



**CREATIVITY, ACTION, SERVICE
HANDBOOK
2016-2017**

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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 programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded individuals who, recognizing their common humanity and shared guardianship of the planet, strive to create a peaceful world through understanding the world's global interconnectedness and humanity. IB learners strive to be:

1. **Inquirers:** Develop a natural curiosity which allows them to become lifelong learners.
2. **Knowledgeable:** They explore ideas of importance and dig deep into its meaning creating a balance of their learning.
3. **Thinkers:** They apply thinking skills which allows them to tackle complex problems in creative ways.
4. **Communicators:** They understand and articulate information in confident, creative ways, including a second language.
5. **Principled:** Students are honest, fair, just and full of integrity. They strive to solve their own problems and take responsibility for their own actions.
6. **Open-minded:** Students understand and embrace other cultures. They recognize and celebrate their own backgrounds and learn tolerance for others.
7. **Caring:** Students actively care about others and participate in active service.
8. **Risk-Takers:** Students are brave in the face of new challenges. They strive to take on new roles and defend their own beliefs.
9. **Balanced:** Students understand the need to be emotionally, physically and mentally balanced. They strive for this in themselves and others.
10. **Reflective:** Students reflect on their own learning. They are able to adjust for weaknesses and strengths.

CAS RATIONALE

The acronym CAS stands for Creativity, Action, Service. For the IB Diploma candidate, it completes the core of the IB programme alongside Theory of Knowledge (TOK) and the Extended Essay (EE). For all ARIS students, not only those offering the full Diploma Programme, it is a two-year journey of self-discovery and reflection that supports the holistic development of each individual. CAS is the counterpart to the academic rigour imposed by demanding school subjects, and the level of scholarship required to excel. CAS provides students with unique opportunities for personal growth, through individual and collaborative endeavours. It aspires to be the actualisation in daily practice of both the IB and ARIS's educational philosophies, where creative, physical, and service activities become key components of authentic experiential and service learning and aid in guiding career paths.

As students ponder and plan their Creativity, Action, Service activities they might consider the following:

The key question isn't "What fosters creativity?" But it is why in God's name isn't everyone creative? Where was the human potential lost? How was it crippled? I think therefore a good question might be not why do people create? But why do people *not* create or innovate? We have got to abandon that sense of amazement in the face of creativity, as if it were a miracle of anybody created anything.

-Abraham Maslow

Lack of creativity destroys the good condition of every human being, while movement and methodical physical exercise save it and preserve

-Plato

Everyone can be great because anyone can serve. You don't to have a college degree to serve. You don't even have to make your subject and verb agree to serve... You only need a full heart of grace. A soul generated by Love...

-Dr Martin Luther King, Jr.

I am of the opinion that my life belongs to the community, and as long as I live it is my privilege to do for it whatever I can.

-George Bernard Shaw

All that we do is but a drop of water in the ocean. But if we didn't contribute that drop there would be no ocean.

-Mother Teresa

**Is anybody happier because you passed his way?
Does anyone remember that you spoke to him today?**

**The day is almost over, and its toiling time is through;
is there anyone to utter now a kindly word of you?**

**Can you say tonight, in parting with the day that's slipping fast,
that you helped a single brother of the many that passed?**

Is a single heart rejoicing over what you did or said;
Does the man whose hopes were fading, now with courage look ahead?

Did you waste the day, or lose it? Was it well or sorely spent?
Did you leave a trail of kindness, or a scar of discontent?

As you close your eyes in slumber, do you think that God will say,
"You have earned one more tomorrow by the work you did today".

-John Hall

Anyone can become angry—that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way—this is not easy.

ARISTOTLE, the Nicomachean Ethics

"It is the sin of the soul to force young people into opinions—indoctrination is of the devil—but it is culpable neglect not to impel young people into experiences." Kurt Hahn

The Nature of Creativity, Action, Service

.. *If you believe in something, you must not just think or talk or write, but must act.* Alec Peterson

Creativity, Action, Service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student's DP experience and the successful completion of CAS is required for the award of the Diploma. It involves students in a *range of activities* alongside their academic studies throughout the DP. The three *strands* of CAS, usually interwoven with particular activities, are characterized as follows:

Creativity strand: arts, and other experiences *outside the normal curriculum* which involve imagination, creative thinking and expression.

Action strand: physical exertion contributing to a healthy lifestyle, complementing the academic work elsewhere in the Diploma Programme.

Service strand: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

CAS enables students to enhance their personal and interpersonal development through experiential and service 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 student has a different starting point, and therefore different goals and needs, but for many students their CAS activities include experiences that are profound and life-changing.

For *personal growth and development* to occur, CAS should involve the following criteria:

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

All proposed CAS activities must meet these four criteria. CAS activities should continue on a regular basis for at least 18 months, spanning the duration of the Diploma Programme. Other parts of the student's DP work must *not* be replicated.

CAS is not formally assessed in quantitative terms, but students must document their activities and provide evidence that they have achieved eight key learning outcomes, which are specified later in this document. Successful completion of CAS is a requirement for the award of the Diploma.

What is not CAS?

- Student in a passive rather than an active role
- Student not interacting with others
- Any class, activity or project already part of student's Diploma Programme.
- An activity where a student is personally rewarded, financially or with some benefit (unless the benefit is passed on in full to a cause which itself would meet CAS expectations)
- Doing simple, tedious, repetitive work such as shelving library books
- Working with the elderly or in a children's home when the student has no idea of how the home operates. S/he is making sandwiches, for example, has little or no contact with the residents or does not engage in service benefitting other people
- A passive pursuit such as a visit to a museum, theatre, art exhibition, concert or sports event
- All forms of duty within the family
- Participation in religious activities that are for the purpose of religious instruction or worship
- Religious devotion and any activity which can be interpreted as proselytizing
- Work experience only benefitting the student
- Fund-raising with no clearly defined end in sight
- Activities which cause division amongst different community groups
- Volunteering in any place of work or venture which is a profit making business
- An activity where there is no leader or responsible adult on site to evaluate and confirm student participation and performance (a family member, for example, cannot validate CAS hours).

CAS Guiding Questions

Students should ask themselves the following questions, which may be helpful for determining whether or not an intended activity qualifies as CAS:

- Is the activity a new rôle for me?
- How will I personally be involved?
- How will the activity affect me in terms of my intellectual, social and emotional growth?
- What do I hope to learn from getting involved?

- How can this activity benefit other people?
- What can I reflect on during this activity?
- Will the activity help me develop new skills and proficiencies? Which ones?
- Will the activity help me meet any of the eight learning outcomes? Which ones?
- Why do I think the activity qualifies for CAS?
- Would this activity be considered CAS by the teaching Faculty in my school?

CAS opportunities available to ARIS students

Listed below (for each strand) are some activities in which students can participate to satisfy CAS requirements. Students, teachers and parents are strongly encouraged to innovate and refresh the range of opportunities.

CREATIVITY: opportunities include, but are not limited to the following:

- African Drumming and Dance Club
- Art and Mural Club
- Drama and Music
- Creative Writing Club
- Maths Team
- Singing
- Piano
- Guitar
- Chess Club
- Reading Club

ACTION: opportunities include, but are not limited to the following:

- Basketball
- Boxing
- Cheerleading
- Dance
- Football
- Golf
- Gymnastics
- Swimming
- Tennis
- Track
- Volleyball
- Stage Crew
- Fencing
- Yoga
- Gym Training

SERVICE: opportunities include, but are not limited to the following:

Service Clubs/Organizations:

- Business Professionals Diversity Club
- Environmental Club
- GIN (Global Issues Network)
- MUN (Model United Nations)
- Social Welfare Group
- Yearbook Club

Students must set individual goals and complete reflections.

Service Projects

- Adopt a family for the holidays
- Tutor elementary students in reading and maths
- Peer tutoring in maths and reading
- Educating elementary students about global issues
- Educating elementary students about real life topics
- Conducting sports clinics for younger students
- Serving as mentor coaches for younger students
- Providing day care during elementary/middle school conferences
- Knitting and crocheting Chemo Caps for patients
- Recycling and beautification of school campus grounds
- Organizing Diversity Day Programme
- UNICEF Trick or Treat Day Programme
- Sponsored Walk
- Fund Raising Events
- Various Environmental Projects
- Fun Fair for Charity
- Adopt a Park
- Adopt a Highway
- Adopt a Beach
- Earth Day Projects
- Food/Clothes/Books Drives for Friends in Need

Students must set individual goals and complete reflections.

Volunteering:

- Bolinas Academy
- Accra Zoo
- Trinity Academy
- Solo Monkey Forest
- Street Girls Aid

- New Horizon Special School
- Beacon House Orphanage
- Chosen Rehab

RESOURCES FOR ADDITIONAL CAS ACTIVITY IDEAS:

- Volunteer Match (Connects Volunteers w/ Causes) www.volunteermatch.org
- CAS Corner (CAS Activity Ideas) cascorner.blogspot.com
- Free The Children (Children Helping Children Through Education) www.freethechildren.com
- Taking It Global (Online Community of Youth Interested in Global Issues and Creating Positive Change) www.tigweb.org
- 365 Ways To Change The World, Michael Norton, 2007
- Be The Change You Want To See In The World, Julie Fisher-McGarry, 2006
- The Complete Guide To Service Learning, Cathryn Berger Kaye, 2004
- The Difference a Day Makes, Karen M Jones, 2005
- Teen Guide To Global Action, Barbara Lewis, 2008

International Dimensions

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 Learner Profile Booklet (March, 2006)

Creating “a better and more peaceful world” is a large aim. Working towards it should be seen as involving many small steps, which may be taken locally, nationally or internationally. It is important to see activities in a broader context, bearing in mind the maxim “*Think globally; act locally.*” Working with people from different social or cultural backgrounds in the vicinity of the school can do as much to increase mutual understanding as large international projects.

CAS AND ETHICAL EDUCATION

There are many definitions of ethical education. The more down-to-earth ones acknowledge that it involves more than simply “learning about ethics”. It can be argued that meaningful ethical education—the development of ethical human beings—happens only when people’s feelings and behaviour change, as well as their conceptual construct of the world. .A key aim in the TOK course is to encourage consideration of the responsibilities originating from the relationship between knowledge, the community and the individual as a citizen of the world.

Because it involves real activities with significant outcomes, CAS provides a major opportunity for ethical education, understood as involving principles, attitudes and behaviour. The emphasis in CAS is on

helping students to develop their own identities, in accordance with the ethical principles embodied in the IB Mission Statement and the IB Learner Profile. Various ethical issues will arise naturally in the course of CAS activities, and may be experienced as challenges to a student's ideas, and their habitual responses or ways of behaving (for example, towards other people). In the context of CAS, schools have a specific responsibility to support students' personal growth as they think, feel and act their way through ethical issues.

CAS and Theory of Knowledge

The Theory of Knowledge course, mentioned briefly earlier, encourages students to think about the nature of knowledge, to reflect on the process of learning in all the subjects they study as part of their Diploma Programme course, and to make interdisciplinary connections across the academic areas. Students should be encouraged to compare their learning in CAS with their academic learning, and to consider how one may reinforce the other. TOK lessons may provide an opportunity for critical analysis and extended discussions of the epistemological foundations of the inherent values and philosophy of CAS, and student responses to these.

AIMS

The CAS programme aims to develop students who are:

- reflective thinkers—they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- willing to accept new challenges and new roles
- aware of themselves as members of communities with responsibilities towards each other and the environment
- active participants in sustained, collaborative projects
- balanced—they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.

EIGHT LEARNING OUTCOMES

As a result of their CAS experiences, there should be evidence that students have:

1. *Increased awareness of their own strengths and areas for personal growth:* Students should be conscious of their various skills and abilities; some skills more developed than others.
2. *Undertaken new challenges:* An unfamiliar activity may pose a new challenge, or be an extension to an existing one:
3. *Planned and initiated activities:* Planning and initiation are often in collaboration with others. Activities may be part of larger projects, for example, and/or ongoing school activities in the local community, as well as in small-group, student-led activities. Planning entails Creativity.
4. *Worked collaboratively with others.* Collaboration in many different activities, such as team sports, playing music in a group or band, or helping in a kindergarten. At least one CAS project, involving collaboration with others and the integration of at least two of the Creativity, Action and Service elements, is required. Hermits will be unable to fulfil the CAS requirement in this respect.

5. *Shown perseverance and commitment in their activities:* At a minimum, these traits imply regular participation and accepting a share of the responsibility for dealing with problems that arise.
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:* Moral judgements, of course, arise in many CAS activities. Evidence of thinking about moral and ethical issues can be shown in various ways, including journal entries and in conversations with CAS advisers. Would the student have acted differently had s/he not participated in that activity? Did his or her reflection affect that action?
8. *Developed new skills:* New skills may be required and acquired in activities that students have not previously undertaken, or they may enhance their existing expertise.

The focus on learning outcomes is of major importance in several ways. First, it directs attention to the *qualitative aspects* of a CAS activity, in other words, the extent to which the activity and ensuing reflection on it contribute to the student's personal development. This should be distinguished from the *quantitative aspects* of the CAS activity— the amount of hours accumulated, for example. It is the qualitative aspects that matter; it is the qualitative aspects that will make a difference to the lives of the participating students and the other people with whom they have interacted.

Nevertheless, both teachers and students plead for a reference point. Hence the IB's guideline for the minimum, total time commitment for CAS is spending the equivalent of half a working day per school week. That amounts to three to four hours per week, 50 + 50 + 50: approximately 150 hours, spread over the two years of the Diploma Programme.

A second positive of the emphasis on learning outcomes is that all three strands of CAS, but most notably that of Service, are demonstrably useful in furthering the purposes of education; useful in eliciting, developing, and shaping qualitative aspects of character in the affective domain, such as emotional intelligence. Service on behalf of others has a clear utilitarian purpose in the furtherance of personal development; it is not just being fluffy and nice to the less fortunate, out of some wobbly sense of guilt or altruism.

A reasonable balance between the strands of Creativity, Action and Service should be maintained. Indeed, the word 'balance' implies that each of the strands occupies the students' time more or less concurrently, so students do *not* do a chunk of Creativity at the beginning of the programme, put that aside and then shift on to Action, and so on. CAS is not to be treated sequentially. Just as the academic subjects in the Diploma Programme are designed to be taught concurrently, so with the strands of CAS. And no, the CAS-type activities in which the students may have been engaged *before* the DP began do *not* count towards the 150 hours.

Above all, the experience and the reflection on the experience are the most important features. CAS involves much more than simply counting hours. It has been said that the best indicator of a CAS activity being worthwhile is if the student continues with it after graduating with the Diploma.

Responsibilities of the student

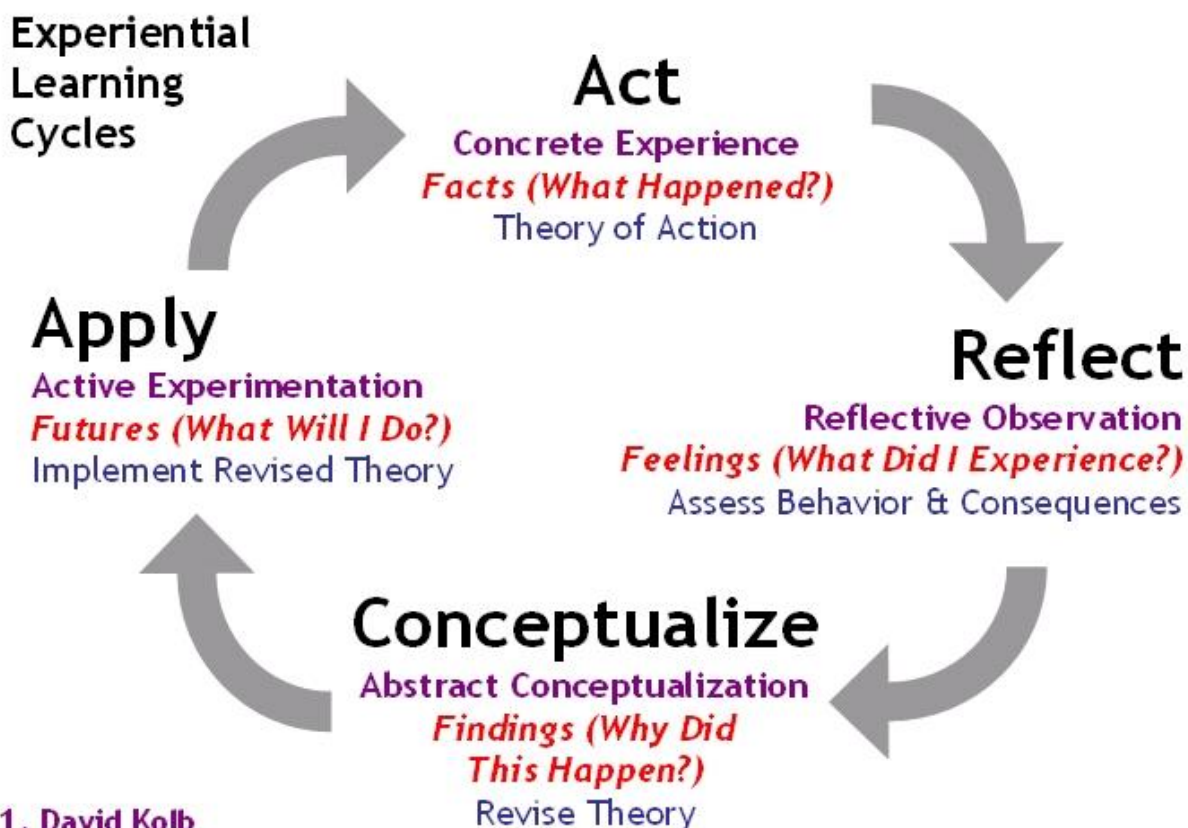
The relevant section of the IB *Programme Standards and Practices* document states that students should have opportunities to choose their own CAS activities and to undertake activities in a local and international context as appropriate. This means that, as far as possible, students should “own” their personal CAS programme. With guidance from their mentors/advisers, students should choose activities for themselves, initiating new ones where appropriate.

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 at least one interim review 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.

Experiential Learning

The Cycle of Experiential Learning: Experiential learning involves more than taking part in an activity. To make an activity a true learning experience, students must plan, act, observe and reflect. This is the learning method that students are expected to use for each of their CAS activities.



1. David Kolb
2. Roger Greenaway
3. Chris Argyris & Donald Schön

compiled by Andrea Corney

www.edbatista.com/2007/10/experiential.html

While different DP subjects offer varying amounts of opportunity for experiential learning, it is at the very heart of CAS. Among the benefits of the 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 life benefits to self and/or others
- understand their own capacity to make a difference
- make decisions that bring about real, not hypothetical, results
- develop skills to solve problems
- develop a sense of responsibility and accountability for their actions

Reflection, recording and reporting

One of the central tenets of CAS and experiential learning is that significant personal growth results from meaningful reflection. Reflection however, 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. Reflections should be completed at least once a week.

To make the reflection process meaningful, students need to:

- Recall life situations
- Analyse them
- Evaluate them
- Draw conclusions
- Change perspectives
- Plan further actions
- Communicate and share experiences with others.

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 “modelled” 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 weblogs. They can use journals or make up varied portfolios. Or they may sometimes simply reflect privately.

Some of the most important lessons may be very personal ones that students should be allowed to keep to themselves.

Developing reflection

Experiential learners should be asking themselves the following questions at each stage (early, middle and end) of an activity:

- how I felt
- what I perceived
- what I thought about the activity
- what the activity meant to me
- what the value of the activity was
- what I learned from the activity and how this learning (for example, a change of perspective) might apply more widely
- what I might have done differently
- how I make sure my work endures
- what might I do in the future

Often the most meaningful aspect of a CAS activity is in relationships to other people.

- who did I meet?
- who helped me and how?
- who surprised, inspired, disappointed me etc. and how?
- who benefited from my activity and how?

For service activities, you might consider ethical questions such as:

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

Additional guiding questions/statements to address when completing reflections

1. Summarize and describe the activity. What has happened? What is happening (include relevant dates)?
2. What activities were completed? What abilities and attitudes were put into action by me and others?
3. What did I (we) hope to accomplish by this activity/project?
4. What did I (we) actually accomplish? What have been or will be the outcomes or the consequences of the activity/project?
5. Who have I (we) met? With whom have I (we) worked?

6. Did you feel at any time that you were failing to achieve what you wanted from the activity?
7. Have I (we) achieved our goals and objectives?
8. What difficulties did you encounter? How and what did you do to overcome the difficulties?
9. What could I (we) have done differently to achieve my (our) goals and objectives?
10. What did you hope to learn about yourself, about others, or about academic subjects from the experience (self-confidence, modesty, respect, awareness, responsibility, curiosity, honesty, objectivity, commitment, initiative, determination, new skills, the ability to meet challenges)?
11. What did you actually learn from the activity/project (knowledge, abilities, attitudes, values and so on)?
12. Did anyone help you during the activity? If so, describe the help you were given.
13. How did this activity benefit other people or institutions?
14. What would you do next if you could continue this activity?
15. What would you like to do next if you could continue this activity?
16. How can I (we) apply what I (we) have learned to other life situations?
17. Have I changed my perspectives? If so, in what way?
18. Which of the eight learning outcomes did the activity help me accomplish?
19. How did the activity help me reach these learning outcomes?

Sample Student Reflections

Teaching to the Baan Maelid Hill Tribe

"Teaching is hard! Being a student, I have come to realise that I should never underestimate the power of teachers!

I found this activity extremely hard, from the planning process until the very end, as it required me to think on my feet and change plans when it seemed that things weren't going as intended. I am not a very active person, so I had to really force myself out of my comfort zone when trying to act out verbs in front of the students.

I've shown commitment and worked collaboratively with my group in order to get lessons planned and coordinated. Moreover, through doing this activity, I've really come to realise the importance of education for children to succeed! Education not only broadens your knowledge, but also prepares you for the harsh world out there. Living in a rural area like Mae Hong Son, I think that education is key for the children at Baan Maelid to be successful."

Kerboom! Chemistry Club

"Kerboom! Chemistry Club has enhanced both my knowledge of carrying out experiments and of collaborating with a younger group of students.

It is also useful to be able to apply existing Chemistry knowledge to real life applications/experiments. This week, we made perfume, which made me think about the novel we are studying in English: 'Perfume: A Story of a Murderer' by Patrick Suskind. The novel described the process of distilling flowers in order to get essential oils, and it all sounded a bit like hocus pocus... but it turns out that people really did simply extract scents from plants. We actually went out and got flowers, crushed them in a crucible

and began distilling them. We heated them with a tiny amount of water and alcohol and then collected the condensed oil, called the 'essential oil', in a glass beaker.

My fellow Kerboom! students and I are keen on starting our own perfume business after that experience!

We have tried many other cool experiments: we made plastic out of milk and other organic products, produced fake glass by heating sugars, created our own bath bomb and watched demonstration experiments such as the screaming jelly baby experiment and the King Kong hand.

Overall, I think this activity has really helped us appreciate Chemistry as a science. This is especially true for younger students, who I think don't always acknowledge how important school subjects are and how they relate to our adult lives - it gives us a whole new perspective on what Chemistry is all about."

The Regent's Race

"I was really excited about the Regent's Race. This event was a new challenge for me because I'd never run 5km before. I remembered the one in Sports Day was only 3.2km. During the run, I was pretty glad that Mr McConnell was always in front of me, so I was motivated to continue running. When I arrived at the Oval and was about to finish the last bit, I overtook Mr McConnell and sprinted off. I remembered at the end, when I was sprinting, I could not feel anything because I was so exhausted. As soon as I arrived at the finish line, I felt really sick. Overall, this event was worthwhile because it was a big challenge for me. I set myself a target that I would reach the finish line in 40 minutes and I am very proud that I did better than I expected with a time of 31 minutes. I came 2nd out of the senior girls' group. So I am very proud of this. If I have a chance to run again I would like to try to beat my time."

Model United Nations Conference

"I remember panicking at one point, as I was not prepared to answer any open-ended questions from the floor. I was very scared of not being able to think on my feet - however I pushed myself to do so.

It was horrible. Very horrible. I almost choked on my words. I was also extremely confused to say, "Will the Chair please thank the delegate of And tell the delegate of ... that..." every single time I was supposed to speak. I found that part of the day the most challenging but it was definitely a new experience and a leap beyond my boundaries.

Overall it was fun and new experience. Although there were times that I thought I wouldn't be able to go up in front of the delegates and speak, I managed to show perseverance and make myself do it. By the time we were attending the closing ceremony I began to relax once again and breathe normally, as I was no longer scared or nervous about making any more speeches. The experience I got from MUN, although it was often frightening, was also very informative as I began to engage with the world's political disputes and problems of different countries. I was also connected with the students from other schools and shared my opinions about different topics as well as listening to theirs.

MUN was definitely something new and challenging for me. However, I enjoyed my experience so much that at the next opportunity I might even consider doing it again and hopefully be a little more confident."

Recording and Reporting

Students *must* document their CAS activities, noting in particular their *reflections* upon their experiences. This documentation may take many forms, including weblogs, illustrated displays, videos and written notes. Its extent should match the significance of the particular activity to the student.

Some of the most valuable recording and reporting happens when there is a real audience and purpose, for example, when students inform other students, parents or the wider community about what is planned or what has been achieved.

Students must include support documentation with their reflections. Examples are:

- Photographs
- Letters from Organisations
- Journal Entries
- Brochure from Organisations
- Certificates of Achievement
- CDs/Videos/DVDs
- Travel Itineraries
- Game Programmes
- Team/Club Agendas
- Service Organisation Agendas
- News Articles
- Posters
- Emails

It is required for students to consult with a CAS adviser, at least twice a month for a minimum of 15 minutes, where progress is discussed and appropriate encouragement and advice is given. These consultations *must* be briefly documented on a simple CAS progress form. If any concerns arise, especially about whether a student will successfully complete the CAS requirement, these should be noted and appropriate action should be taken at the earliest opportunity.

ARIS will record the completion decision for each student, noting the evidence for each learning outcome. This decision is reported to the IB Africa, Europe and Middle East Regional Office, as specified in the Handbook of Procedures for the DP.

Where a school is required to submit sample student CAS records to the Regional Office, as part of the regular monitoring process, the records required will be:

- The progress form
- The completion form
- Up to 10 sample pages from the student's ongoing documentation. These sample pages, which may, for example, be photocopied journal pages or printouts from electronic logs, must include a list of the principal activities undertaken and evidence of both planning and reflection. *For one or more activities, it must be possible for the reader to tell what happened, why it happened, how it happened, what its value was and what the student learned from it.*

Range and Diversity of Activities

Activities vary in length and in the amount of commitment required from the student, but all should be meaningful to the student. For example, a short term activity should be approximately 15 hours in length. A long term activity could continue for months. ARIS has ongoing relationships with local organisations which offer challenging opportunities for service activities. These activities may also incorporate strands of Creativity and/or Action. Other schools undertake major, concentrated, one-off activities which may involve considerable planning and fund raising (for example, expeditions or building projects).

Projects, Themes and Concepts

Students should be involved in at least one project involving teamwork which integrates two or more of Creativity, Action and Service, and is of significant duration. Larger scale activities of this sort may provide excellent opportunities for students to engage with issues of global importance. From time to time, in line with its Mission Statement, the IB may identify broad themes which schools are invited to support. Such themes may provide a context which will enable students to generalize further in their reflections, following the maxim “Think Globally, Act Locally.”

CAS PLAN OF ACTION

- Read the ARIS Handbook carefully and completely. If you have any questions or concerns, contact the CAS Coordinator.
- Complete a Self-Review: *Activities (school and community), hobbies, interests, skills and talents
*Career Interests and Goals
- Determine personal growth goals for what you hope to achieve through your CAS programme.
- Develop a CAS Plan of Action
- For each activity, contact the person who will serve as your activity supervisor. Discuss your activity plan and goals.
- On ManageBac, create a new CAS activity. *Remember to do this before you begin the activity!*
- Give the activity a name. Enter the activity type and predicted number of hours. Indicate the location and anticipated start and end dates. Describe the activity completely. State your personal goals for the activity (Why did you choose the activity? What do you hope to accomplish?). Check the learning outcomes you anticipate meeting.
- Fill in the information for the activity supervisor.
- Wait for approval from your CAS Coordinator before beginning the activity.
- *Do the activity!*
- While completing the activity, continuously record your observations/reflections and submit them on ManageBac. *Submit at least one reflection a week.*
- While completing the activity, remember to collect support evidence which proves you actually participated in the activity. *Submit the support evidence.*
- When the activity is complete, use the CAS questions on ManageBac to guide your writing of a final reflection on your experience and submit it on ManageBac.
- Submit additional evidence (journals, pictures, videos, files and so on) on ManageBac using the Reflections button.