluation is **self-evaluation** which must be completed by the student. The school shall make the final decision on completion, which is reported to the IB regional office.



## WHAT IS NOT CAS ?

CAS is not a points-scoring exercise. It should be an interesting variety of activities that you find intrinsically worthwhile and rewarding, and which is mutually beneficial to you and to your community. Generally, CAS is not taking place when you are in a passive rather than an active role. There should be interaction. If you are passive, nothing of real value, either for you or for other people, results from what you are doing, and no real reflection is possible. Examples of activities, which at first sight would appear to be inappropriate, are listed below:-

- any class, activity or project that is already part of the Diploma Programme
- any activity for personal reward, financial or benefit-in-kind
- simple, tedious and repetitive work
- a passive pursuit, e.g. museum, theatre, exhibition, concert visits
- part of family or religious duty
- work experience that only benefits the student
- activity or fundraising with no clearly defined end in sight
- an activity where there is no responsible adult on site to evaluate your performance
- activities that cause division amongst different groups in the community
- working in an old people's or children's home or an NGO when you:-
  - have no idea of how the home or NGO operates
  - have no contact at all with the old people, or management or children or subject
  - actually do no service for other people or community



## REFLECTION, RECORDING AND REPORTING

Reflection is a skill that needs to be developed. It should not be assumed 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 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 it 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 “modeled” in oral discussion of 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. Students can present their activities orally to peers, parents or outsiders. They can make scrapbooks, photo essays, videos/DVDs or web logs. They can use journals or make up varied portfolios. You may decide to build and email relationship with your CAS adviser. All of these are valid reflective forms.

### **Developing reflection**

Moving on 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 learned from the activity and how this learning (for example, a change of perspective) might apply more widely.

If the activity is service, you might also want to consider ethical questions such as:-

- What is a service?
- Why is service to the family not considered as a service?
- Am I trying to help or empower people with the 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?

### **Recording and reporting**

You should document your CAS activities, noting in particular your reflections upon their experiences. As previously indicated, this documentation may take many forms, including web ogs, illustrated displays and videos, and written notes. Its extent should match the significance of the particular activity to the student.

Its extent should match the significance of the particular activity to the student. All types of records must be in very good conditions, well structured and typed. Handwriting must be consulted with the CAS coordinator beforehand.

There is no point in writing lengthy accounts about relatively routine experiences. To help you keep track of your CAS hours, please keep your CAS Journal updated. Please remember, the log does not take the place of reflections. However a log is required as a part of your documentation.



## LINKS BETWEEN CAS, TOK & EXTENDED ESSAY

### **How can links be developed between CAS and Theory of Knowledge (TOK)?**

CAS and TOK are elements of the core of the Diploma Programme and are complementary to each other. CAS is primarily about undertaking activities beyond the classroom and then reflecting upon them to better understand how experiences develop the person. TOK is intended to develop more formal critical thinking skills, necessitating a more structured and analytical approach to 10 Creativity, action, service: Additional guidance. Reflection and encourages students to reflect using additional philosophical and epistemological ideas.

Reflection forms the key link between these two central parts of the Diploma Programme. TOK aims to teach students how to reflect in a critical manner on issues relating to how and what they learn. In particular, the ways of knowing found in TOK can help students to reflect in a more meaningful manner. TOK also helps students to think carefully about their own value systems.

CAS aims to enable students to reflect on their experiences and impact on themselves and others. CAS provides the students with opportunities to become involved in real-life experiences that may offer worthwhile resources for their TOK course. CAS activities may be based on a knowledge claim or knowledge issue that students have explored within TOK discussions. Alternatively, a CAS activity and the subsequent reflections that a student makes could precipitate or form part of a TOK discussion, presentation or essay. This, in turn, can help to develop the reflections of students on CAS activities beyond the mere descriptive.

### **How can links be developed between CAS and the extended essay?**

A CAS project or activity that a student may undertake could provide the stimulus for an extended essay. It is possible that any subject area could be linked to the extended essay. Group 3 (“Individuals and societies”) essays have, for example, been based on economics about the cost-benefit analysis of a social project by a school. Working in an aged care facility may well lead to an extended essay in history, incorporating some oral history as a source. A CAS service activity may lead to an investigation of the location of the homeless or the causes and effects of their movement from home. In biology and chemistry, work on an environmental issue may lead to an investigation of an ecosystem or the sources of air pollution. Service with a food kitchen might stimulate an interest in a world studies extended essay into food security.



## PRE-REFLECTION, GUIDING QUESTIONS

- Is this a new challenge? Does it address areas where I have weaknesses?
- Have I initiated the activity?
- Will I be involved in planning the activity?
- Will I work collaboratively with others?
- How much commitment does this activity require?
- Does the activity allow me to engage with issues of global importance?
- Are there any ethical implications to this activity?
- Will I develop new skills?



## TIPS FOR WRITING REFLECTIONS

If you find it difficult to reflect on your CAS experiences you could pick one or two of the stem sentences below to help you get thinking about what you have been doing.

- Following are the main highlights of the activity...
- The session was better than last time because ...
- If I have given a little more effort I would have ...
- I have learned ..... About myself.
- I can use the skills I learned today in other situations such as .....
- I found today's activity difficult because ...
- I felt good about this activity because ...
- This experience was different from last one because ...
- One thing that I disliked about the activity was ...
- Next time I will improve in this area...
- I found out that I needed to learn more about .....
- The skills I need to continue improving on are ...
- The skills I used today were ....
- I was not well prepared for this experience because ...
- I feel I have achieved my outcome goals because I have ...
- This was a real challenge to me as it .....
- I am looking forward to doing this activity again because ....
- I think ..... proved that I am a good team player
- I have learned to be a good collaborator because I have been ....
- I was pleasantly surprised by this activity .....
- I was nervous about .....
- My best achievement in this activity was .....



## CAS OPPORTUNITIES AT SHIS

These are examples of possible CAS activities during upcoming school years. The list of activities might be updated when a new activity occurs. Students may participate in various numbers of activities when keeping the CAS evaluation guidelines. It is absolutely all right for students to come up with a new idea and possibility.

The list of following CAS opportunities may be modified into a separate document with more detailed information about particular events – characteristic of an event, its nature, responsible and contact persons [Activity Supervisors].

### CAS Opportunities for Academic Year 1 & 2 at Scottish High International School

#### Creativity

- **Art:** Oil painting, pencil drawing, cartoon making, designing display boards
- **Music:** Learning a musical instrument, participating in/creating a rock band
- **Crafts:** Candle making, Paper bag making, best-out-of-waste, tie and dye, pottery
- **Dance:** Learning a dance form
- **Theatre:** Learning/creating or performing a drama
- **Literary work:** Writing for newsletter, poetry writing, learning a new language
- **More choices:** Learning to make a bottle gardens, designing a website, photography, making a video etc.

#### Action

- Basketball, football, table tennis and other sports
- Trekking and camping
- Organizing athletic meet
- Organizing fun fairs
- Playing cricket and other games
- Taking out rallies on various social and environmental issues
- Tutoring where action is involved like dance and sports
- Doing yoga
- Managing a sports team
- Initiating a cleanliness programme

#### Service

- Regular visits to spend time with the elderly at old age homes and orphanages
- Tree plantation
- Environmental club activities
- Teaching underprivileged children
- Animal care at an NGO
- Helping the children of SOS village
- Peer tutoring with an elementary student with language difficulties
- Teaching computer to a helper at school
- Backstage support for events
- Visiting hospitals and spending time with patients.
- Assisting and helping SEN (Special Educational Needs) students.



## CAS RESPONSIBILITIES OF STUDENTS

The relevant section of the IB *Programme standards and practices* document states that students should have opportunities to choose their own CAS activities and to undertake activities in a local and international context as appropriate.

This means that, as far as possible, **students should “own” their personal CAS programmes.**

Students are **required** to:

- **self-review at the beginning of their CAS experience** and set personal goals for what they hope to achieve through their CAS programme
- **plan, do and reflect** Plan activities, carry them out and reflect on what they have learned)
- undertake **regular reviews** and a final review with their CAS adviser
- **take part in a range of activities**, including **at least one project**, some of which they have initiated themselves
- **keep records of their activities** and achievements, including a list of the principal activities undertaken
- **show evidence of achievement of the eight CAS learning outcomes**



## ROLES & RESPONSIBILITIES - CAS TEAM

These are the people who will guide the students & associated person to meet CAS requirements :-

- The CAS Coordinators.
- The DP Tutors & Clan Parents who are also CAS advisers.
- The Activity supervisors for chosen activities & projects.

They have following key Roles & Responsibilities:-

### **Coordination**

- ensuring that staff, parents and other students are kept informed about CAS
- publicizing achievements
- ensuring that students are prepared for the challenges they will face (actual preparation/training to be provided by an appropriate person)
- reporting student achievement to the IB
- Guide Students to maintain their CAS Handbook/Guide

### **Administration**

- maintain contact with outside individuals and agencies
- consideration of safety issues (risk assessment)
- Record keeping.

### **Mentoring/advising**

- 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

### **Supervision**

Activity supervisors' responsibilities include:

- monitoring attendance
- providing guidance and support related to the activity
- alerting the CAS coordinator, administration or relevant CAS adviser to any problems
- reporting, as required, on student performance

### **Scottish High International School CAS Coordinator:**

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Gurgaon, India

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## THE CAS PROCESS, A VISUAL GUIDE

**Think carefully and then choose what you want to do**



**Read & Fill the CAS Checklist Periodically & Sign-it.**



**Read CAS Agreement Form, sign it and get it signed by your parent.**



**Fill out a CAS proposal form. Get it signed by the CAS Coordinator**



**Understand, Fill up & Comply with Academic Honesty Statement**



**Get parental consent form signed where required**



**Complete & fill a pre-reflection**



**Attend the event regularly and complete your CAS Journal. Get it signed**



**Enjoy yourself & meet your CAS Advisor & Coordinator Regularly**



**Complete a reflection at the end. Possibly include some photo evidence**



**Get your Supervisor to complete their evaluation form**



**Put all this in your own personal CAS folder in the appropriate sections**



**Present your Journal whenever called for & be happy for a job well done**

**Note :** After completing your 18 months of CAS program, fill in your **Self Evaluation Form**. Submit your final CAS Journal by 1st feb of your Final Senior Year.

## Scottish High International School, Gurgaon, IBDP, Session 2014-16

### CAS Timeline

Year 11 (2014-15)		Year 12 (2015-16)	
Semester 1		Semester 3	
July 1 <sup>st</sup> week	Introduction to IBDP requirement - CAS	July 1 <sup>st</sup> week	3rd CAS Plan discussion meeting
2 <sup>nd</sup> week	Orientation of CAS program	2 <sup>nd</sup> week	CAS interviews ( One to one meeting with students)
3 <sup>rd</sup> week	Visual presentation on CAS		Undertake activities, collect evidence and write reflections
4 <sup>th</sup> week	1st CAS plan meeting		
Aug 1 <sup>st</sup> week	Handing over the CAS Journal	Aug	CAS interviews ( One to one meeting with students)
2 <sup>nd</sup> week	Fill Proposed CAS Activities Form / Fill checklist		Undertake activities, collect evidence and write reflections
3 <sup>rd</sup> week	Undertake activities	4 <sup>th</sup> week	Submit the CAS Journal (Last Friday)
4 <sup>th</sup> week	Start collecting evidences and write reflections		
Sept & Oct	Undertake activities Collect evidences and write reflections	Sept & Oct	CAS interviews ( One to one meeting with students) Undertake activities, collect evidence and write reflections
Nov  4 <sup>th</sup> week	Undertake activities Collect evidences and write reflections Submit the CAS Journal (last Friday)	Nov  4 <sup>th</sup> week	CAS interviews ( One to one meeting with students) Undertake activities, collect evidence and write reflections. <b>Finalize everything!</b> Submit the CAS Journal. (by the end of December) Submit the CAS Journal
Dec	Undertake activities, collect evidences and write reflections Filling out Reflection Forms after you complete an activity	Dec 1 <sup>st</sup> -2 <sup>nd</sup> Week 3 <sup>rd</sup> Week	CAS interviews ( One to one meeting with students) Undertake activities, collect evidences and write reflections. <b>Finalize everything!</b> Submit the CAS Journal. (Journal, records and reflection review – including final reflection essay) <b>You should be almost complete with all your CAS work.</b>
	(* At least 5 reflections and supervisor's comments with signatures should be collected by the end of December)		(* All reflections and supervisor's comments with signatures should be there). <b>Finalize everything!</b> <b>Complete your CAS Portfolio</b> (Journal AEF Forms evidences of work , records and reflection review – including final reflection essay)
Semester 2		Semester 4	
Jan 2 <sup>nd</sup> week (12 <sup>th</sup> – 16 <sup>th</sup> ) 3 <sup>rd</sup> week  4 <sup>th</sup> week	2nd CAS Plan discussion meeting Beginning of the CAS interviews ( One to one meeting with students) Undertake activities, collect evidences and write reflections Submit the CAS Journal with Reflections and supervisor's comments with signatures.	Jan 2 <sup>nd</sup> week   3 <sup>rd</sup> week	CAS interviews ( One to one meeting with students) <b>Submit Final CAS portfolio</b> (Journal, records and reflection review – including final reflection essay)  Review your Portfolio, Reflection Forms to see if all the hours as well as the Learning Outcomes have been achieved (LATEST BY 15 <sup>TH</sup> January 2016)
Feb	CAS interviews ( One to one meeting with students) Undertake activities, collect evidences and write reflections	Feb 1 <sup>st</sup>	Fill CAS completion form Compile your evidences that you have met the learning outcomes. <b>CAS Completion form Submission</b>
March	CAS interviews ( One to one meeting with students) Undertake activities, collect evidences and write reflections		
April  4 <sup>th</sup> week	CAS interviews ( One to one meeting with students) Undertake activities, collect evidences and write reflections Submit the CAS Journal		
May	CAS interviews ( One to one meeting with students) Undertake activities, collect evidence and write reflections		
	(* atleast 10-12 reflections and supervisor's comments with signatures should be collected by the end of May)		



## GETTING STARTED – GUIDE TO STUDENT VOLUNTEERING

A personal inventory

Name: \_\_\_\_\_

List the subjects you like most in school.

List activities in which you participate regularly (sports, music, drama, etc.).

State your career interests.

List community/national/global problems that concern you the most.

What would you like to learn more about?

Consider all your current responsibilities. How much time do you realistically have to commit each week?

What skill would you like to use in your volunteer work?

What days and times are most convenient for you?

Do you want to work directly with people? If yes, would you prefer to work with children, adults, or the elderly?

How long do you plan on carrying out your commitment - three months, six months, one year?



### GETTING STARTED – CHECKLIST

This following checklist should help you to get started your CAS journey at SHIS. Sign your name in each box when you are sure that you have fully understood.

#### COMPLETE THIS PAGE

Read Carefully	Sign your name	Date
I have carefully read through the information contained in this CAS handbook and I have fully understood the CAS requirements.		
I know who the CAS coordinator is and where the office is.		
I know that I can always discuss CAS issues and concerns with my CAS coordinator or a member of the CAS team.		
I must keep this CAS handbook clean and tidy.		
I am aware of the CAS Timetable and I will follow it.		
I know that I must try and maintain a balance between Creativity, Action and Service.		
My parents/guardians are informed of the CAS programme and its requirements.		
I will set myself goals for each activity and I will reflect carefully on each activity I undertake.		
I must fill in an Activity Proposal Form which must be pre-approved before undertaking any CAS activity.		
I have a responsible adult supervisor (not from my family) for each activity I undertake.		
Supervisors known at this time have read A Letter to the Supervisor and agreed to perform any responsibility required.		
I will keep all the written records, photos, and newspaper or magazine clippings and ass then into CAS Portfolio.		
I have the necessary evaluation forms available for my supervisors to fill in and return to me.		
I know that I must fill in an official evaluation form at the completion of each activity I undertake.		
I am aware that I must present my evidence that I met the learning objectives in a panel interview, digital portfolio, or visual presentation		
I have copies, or know where to get copies, of all the necessary forms.		
I clearly understand without the satisfactory and timely completion of CAS programme, the IB Diploma will not be awarded.		

CHECKED BY THE PARENT, ADVISOR & CAS COORDINATOR.





## PARENT CAS AGREEMENT - IBDP

I have read the CAS Guide & Journal requirement. I understand that my CAS experiences must extend over an 18 month period and that I must be involved in meaningful CAS activities on an ongoing basis. **CAS is an IB diploma requirement and lack of attention to this requirement will result in denial of the IB diploma.** The spirit of CAS is intended to encourage growth over an extended period of time.

I understand that the Scottish High International School does not sponsor activities. Instead, it provides students with guidance, direction, and support. The IB CAS Supervisor, Advisor and Coordinator will provide students with suggestions to on-campus and off-campus activities which students may choose. Students are also encouraged to continue participating in events conducted or sponsored by the school and organizations of repute.

**When the student chooses to participate in an activity which is not sponsored by the school, it becomes the parents' and student's responsibility to schedule both events and transportation to and from events. The parents must assume all legal responsibility for the student's safety.** The IB CAS Supervisor, Advisor and Coordinator will assist students in categorizing and documenting all projects.

I understand that after every CAS activity I would need to document the activity and write the reflections. This also include a Project of significant duration. I shall submit my CAS Journal at-least once every three months for quarterly review. I shall also submit my fully completed CAS Portfolio & Journal for final evaluation **by 1st feb of my final IBDP year.**

I understand that if I do not **submit the documented** CAS Journal/portfolio, complete in all respect as per IB norms, I will not qualify for the IB Diploma.

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PRINT Student Name

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Student SIGNATURE & Date

I will review my son/daughter's **CAS Portfolio & Journal** periodically. I would read and understand **CAS Guide** issued by the school to my ward. I will sign the CAS Journal and ensure all CAS documents are submitted for final review **by 1st feb** of my son/daughter's senior year. If I have a question about anything in the portfolio, or if I would like a status report on my son/daughter's CAS progress, I understand that I may contact CAS Advisor or CAS Coordinator of the school.

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PRINT Parent Name

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Parent SIGNATURE & Date



**CAS ACTIVITY – PARENTS CONSENT FORM**

( To be Filled by Student and Father or Mother or Legal Guardian of the Child)

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Student’s Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Middle Name \_\_\_\_\_

Signature of Student \_\_\_\_\_  Male  Female

Home Address : \_\_\_\_\_

City/State/Pin-Code: \_\_\_\_\_ Pin Code \_\_\_\_\_

(\_\_\_\_\_) \_\_\_\_\_      \_\_\_\_/\_\_\_\_/\_\_\_\_      \_\_\_\_/\_\_\_\_  
Telephone Number      Date of Birth(dd/mm/yyyy)      Class/Section

IN CASE OF EMERGENCY CALL:

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Name	Telephone Number	Relationship
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Alternate Name	Telephone Number	Relationship
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I give permission for my child, as per details mentioned above to participate and/or attend the CAS activity which may be conducted or undertaken outside school premises either fully or partially in accordance with Schools CAS Guide. I agree to my child or ward being supervised by assigned supervisor/teacher for a designated CAS activity.

As a parent or legal guardian, I hereby agree to Protect & Indemnify Scottish High International School, Gurgaon, its management, teachers, employees and agents against any claims for damages, compensation, or otherwise on the part of said student/minor resulting from any CAS learning activity undertaken or injury or any mishap to said student/minor in connection with his/her participation in CAS activity within or outside school premises.

In the event of illness or accident, having parental responsibility for the above named child, I give permission for first aid to be administered where considered necessary by a trained first aider or in case of emergency, medical treatment to be administered by a suitably qualified medical practitioner.

I also hereby give my consent for the above student/minor’s photograph to be taken for records or internal school education purposes.

I confirm that the above details are correct to the best of my knowledge.

Signature(s) of of Parent(s)/Guardian(s) \_\_\_\_\_

Name of Parent(s)/Guardian(s) ( **BOLD**) \_\_\_\_\_

Date Signed \_\_\_\_\_ Relationship \_\_\_\_\_





## SHIS PROJECT & ACTIVITY PROPOSAL FORM

[This form must be filled and submitted to the CAS coordinator before starting any CAS activity after getting it signed by concerned persons)

**Student Name:** \_\_\_\_\_

**Name of the Activity/Project:** \_\_\_\_\_

**Activity Area :**                                                  
                         Creativity                      Action                      Service

- Educational Aims (Targeted Learning Outcomes)

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- Brief description of the activity/project:

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- What is the specific schedule for this commitment? Details the days of the week and hours you will be working on the project/activity.

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Name of the supervisor: \_\_\_\_\_

Position of the supervisor: \_\_\_\_\_

E-mail: \_\_\_\_\_

Telephone/Mobile No.: \_\_\_\_\_

I have read the letter to the supervisor and agreed to supervise the above student.

Signature of the supervisor \_\_\_\_\_ date \_\_\_\_\_

Parental approval (for students aged less than 18 yrs). I agree to my child or ward being supervised by the above signatory for the designated activity.

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_





CAS: Activity/Project Self-Evaluation Form

Submit to: CAS Coordinator

School Number: \_\_\_\_\_ Session: \_\_\_\_\_ Candidate Number: \_\_\_\_\_

These are guiding questions and should be addressed at the end of each activity/project. Candidates can either answer on this form or write a reflective, continuous text incorporating responses to these questions in their CAS journals using black ink.

Candidate self-evaluation

Candidate Name: \_\_\_\_\_

Name of activity/project: \_\_\_\_\_

Name of activity/project supervisor: \_\_\_\_\_

- 1. Briefly explain what you did in this activity/project and how you interacted with others and describe how they benefitted through this activity/project.

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

- 2. Explain what you hoped to accomplish through this activity/project and mention if anyone helped you to think about your learning during this activity/project.

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

- 3. What difficulties did you encounter and how did you overcome them?

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

- 4. What did you learn about yourself and others through this activity/project? What abilities, attitudes and values have you developed and how have you applied them in other real life situations?

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

5. What would you do differently next time to improve in the same activity/project?

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Candidate's signature: \_\_\_\_\_

Date: \_\_\_\_\_

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**To be completed by activity supervisor**

**Punctuality and attendance:** \_\_\_\_\_

**Effort and commitment:** \_\_\_\_\_

**Further comments:**

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**The activity/project was (circle the desired response):**

Satisfactorily completed

Not satisfactorily completed

**Activity supervisor's name:** \_\_\_\_\_

**Activity supervisor's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



**CAS PROGRESS FORM**

**Scottish High International School**

Name of the student: \_\_\_\_\_

Candidate no: \_\_\_\_\_

Name of the CAS advisor: \_\_\_\_\_

<b>Event</b>	<b>Date</b>	<b>Comments</b>	<b>Signature of Student</b>
Student has declared an acceptable plan for CAS activities	Sept '2014		
First consultation between CAS adviser and student	Sept '2014		
Second consultation between CAS adviser and student	Dec '2014		
Student has submitted reflective work	Jun '2015		
Third consultation between CAS adviser and student	Sept '2015		
Student has submitted final reflections	1st Feb 2016		

Signature of the CAS advisor: \_\_\_\_\_

Date: \_\_\_\_\_



**CAS COMPLETION FORM**

**Scottish High International School**

(To be filled student together with the CAS adviser)

Name of the student: \_\_\_\_\_

It is certified that the above named student has fulfilled each of the following learning outcomes :-

Students outcome	Learning	Achieved (Yes/No)	Nature and specific location of the evidence (weblog/date, journal/page, etc) where it can be cross-checked.
Increased awareness of their own strengths and areas of growth			
Undertaken new challenges			
Planned and initiated activities			
Worked collaboratively with others			
Shown perseverance and commitment in their activities			
Engaged with issues of global importance			
Considered the ethical implications of their actions			
Developed new skills			

Name of CAS adviser: \_\_\_\_\_

Signature of CAS adviser: \_\_\_\_\_

Date: \_\_\_\_\_







1) Were they challenging activities? Did you learn anything new?

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2) Did you plan well to carry out your activities? How?

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3) What difficulties did you face while working with others and how did you overcome it?

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4) What did you learn about yourself through these activities?

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5) Do you think you could be of help to somebody after learning these activities? How?

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6) What different approach you plan to have next time for the same activities?

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7) Could you stand by your values while you were completing the activities?

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**Signature of Student:** \_\_\_\_\_ **Date :** \_\_\_\_\_



## SOURCES & CREDITS

1. IB *Creativity, action, service guide*, 2010-12
2. Haut-Lac International Bilingual School, CAS Guide 2010-12
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4. [www.ibo.org](http://www.ibo.org)
5. [www.is-ostrava.cz](http://www.is-ostrava.cz)
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- 7 Other Internet sources





**SCOTTISH HIGH**<sup>TM</sup>  
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