



Ramallah Friends School

International Baccalaureate - Diploma Program- CAS Handbook

2023-2024

This handbook is intended to serve as a guide for the IB CAS Diploma program at Ramallah Friends School. It contains details about the program in general and its implementation at RFS. Please do not hesitate to contact Mr. Riziq Armoush, the CAS coordinator at the school, for additional information.

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Overview of the CAS program

Creativity, activity, service (CAS) is a compulsory requirement for all DP students in addition to their academic study. Students engage in a range of activities characterized by the three CAS strands, explained below:

- * **Creativity:** exploring and extending ideas leading to an original or interpretive product or performance.
- * **Activity:** physical exertion contributing to a healthy lifestyle.
- * **Service:** collaborative and reciprocal engagement with the community in response to an authentic need.

- **Structure of the CAS program:**

Students participating in CAS are required to regularly take part in a variety of experiences and *at least* one project over the 18-month duration of the DP. A CAS experience is a specific, short-term event or an extended series of events, whereas a CAS project is a collaboratively planned series of sequential CAS experiences lasting one month or more.

Completion of CAS is based on the achievement of the seven CAS learning outcomes. Students are expected to maintain a CAS portfolio capturing evidences and reflections for their engagement with CAS, and demonstrating achievement of the learning outcomes.

- **Nature of the CAS program:**

CAS is designed as a form of experiential education that typically involves the following stages:

- Investigation, preparation, and action that meets an identified need
- Reflection on significant experiences throughout to inform problem-solving and choices
- Demonstration allowing for sharing of what has taken place

- **Reflection** is an important element of this experiential learning cycle, as indicated in the model here. Students are expected to regularly reflect throughout each of these stages for every experience/project.

The importance of CAS

- Successful completion of CAS is a requirement for the award of the IB Diploma.
- CAS is highly appreciated by many Universities, students who engage in extracurricular activities also benefit when applying to universities or colleges.
- CAS is personal growth and development.
- The CAS experience provides opportunities for self-determination and collaboration with others and fosters a sense of accomplishment and enjoyment that students achieve from their work.
- CAS is an important counterbalance to the academic challenges of the DP.
- CAS allows students to enhance their personal and interpersonal development through a practical, hands-on experience, rather than solely focusing on education inside the classroom.
- By participating in CAS activities, students become well-rounded young adults.
- Not only does CAS help students become more interculturally aware, it also helps students put their knowledge into action and see the potential effects of their projects.
- A meaningful CAS program is a journey of discovery of self and others. For many, CAS is profound and life-changing.

CAS and the Diploma Program

- CAS experiences can be associated with each of the subject groups of the Diploma Program. Teachers can assist students in making links between their subjects and their CAS experiences where appropriate. However, CAS experiences must be distinct from, and may not be included or used, in the student's Diploma course requirements.

- Each subject group of the Diploma Program can contribute towards CAS. The examples below are suggestions only; teachers and students can create their own authentic connections where possible.

* **Group 1:** students could engage in creative writing, produce audiobooks for the blind or write a movie and produce it.

* **Group 2:** students could provide language lessons to those in need, develop language guides using technology or raise awareness of the culture of the language being studied through a website or other forms of communication.

* **Group 3:** students could record the oral histories of people living in elderly residential facilities and create family memoirs, create a social enterprise addressing a community need or collaborate on a community garden.

* **Group 4:** students could form an astronomy club for younger students, help maintain a nature reserve or promote physical participation in "walk to school" groups.

* **Group 5:** students could teach younger children to overcome mathematical challenges, maintain financial accounts for a local charity or plan a mathematics scavenger hunt at school to highlight the importance of mathematics in everyday life.

* **Group 6:** students could take dance lessons that lead to a theatrical performance, participate in a community art exhibition or community initiatives (such as performances or photo exhibits) for hospitals or aged-care facilities.

CAS learning outcomes

Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

* **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.

* **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.

* **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.

* **LO 4:** Show commitment to and perseverance in CAS experiences:

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

* **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.

* **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.

* **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 learning outcomes can be more fully explained through the use of descriptors.

CAS project

- CAS project is a collaborative, well-considered series of CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. CAS students must be involved in at least one CAS project during their CAS program.
- All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met.

CAS Stages:

- 1- Investigation: Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences. 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.
- 2- Preparation: Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines.
- 3- Action: Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.
- 4- Reflection: Students describe what happened, express feelings, generate ideas, and raise questions.
- 5- 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.

Evidence of student's activities

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

- *Photographs
- *Letters from organizations
- *Journal entries
- *Brochures from organizations
- *Certificates of Achievement
- *CDs/videos/DVD
- *Ribbons
- *News articles
- *Posters
- *Email

What Is Not CAS?

- * He/she is not interacting with others.
- * He/she is doing activities, or projects that are part of his/her Diploma Program.
- * He/she is personally rewarded financially or some other benefits unless these benefits are passed to a worthy cause.
- * He/she is doing simple, tiring, repetitive work.
- * He/she is in a passive work such as watching a movie or a play or a visiting a museum, or art exhibition, concert, or sport events.
- * He is working within the family.
- * He/she is participating in religious activities that are for the purpose of religious instruction or worship.
- * He/she is sharing in activities which cause division amongst different community groups.
- * He/she is volunteering in any place of work that is a profit making business.
- * He/she is doing activities where there is no leader or responsible adult to evaluate and confirm student participation and performance.

Linking CAS experiences and academic subjects

* Group 1: Studies in language and literature:

Subject	Product	Process	C, A, S?	Subject link
Language A	Creative writing	Creative writing club produce features/content for school newspaper.	C	
Language A	Audiobook production	Contact local organization serving the blind and collaborate to produce audiobooks that the blind can access.	C, S	
Language A	Debating club	Teach younger students how to debate, MUN.	C, S	
Language A	Play production	Write a play script then perform it.	C	
Language A	School librarian assistant	Learn to support your school or town librarian and develop strategies to improve reading.	C, S	

*** Group 2: language acquisition:**

Subject	Product	Process	C, A, S?	Subject link
Language B	Language club	Students provide English/ Arabic language classes in the evenings to any group in need.	C, S	
Language B	Reading club	Students work with younger members of the community to listen to them read in English/Arabic to help them develop their reading skills.	S	
Language B	Translation services	Provide translations for places of interest.	C, S	
Language B	Newspaper articles	Write articles on the culture of the language you are studying for your local or school newspaper.	C, S	

*** Group 3: Individuals and Societies:**

Subject	Product	Process	C, A, S?	Subject link
Business	Review of nonprofit activity.	Students work with a non-profit in their area to review vision and mission statement, aims, objectives, strategies and tactics, and their relationships.	C, S	1.3 Organizational objectives
Business	Create a business plan.	Students create a business plan for a CAS project or starting a nonprofit of their own.	C, S	1.1 Introduction to business management
Business	Advertising campaign	1- Apply principles of advertising to advocate a cause/fundraising campaign. 2- Create an awareness campaign about consumer rights.	C, S	
Economics	Fundraising	Bake sales etc. are analyzed using economics techniques to maximize profits for good causes.	C, S	Factors influencing demand
Economics	Development economics	1- Research your country's foreign aid policy. 2- Find out what percentage of donations given in your country make it to those in need - start with school fundraisers.	C, S	

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*** Group 4: Experimental sciences:**

Subject	Product	Process	C, A, S?	Subject link
Biology	Grow and educate about organic vegetables.	Students research farming methods and then grow organic produce, sell to the community, then donating the money to a worthy cause.	C, S	
Biology	Junk nutrition	Students review impact of junk food on their systems and educate community about negative effects.	C,A,S	
Biology	Gain CPR First Aid certification	Extend to become a volunteer in community.	S	
Biology	Campaign	Create a campaign to educate the community on the risk factors of smoking, obesity, diabetes.	C,A,S	
Biology	Own health	Set and achieve goals for your ownA health.		
Biology	Volunteer at local hospital	Students volunteer regular time.	S	

Subject	Product	Process	C, A, S?	Subject link
Physics	Magic science	Students provide a series of interactive experiments for younger children and explain the physics of it, perhaps as an assembly for local schools or open day.	C, S	
Physics	Teaching club	students could teach younger children to overcome physics challenges.	C,S	
Chemistry	Raising awareness	Students might make some research on the water supply in the school and in the area nearby and take some decisions. (Raising awareness after testing local water quality)	C,A,S	9.1 Oxidation and reduction: Water analysis
Chemistry	Magic science	Students provide a series of interactive experiments for younger children and explain the Chemistry of it, perhaps as an assembly for local schools or open day.	C,S	

*** Group 5: Mathematics:**

Subject	Product	Process	C, A, S?	Subject link
Mathematics	Wheelchair ramps	Students work with design department to design and construct ramps for buildings or homes without wheelchair access that need it.	C,S	
Mathematics	Math club	Teaching younger children to overcome mathematics challenges.	C, S	
Mathematics	Become a learning support assistant	Become a LSA for a younger student in mathematics during your study periods.	S	
Mathematics/ Film	Math videos	Develop a series of math's videos that promote mathematics for younger children or show the different elements of mathematics. Video blog on how mathematics is used in the news or by the media.	C,S	
Mathematics /biology	Statistical exercise on exercise	Students work with individuals or clubs to analyze their physical attributes or training.	C,A,S	

*** Group 6: The Arts:**

Subject	Product	Process	C, A, S?	Subject link
Visual Arts	Recycling project	Students make clothes from recycled materials, then hold a fashion show.	C, S	
Visual Arts	Donate art	Work on art projects or installations for public spaces such as hospitals, age-care facilities or refugee camps.	C,S	
Visual arts	Awareness campaign	Art students partner with the local utilities company to paint rain barrels with various local and state themes that will be displayed around the community to bring awareness to the idea of water conservation.	C,S	
Visual arts	Global Village	Students put together a Global village display for open day, local schools (Art. Food. Music. Dress)	C,S	
Film	Movie Club	Creating a movie/documentary group club where each individual watches the movie chosen separately and they join a zoom meeting/ regular meeting to discuss and analyze it.	C	
Film	Create a movie/ documentary	Write the script, direct the movie, film it and edit the footage.	C,S	
Film	Teaching Club	Teach younger students how to use the camera, how to film and how to edit footage.	C,S	

Proposal Form

Name _____

*The following questions are designed to help you determine whether the **experience** you are planning qualifies as a CAS **experience**. Please complete this form and share it with your CAS **Coordinator** before engaging in the new **experience**. This form may be used as evidence of communication with your CAS **Coordinator**.*

1. Briefly describe the **experience** you intend to carry out.
2. This would fulfill: C _____ A _____ S _____
3. Is this **experience** a new role for you?
4. What do you hope to learn from getting involved with this **experience**?
5. Does this **experience** have any real consequences for other people and yourself? Explain.
6. What can you reflect on during this **experience**?
7. Which IB Learning Outcomes (see **CAS orientation presentation**) correspond with this activity?

Approved _____ Not Approved _____

CAS Coordinator Signature _____ Date: _____

CAS Reflection Form

Candidate name: _____

Candidate Number: _____

CAS experience title: _____

Type of experience: _____

1- Describe the CAS experience that you're reflecting on:

2- What was/were the goal/s of your CAS experience and to what extent was/were it/they met?

3- Which learning outcome/s have you met in this experience? To what extent have you met this/these learning outcome/s? And how?

4- Is it possible to apply what you have learned through this experience in your life? How?

5- What would you improve if you were to do this experience again and why?

6- Did you face any challenges whilst doing this experience? If yes, how did you resolve them?

Evidence 1

Evidence 2

CAS log sheet

<i>Experience Title</i>	<i>Date</i>	<i>Creativity</i> ✓	<i>Activity</i> ✓	<i>Service</i> ✓	<i>Learning Outcomes Achieved</i>	<i>Supervisor's signature</i>

Final CAS reflection (350 WORDS)

Write a clear and complete reflection. The following guiding questions should help you on your CAS reflection:

- * What have you learned from the CAS program? What have you learned about yourself and about others?
- * What abilities, values, and attitudes have you developed? Have you met any difficulties and how were you able to resolve these issues?
- * Did you resolve these issues by yourself or with the help of others? What are your recommendations?

