



Creativity, Activity, Service

CAS

Student and Parent Guide 2023-2025



Irmak High School is a Candidate School for the Diploma Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Irmak High School believes is important for our students.

Please read this guide carefully! Within this **Student and Parent Guide** students will find answers to many common CAS- related questions. It contains CAS directives directly from the IBO as well as items specific to students' expectations as a student at the Irmak Schools. Students are also expected to read the **Creativity, activity and service guide** published by the IBO for deeper detail and information on the program. After students have read these two guides, if there is something students don't know... don't let it go! Schedule a meeting with students' advisor or coordinator as soon as students can get answers.

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IB Mission Statement

The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

Irmak Schools Mission Statement

Irmak Schools aim to raise conscientious and successful lifelong learners with ethical and aesthetic values, a strong sense of responsibility, and the courage to apply their knowledge and abilities towards the improvement of their local and global communities.

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IB LEARNER PROFILES

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.

University faculties regularly note IB students' passion for discovery.

Knowledgeable. They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

IB students are extraordinarily well prepared for the academic requirements of university coursework.

Thinkers. They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

IB students contribute to discussions in a meaningful way. They do not shy away from challenging questions and, once they know the answer, follow up by asking "why?"

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.

IB students regularly deliver stimulating presentations and drive excellence in group assignments.

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.

IB students are infused with the academic integrity that is a fundamental value of universities and colleges.

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.

IB students have a deep understanding of various cultures and views, bringing an appreciation of new views to both their academic study and their involvement in local and wider communities. Their international mindedness complements the missions of the best tertiary institutions.

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.

IB students tell us they bring this commitment to community and others to their activities and leadership roles at university and carry it throughout their lives.

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.

IB students transition well to challenging university settings and show resilience and determination in their work. In academics, they have the confidence to approach new or unfamiliar subjects or material.

Balanced. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

IB students are active participants in a wide range of aspects of campus life, as well as focusing on their academic development.

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.

IB students have developed an ability to reflect on their learning and to articulate how they learnt. They have learned that critical reflection is an important academic and life skill.

Private Irmak Anatolian High School Cas Policy

1. The Private Irmak Anatolian High 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. Irmak High has a running system which headed by elder and peer students, teachers and supported by parents. A parent acts as a mentor supervising the mental physical and emotional growth of their students. The school will involve peer students, 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. CAS advisor can be either a subject teacher or any high school teacher in the institution.
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 all experiences of Creativity, Activity, and Service that result in all seven learning outcomes using the 5 main stages (**Investigation, Planning, Action, Reflection and Demonstration**) of CAS. Creativity experiences can be selected from the possible clubs to be opened.
7. Students must document their experiences in their CAS Portfolio, fill up their CAS Experience Evaluation Forms and submit evidence for each of the CAS experience undertaken by them. Such experiences shall be undertaken by each student **during their 18 months** (summer holidays can be included) of CAS programme in or out of the school with a reasonable balance between creativity, activity 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 one, two or more elements of Creativity, Activity and Service, also with all the stages and outcomes of CAS.
9. For Creativity; minimum of 3 experiences each school year (6 in total), 2 based on the arts (music, drama, dance, theatre or art and 1 showing creativity in each students' active participation/ involvement), for activity; minimum of 4 each school year (8 in total), for service minimum of 4 each school year (8 in total), for projects: minimum 1 project over a period of 18 months are required, and must be service strand based. If they are long termed experiences, at least 2 experiences must be completed for each strand or can be combined.

CAS is at the heart of the Diploma Programme.

It is a shining beacon of our values, CAS enables students to demonstrate the attributes of the IB learner profile.

It's a learning by doing.



"...if students believe in something, students must not just think or talk or write, but must act."

(Peterson 2003)

1. INTRODUCTION TO CAS

Creativity, Activity and Service (CAS) is at the heart of the Diploma Programme. It is one of the three core elements in every student's Diploma Programme experience, along with the Extended Essay (EE) and the Theory of Knowledge (TOK) course. It involves students in a range of activities intended to complement their academic studies throughout the Diploma Programme. The three strands of CAS are characterized as follows:

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.

1.1 The Nature of CAS

While different IB Diploma Programme subjects offer varying amounts of opportunity for **experiential learning**, it is at the very heart of CAS.

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. CAS 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. This enables students to grow as unique individuals and to recognize their role in relation to others.

CAS is designed to interact with the intensity of the academic side of the Diploma Programme in a holistic way, giving students opportunities for **self-determination, collaboration, accomplishment and enjoyment**.

The MORE students put into CAS, the MORE students will get out of it... EXPONENTIALLY!

With every CAS experience students create, make sure students incorporate:

- **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 must meet these four criteria. It is also essential that they **do not replicate** other parts of students' Diploma Programme work.

Continuum 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, and certainly for **at least 18 months**.

Successful **completion of CAS is a requirement** for the award of the IB Diploma. Students must document students' activities and provide evidence that students have achieved seven CAS learning outcomes.

Because it involves real activities with significant outcomes, CAS provides a major opportunity for **ethical education**, understood as involving principles, attitudes and behavior. 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 experiences, and may be experienced as challenges to students' ideas, instinctive responses or ways of behaving (for example, towards other people).

1.2. CAS Aims

The CAS programme aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.



1.3. CAS Learning Outcomes

The IBO has developed seven CAS learning outcomes intended to guide students' direction in the CAS programme. The decision on completion for the school in relation to students is, simply, "Have these outcomes been achieved?"

All seven outcomes must be present for students 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.

Students should become well acquainted with the seven CAS learning outcomes listed below.

The Seven CAS Learning Outcomes:

Learning Outcome 1: Identify own strengths and develop areas for growth

The student:

- is aware of own strengths and weaknesses
- is open to improvement and growth opportunities
- is able to propose activities according to their own interests and talents
- is willing to participate in different activities
- is able to undertake a thoughtful self-evaluation
- is able to see themselves as individuals with various abilities and skills, some more developed than others.

Learning Outcome 2: Demonstrate that challenges have been undertaken,

developing new skills in the process

The student:

- participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences
- is willing to become involved in unfamiliar environments and situations
- acquires new skills and abilities
- increases expertise in an established area
- shows newly acquired or developed skills or increased expertise in an established area.

Learning Outcome 3: Demonstrate how to initiate and plan a CAS experience

The student:

- is able to articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences
- demonstrates knowledge and awareness by building on a previous CAS experience
- shows initiative by launching a new idea or process
- suggests creative ideas, proposals or solutions
- integrates reflective thoughts in planning or taking initiative
- is aware of roles and responsibilities when designing an individual or collective CAS experience
- shows responsible attitude to CAS project planning
- is able to develop a coherent action plan taking into account the aim or purpose, activities and resources.

Learning Outcome 4: Show commitment to and perseverance in CAS experiences

The student:

- demonstrates regular involvement and active engagement with CAS experiences and CAS project
- is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
- demonstrates adaptability to uncertainties and changes
- gets involved in long-term CAS experiences and CAS projects.

Learning Outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively

The student:

- shares skills and knowledge
- listens respectfully to proposals from peers
- is willing to take on different roles within a team
- shows respect for different points of view and ideas
- makes valuable contributions

- is responsible for participating in the group
- readily assists others
- is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences.

Learning Outcome 6: Demonstrate engagement with issues of global significance

The student:

- recognizes the global implications of local issues
- is able to identify global issues in the local or national community
- shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
- gets involved in CAS projects addressing global issues in a local, national or international context
- develops awareness and responsibility towards a shared humanity.

Learning Outcome 7: Recognize and consider the ethics of choices and actions

The student:

- recognizes ethical issues
- is able to explain the social influences on one's ethical identity
- takes into account cultural context when making a plan or ethical decision
- identifies what is needed to know in order to make an ethical decision
- articulates ethical principles and approaches to ethical decisions
- shows accountability for choices and actions
- is aware of the consequences of choices and actions regarding self, others involved and the community
- integrates the process of reflection when facing an ethical decision
- shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.

This focus on learning outcomes emphasizes that it is the **quality** of a CAS experience is of most importance. The guideline for the minimum amount of CAS experience is approximately the **equivalent of half a day per school week (three to four hours per week)**, or approximately 150 hours in total, with a reasonable balance between creativity, activity and service. "Hour counting", however, is not encouraged. Main purpose must be passing qualitative time in it, not quantitative time.

2. CAS COMPONENTS

While CAS can at first seem to be confusing and enormous, the only thing enormous about it should be the impact it has on students and students' life. With good, intentional planning and an understanding of the way the program is organized, students can navigate their way through CAS with minimum stress and maximum personal growth. This section introduces common CAS terminology such as experiences, stages, strands, projects, reflections, portfolios and interviews – and what they all mean.

2.1. CAS Experiences

CAS experience is a specific event in which students engage with one or more of the three CAS strands. CAS experience can be a single event or may be an extended series of events.

A CAS project is a collaborative series of sequential CAS experiences lasting at least one month (see section 2.4 on CAS projects for additional criteria).



Typically, students CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than unplanned/singular experiences. A series of planned CAS experiences are recommended for a more engaging CAS programme.

CAS experiences may incorporate one or more of the CAS strands. For example:

- Going for a mountain hike could be a singular experience within the "Activity" strand.
- Students plan a number of visits to a nursing home resulting in a series of CAS experiences within the "Service" strand.
- A group of students plan and stage a basketball tournament for the local community, resulting in a series of CAS experiences involving the strands of "Activity" and "Service".

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

2.2. CAS Stages

The CAS stages (adapted from Cathryn Berger Kaye's "five stages of service learning", 2010) offer a helpful and supportive framework and continuum of process for students as students consider what students would like to do in CAS, make plans, and carry out students ideas. The CAS stages are applicable to the three strands of creativity, activity, service, and the CAS project.

These CAS stages represent a process and sequence that can assist students in many aspects of students' life. Students follow a process whereby students investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what students have done along the way, and demonstrate students understandings and the process. By applying these stages to CAS, students have a reliable yet flexible structure students can then apply to future situations with confidence.

There are two parts as noted in the diagram.

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

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

Students may use CAS stages in their CAS experiences, but they must use CAS Stages in their CAS Projects. They must show some evidence about CAS Stages in their portfolio.

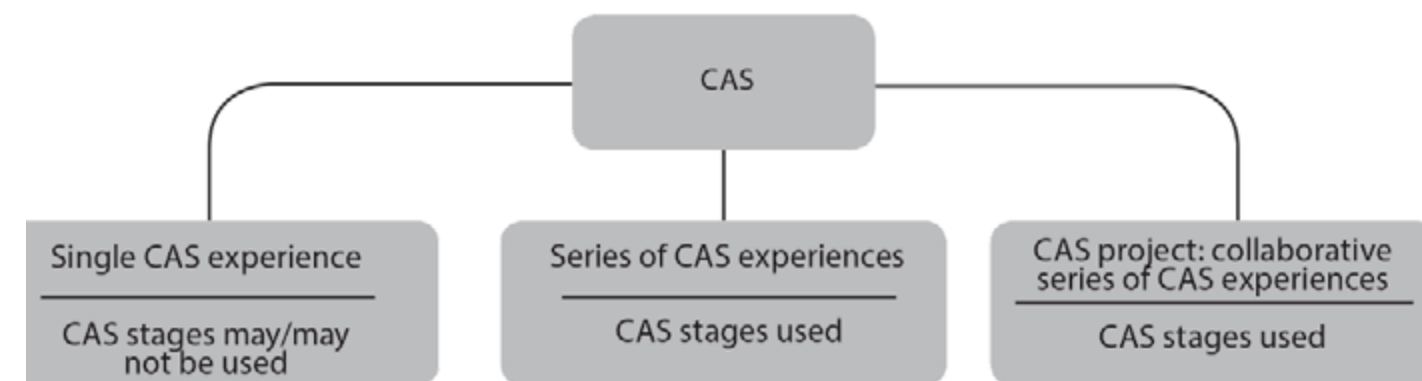


These are the five CAS stages:

- 1. Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
- 2. Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
- 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. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.

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 in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others



2.3. CAS Strands

The three CAS strands are the C, A and S:

Creativity

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

Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression. Creativity will come from the student's talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. Students are encouraged to engage in creative endeavors that move them beyond the familiar, broadening their scope from conventional to unconventional thinking.

Possibilities for Creativity activities:

- Ongoing creativity:** To be a part of a club or school group
- School based creativity:** To be a part of timetabled activity (dance, film clubs)



- **Individual creativity:** Embark on a photography mission with a certain theme, go to a historical site in Taipan and learn something new, write a song or poem, record a song, composing music, designing furniture, creating arts and crafts, painting a series of portrait, developing a website, writing a compilation of short fiction stories
- **Community Based Creativity:** for example students could be encouraged to join a community based theatre group, contribute towards a community art gallery, create a sculpture for the community park, take cooking classes, or other opportunities

Some Examples for Creativity: Singing, photography, art club, debating, drama productions, creative writing, designing a website, writing a blog, learning a skill, assembly performance.

Activity

Physical exertion contributing to a healthy lifestyle

The aim of the "Activity" strand is to promote lifelong healthy habits related to physical well-being. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit.

Possibilities for Activity activities:

- Go for a run
- Do a fitness workout
- Attend a fitness/sport class
- Try a new sport



Some Examples for Activity: Basketball, soccer, jogging, martial arts, badminton, dance, hiking, tennis, swimming, cycling, fitness, A student engages in solitary activity experience such as attending a gym, bicycling, roller-skating, swimming, or strength conditioning. Such activity experiences are of most benefit when they take place over an extended duration of time. Experience at a community-based fun run, students could be encouraged to join a community-based running club, a dance class, an aerobics class or an out-of-school sports group.

Service

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

The aim of the "Service" strand is for students to understand their capacity to make a meaningful contribution to their community and society. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions.

Service is often seen as one of the most transforming elements of CAS by promoting students' self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness. Use of the CAS stages in developing a service experience is recommended.

Service within CAS benefits all involved: students learn as they identify and address authentic community needs, and the community benefits through reciprocal collaboration. Service fosters development of abilities, attitudes and values in accordance with the IB mission statement and the IB learner profile. As such, CAS service experiences are unpaid.

It is recommended that students engage with different types of service within their CAS programme. These types of action are **direct service** (student interaction involves people, the environment or animals), **indirect service** (students do not see the recipients of indirect service but have verified their actions will benefit the community or environment), **advocacy** (students speak on behalf of a cause for concern to promote action on an issue of public interest) and **research** (students collect information through varied sources, analyze data, and report on a topic of importance to influence policy or practice).

Four types of service:

Direct service: Student interaction involves people, the environment or animals. For example, this can appear as one-on-one tutoring, developing a garden in partnership with refugees, or working in an animal shelter.

Indirect service: Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment. For example, this can appear as re-designing a non-profit organization's website, writing original picture books to teach a language, or nurturing tree seedlings for planting.

Advocacy: Students speak on behalf of a cause or concern to promote action on an issue of public interest. For example, this may appear as initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.

Research: Students collect information through varied sources, analyze data, and report on a topic of importance to influence policy or practice. For example, they may conduct environmental surveys to influence their school, contribute to a study of animal migration, and compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.



Various approaches to service include:

- 1. Ongoing service:** Students investigate a need that leads to a plan of action in the future
- 2. School-based service:** While students are encouraged to participate in meaningful service that benefits the community outside school, there may well be appropriate service opportunities within the school setting. In all cases an authentic need must be verified that will be met through student action.
- 3. Community-based service:** This type of service needs to go beyond single incidents of engagement, in order to arrive at sufficient depth and meaning.
- 4. Immediate need service:** In response to a disaster, students often want to move towards immediate action.
- 5. Fundraising:** Students develop their understanding of the organization they choose to support and the issues being addressed before starting to raise funds. Students can draw from their interests, skills and talents to plan the method and manner of fundraising. Ideally, students directly communicate with the organization and establish accountability for funds raised.
- 6. Volunteerism:** Students often volunteer in service experiences organized by other students, the school or an external group.
- 7. Service arising from the curriculum:** Teachers plan units with service learning opportunities in mind, students may or may not respond and act.

Some Examples for Service out of school: Volunteering at school yearbook, coaching a sport, honor council, visiting for the elderly to play music and lend a hand, fundraising projects, going to a local school to teach or read, reading to children tutoring them in the local community center or library.

Possibilities for Service activities around the school:

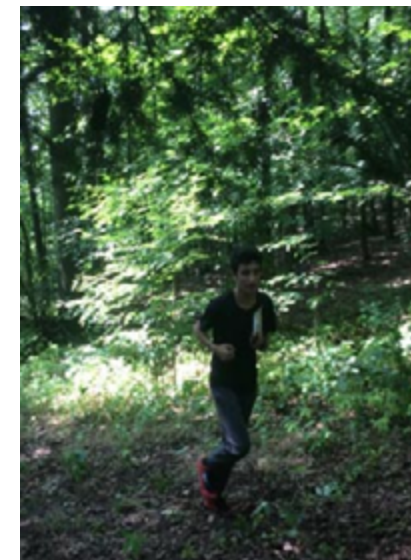
- Working with school assistants in the office
- Working with librarians in the library
- Helping to teachers to teach a topic in the classes
- Helping the Art, Music or Drama similar departments clean, sort and inventory
- Making a poster for a charity (researching the charity)



- Helping to teach PE with PE teachers
- Taking things down in classrooms at the end of the year

Here are some exemplary images which can give students ideas and inspirations about planning a CAS experience and project. Just use your imagination :)

2.4. CAS Project



A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. **Students must be involved in at least one CAS project during their CAS programme.**

The primary purpose of the CAS project is to ensure participation in sustained collaboration. Through this level of engagement students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making.

All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met. A CAS project can address any single strand of CAS, or combine two or all three strands. Service is a must strand.

Possibilities for CAS Projects:

- **Creativity:** A student group plans, designs and creates a mural.
- **Activity:** Students organize and participate in a sports team including training sessions and matches against other teams.
- **Service:** Students set up and conduct tutoring for people in need.
- **Creativity and activity:** Students choreograph a routine for their band.
- **Service and activity:** Students plan and participate in the planting and maintenance of a garden with members of the local community.
- **Service and creativity:** Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.
- **Creativity, activity, and service:** Students rehearse and perform a dance production for a community retirement home.



- Religious services (except something non-proselytising such as choir or a soup kitchen).
- Work experience unless it is a service to the community.
- Anything without set goals.
- Activities which are repetitive, tedious or engaged in with no idea of the outcome or set-up of the organization.
- Work experience that only benefits the student.
- Fundraising with no clearly defined end in sight.
- Anything without ongoing reflection (one paragraph per month).
- An activity where there is no responsible adult on site to evaluate students performance.
- Activities that cause division amongst different groups in the community.
- Working in an elderly person's home when students:
 - have no idea of how the home operates
 - are just making sandwiches or mopping the floor
 - have no contact at all with the elderly
 - actually do no service for other people (this can be applied to many activities which purport to be CAS)

2.5. Reflection

Reflection is central to building a deep and rich experience in CAS. Through reflection students examine ideas and consider how they might use prior learning in new contexts. Reflection leads to improved problem-solving, higher cognitive processes and greater depth of understanding in addition to exploring how CAS experiences may influence future possibilities.



Unsuitable CAS Activities: aka "Not CAS"

Any activity or experience, no matter how well-intended, is not CAS without evidence of a thoughtful approach- reflection.

- Any class, activity or project which is part of students Diploma course.
- Any paid or rewarded activity (unless this money is passed on in full to a worthy cause).
- Passive pursuits (eg. theatre or museum visits & sporting events).
- Family activities.

The intention of reflection in CAS includes the opportunity for students to:

- deepen learning
- consider relevance of experience
- explore personal and group values
- recognize the application of knowledge, skills, and attributes
- identify strengths and areas for development
- gain a greater understanding of self and others

- place experience in a larger context
- generate relevant ideas and questions
- consider improvements in individual and collective choices and actions
- transfer prior learning to new situations
- generate and receive constructive feedback
- develop the ongoing habit of thoughtful, reflective practice

For more information on reflection practices that are expected of students at Irmak Schools, go to section 4 in this guide.

2.6. CAS Portfolio

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS and achievement of the seven CAS learning outcomes. The CAS portfolio is used by students to plan their CAS programme, reflect on their CAS experiences and gather evidence of involvement in CAS. It could also be a valuable addition to a student's resume for a prospective employer or educational institution.

During scheduled CAS interviews the CAS portfolio is discussed and appropriate encouragement and advice is given. Notes and recommendations from these consultations should be briefly documented and included in the student's CAS portfolio. The CAS coordinator/advisor checks the CAS portfolio regularly. The CAS portfolio is used to showcase the student's CAS programme and should be a source of pride for the student.

To highlight its significance, students have the choice of how students' personal CAS portfolio is assembled, what students include and how it is shared. Will students' portfolio be digital, online, diary, journal, scrapbook or a blended approach? **Students' ManageBac entries can be used as students' portfolios.**

While the IB does not require any particular format for the CAS portfolio, a three-part portfolio may appeal to students and could include the following sections: "Profile", "Experiences", and "Evidence". These three sections are offered only **as an example of** one way to organize a portfolio.

Profile: In this section, students include their interests, skills and talents, plans and goals for their CAS programme. At the start of CAS, students map their interests against the three strands of CAS to identify possible CAS experiences. A consideration of how a student's personal value system aligns with the values expressed by the IB, with a particular focus on the IB learner profile, could also be included when developing a student profile. In addition, developing an awareness

of themselves in relation to the CAS learning outcomes is a significant part of the profile. Through an understanding of the CAS aims and learning outcomes, students will be able to identify both short-term and long-term goals in their CAS programme.

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

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



2.7. CAS Interviews



The CAS interviews are a means for students and their advisors to assess progress throughout the 18 months. Advisors provide encouragement and advice in order to help guide the student through successful completion of the outcomes. Typically a student has three formal interviews with his or her advisor; however, they may contact their advisor to ask questions or update their progress at any time. The third interview is a summative interview

that is meant to reflect on the student's engagement with CAS and his or her achievement of the outcomes. After each interview, the CAS advisor logs a brief summary of the discussion and any recommendations given in the student's CAS portfolio.

3. STUDENT RESPONSIBILITIES

Students 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, they should “own” their personal CAS programmes. With guidance from CAS coordinator, advisor and teachers, students should choose activities for themselves, initiating new ones where appropriate.



3.1. Expectations

Students are expected to:

- approach CAS with a proactive attitude
- develop a clear understanding of CAS expectations and the purpose of CAS
 - explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
 - determine personal goals
 - discuss plans for CAS experiences with the CAS coordinator and/or CAS advisor
 - understand and apply the CAS stages where appropriate
- take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
- maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
- understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- demonstrate accomplishments within students CAS programme
- communicate with the CAS coordinator/advisor and/or CAS advisor in formal and informal meetings
- ensure a suitable balance between creativity, activity and service in students CAS programme
- behave appropriately and ethically in students' choices.



What do students actually have to do?

- As with the other two DP core elements (TOK & EE), CAS has to be student-led.
- Be involved in CAS experiences for 18 months
- Minimum 3 experiences in each CAS strand (Creativity-Activity-Service)
- Initiate or engage in at least 1 CAS project in collaboration with others that extends over at least one month. Students have to use CAS Stages and Strands.
- CAS students are required to present evidence demonstrating achievement of all 7 CAS learning outcomes.
- Balance (between C/A/S, in/out of school)
- Reflect on students experiences
- Collect Evidences
- Thoroughly familiarize themselves with the school's CAS handbook and timelines.
- Meet with students CAS coordinator or advisor according to the timeline, at least three times over the duration of students CAS programme. Be sure to come prepared.
- Base their choices on interests, skills, talents and areas for growth to stay motivated. Challenge themselves!
- Balance students' experiences between creativity, activity and service.
- Use the CAS stages as much as possible when considering, planning and undertaking students' CAS experiences. Be sure to apply these to service and to the CAS project.
- Ask questions along the way when students need assistance or clarification.
- Participate in meaningful reflection as a way to capture students' experiences and summarize students' evidence linked to the learning outcomes.
- **Enjoy CAS!** That is the most important goal! - to participate in experiences that assist their personal growth and offer students a world of possibilities.



Note: Experiences completed as part of the requirements of the DP subjects, including theory of knowledge and the extended essay, cannot be counted as part of your CAS portfolio.

3.2. Time Commitment Guidelines

Hour counting is not encouraged in CAS: if students are solely focusing on garnering just the sufficient number of “expected hours”, students should re-examine their direction and adjust it with self- and community - fulfilment in mind. To give students a loose idea of how much time they should be spending on CAS experiences, and how many experiences students should initiate, aim for about 150 hours of experiences. Knowing that students have 18 months (summer holidays can be included) to complete the CAS programme, combined with some simple maths, students will see that their pace should be about 3 hours per week. That is a lot of hours... make sure students don't fall behind or they will need to catch up.

The recommended minimum numbers of CAS experiences students should take part in are as follows:

Long-term (to be conducted regularly, for a period of at least 10 months)	
Creativity	2
Activity	2
Service	2
Short-term (to be conducted on and off or with intervals for a period of at least 10 months)	
Creativity	3
Activity	4
Service	4
CAS Project (a total of 30 hours, for at least 1 month)	
Involving at least 1 of the 3 CAS elements	1 (Service strand is a must)

4. REFLECTION, REPORTING AND RECORDING

Reflection is an important component of learning in CAS not only after an activity or a project is completed but during the process as well. When students stop and reflect, they can check to see if correct assumptions were made. Students can also check if their understanding of the student's role is clear. More importantly, students can look at links to what they are learning at school and outside of the school.

The fundamentals are simple. Of any activity, it is appropriate to ask themselves the following questions:

- What did I plan to do?
- What did I do?
- How did I feel?
- What were the outcomes, for me, the team I was working with, and others?

The difficulty lies in the complexity of the possible answers. Strive to deepen the questions students ask themselves.

What did I do? could become:

- *Why did I make this particular choice?*
- *How did this experience reflect my personal ideas and values?*
- *In what ways am I being challenged to think differently about myself and others?*

How did I feel? could become:

- *How did I feel about the challenges?*
- *What happened that prompted particular feelings?*
- *What choices might have resulted in different feelings and outcomes?*

4.1. 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. Students can make scrapbooks, photo essays, videos/DVDs or weblogs. Students can use journals or make up varied portfolios.

This chart shows examples of what students may list and discuss:

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

4.2. Developing Reflection

Moving on from the “What ...?” questions outlined earlier, students might consider, where appropriate, for themselves and others, and for each stage of an activity (before, during and after):

- how students felt
- what students perceived
- what students thought about the activity
- what the activity meant to students
- what the value of the activity was
- what students learned from the activity and how this learning (for example, a change of perspective) might apply more widely.



Bono's thinking hats

Each hat let you think about your activity in a different way, in turns you put on the 6 different hats and note down what you think.

- White hat:** Pure facts. Write down the facts about the activity did you fulfill your goal considering the specification you have set for yourself?
- Black hat:** Negative thoughts. What didn't you like or what wasn't successful?
- Yellow hat:** Positive thoughts. What worked well? What did you enjoy most?
- Red hat:** Emotions. How did this experience make you feel?
- Green hat:** Creative thoughts. How would you improve or what would you do differently?
- Blue hat:** Thinking about thinking. Can you summarize this activity? Was this the right thing to do for this issue?



TIPS FOR WRITING REFLECTIONS

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

- Following are the main highlights of the activity...
- The session was better than last time because ...
- If I had 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 the 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

4.3. Recording and Reporting

Students should document students CAS activities, noting in particular their reflections upon their experiences. This documentation may take many forms, including weblogs, illustrated displays and videos, and written notes. Its extent should match the significance of the particular activity to the student. While it is important to make an early start on students' CAS log on ManageBac, there is no point in writing lengthy accounts about relatively routine experiences.

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

4.4. Role of ManageBac

ManageBac is an online learning platform for IB world schools that we use at Irmak Schools. It enables planning, assessment and reporting, and enhancing communication between students, CAS coordinator and CAS advisor. The planning, reporting, approval and reflections of students CAS activities and projects should be done through this platform.

In Managebac - add students' activities.

- Clearly state the goals of the experience and what students hope to achieve/learn from it.
- Check the learning outcomes the project covers
- Put in the correct dates
- Choose a advisor if students feel it is necessary

In Managebac add evidence

On the project or experiences and when students feel it is right and/or when students have something important to say, reflect on it. Don't reflect if students have nothing to reflect.

5. TIMELINE AND EVIDENCE FOR COMPLETION OF CAS

5.1. Timeline

Students must complete and submit all of the following evidence for CAS experiences on time. When available, students may use CAS recording software (ManageBac) for reflections and deadlines.

CAS: Pre-Programme Reflection and Goal-Setting:

Students will be introduced to various aspects of CAS as the academic year starts. Students may fill out a form given to set goals for the creativity, activity and service projects they plan to complete during another form to be given. Documentation of CAS activities may be used for presentations and as evidence that students have committed to a project, but experiences before students enter the diploma programme do not count as part of the 18 months of required continuous CAS activities.

CAS Activities

Event	Date
CAS Orientation	August-September 2023
CAS Interview 1-Final CAS plan	October 2023
CAS project	September 2023 to April 2024
CAS Interview 2 -Interim Reflection on 7 learning outcomes	May 2024

Students are required to keep students forms for CAS Supervision. **Please keep students papers in a safe spot or backed up on students computer! Do not store solely on the school's server or only one device, as student files on the school server are deleted after each year in June.**

Students complete the following requirements and the related documentations as part of the evidence for CAS completion:

Event	Date
CAS Exit Interview - portfolio submission	March-April 2025

CAS Assessment

CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved the seven learning outcomes.

- Students do not receive a CAS grade. CAS is pass or fail and students cannot receive an IB diploma without passing CAS.
- All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.
- 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.

CAS Timelines, Dates & Deadlines

To assist students in reaching the CAS requirements, a number of CAS deadlines have been set below.

DATES	YEAR 1	YEAR 2
August - September	<ul style="list-style-type: none"> • Introduction to CAS • Handbook(HB) Review • Complete CAS Pre- planning Submit first experience proposals • Begin CAS Programme • ManageBac Introduction 	<ul style="list-style-type: none"> • Overall control of CAS Portfolio • Evidence of planning for all seven LO's
October	<ul style="list-style-type: none"> • Begin Experiences & Planning • CAS project planning • CAS Contract Signing • Start CAS Portfolio entries on ManageBac • First Interview with CAS Coordinator (19-23 Oct) 	<ul style="list-style-type: none"> • Evidence of active participation in CAS Project
November	<ul style="list-style-type: none"> • Portfolio activity verified • ManageBac Checks and the last day of ManageBac entries 	<ul style="list-style-type: none"> • Portfolio activity verified
December	<ul style="list-style-type: none"> • At least two experiences completed or ongoing • Focus on activities • ManageBac 1st Term Check • Evidence of at least two LO's 	<ul style="list-style-type: none"> • Portfolio activity verified
January	<ul style="list-style-type: none"> • Portfolio activity verified • Routine Meeting with CAS Coordinator • CAS activities ongoing 	<ul style="list-style-type: none"> • Each CAS Strand has to be shown at least 3 times if they are short term activities • Evidence of at least seven LO's
February	<ul style="list-style-type: none"> • At least three experiences completed or ongoing • ManageBac Entries • Evidence of at least three LO's 	<ul style="list-style-type: none"> • Portfolio activity verified
March	<ul style="list-style-type: none"> • At least four experiences completed or ongoing • CAS projects in progress • Evidence of at least four LO's • Each CAS strands has to be shown at least once 	<ul style="list-style-type: none"> • Third (final)Interview with CAS Coordinator (14-18 Mar) CAS portfolio submission deadline
April	<ul style="list-style-type: none"> • Second Interview with CAS Coordinator (26-30 April) • CAS project reflection • CAS PROJECT PRESENTATION PLANNING 	<ul style="list-style-type: none"> • CAS Completion • CAS Assessment entered in IBIS
May	<ul style="list-style-type: none"> • CAS projects (evidence-reflection- summary workshop) • CAS projects presentations • Complete CAS documents & reflections • ManageBac last checkpoint 	

5.2. Evidence

CAS Interim and Final Reflections:

The IB Coordinator, CAS Coordinator and the IB DP candidate's Advisor meets with Form 5 and Form 6 students five times in 18 months to help candidates reflect on their CAS progress. The IB Coordinator will collect these completed reflections and hold them along with other CAS evidences submitted by each student.

Group Project:

Form 6 students document the group project as part of the evidence for CAS completion and for their presentation:

- Plan for group project
- Final verification of service and creativity/activity projects
- Students must report on their planning, implementation, and outcome of the project.
- All reporting must be completed by June 2019

CAS Completion

IB requires all Diploma Programme candidates show evidence of having achieved the seven learning outcomes of CAS. The CAS Coordinator must be convinced that a significant level of accomplishment has been reached, demonstrated, and documents in order to fulfil IB requirements. Since candidates can be called upon to produce their evidence of completion, we ask all IB students to keep a record of the evidence they have and where that evidence is stored.

6. EVALUATING CAS EXPERIENCES AND PROJECTS

Again, learning outcomes and quality of CAS activities are the focus, students' CAS hours are not counted, and students are not required to submit regular hourly reports. Students' advisors will track their weekly CAS progress regularly on ManageBac and check in with students at the group meetings. We ask students to reflect and report on what students are learning based on the seven learning outcomes in a weekly log that students keep on line or in the students handbook.

The delivery of students' written reports, audio and video is recorded on ManageBac. To learn how to use this on-line tool and to submit their reflections to the advisor, attend the group meetings. Students' advisor and CAS coordinator will use a qualitative scale consisting of the seven IBDP CAS learning outcomes to guide students when students are trying to decide if students' activity qualifies for CAS. The advisor bases his or her evaluation on students' current abilities and students' personal qualifications to achieve students stated goals for each activity and project. The advisor also uses learning outcomes to gauge students' awareness of problems at the time of planning and during field work.

7. STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Some students may face particular issues in their CAS activities. Where these are long-term and will affect their performance in subject examinations and assessment tasks, the school will contact the IBO. Where there is a physical, medical or psychological condition that affects only their participation in CAS, the school will contact the IBO for advice.

The principle in all such circumstances is to focus on what students can do, not on what they cannot. Interests developed through CAS activities can contribute to the future well-being of all students. For students with physical injuries or disabilities it may be vitally important that they undertake appropriate activities, which may include exercise or therapy. Students who have suffered psychological traumas need appropriate help and support to help them rebuild their confidence.

8. CAS & TOK CONNECTIONS

Both CAS and Theory of Knowledge (TOK) emphasize the importance of reflection and developing self-awareness. CAS reflection flows from experience and from thinking about how an activity feels and what it means to everyone involved. In TOK the approach to knowledge issues tends more towards the abstract and theoretical. The links can nevertheless be very close. For instance, a difficult decision about how to behave towards another person or group in a CAS activity might be informed by a TOK consideration of analogous situations; conversely, such a decision might provide a concrete example to illustrate an ethical dilemma in the context of a TOK discussion.

At a more general level, students are to compare students learning in CAS with students' subject learning, and to consider how one may help the other. TOK lessons provide students with an opportunity for extended discussion of and reflection on the values and philosophy of CAS. Two sample bridging questions are provided in the *Theory of Knowledge guide* (March 2006).

- CAS is often described as "experiential education". In what ways is learning in CAS similar to or different from learning in other areas of the Diploma Programme?
- In what ways might CAS be said to promote ethical education? Is service to others, in whatever form, a moral obligation? If so, on what might the obligation be based? If not, why not?

9. CAS & EE CONNECTIONS

A CAS project or experience 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 experience 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.

CAS and Ethical Education

There are many definitions of ethical education. The more interesting ones acknowledge that it involves more than simply "learning about ethics". Meaningful ethical education—the development of ethical beings—happens only when people's feelings and behavior change, as well as their ideas. Because it involves real activities with significant outcomes. CAS provides a major opportunity for ethical education, understood as involving principles, attitudes and behavior. 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 experiences, and may be experienced as challenges to a student's ideas, instinctive 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 OPPORTUNITIES AT IRMAK SCHOOLS

These are examples of possible CAS experiences during upcoming school years. The list of experiences might be updated when a new experience occurs. Students may participate in various numbers of experiences 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 [CAS Advisors].

CAS Opportunities for Academic Year 1 & 2 at Irmak High Schools

Creativity

- **Art:** Oil painting, pencil drawing, digital storytelling, designing display boards
- **Music:** Learning a musical instrument, participating in/creating a music 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 tennis 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

APPENDIX A

ACADEMIC HONESTY STATEMENT

I certify that the work submitted is my own genuine work, and that I have not violated the Irmak Schools Academic Honesty Policy, either directly or in spirit. I have asked for assistance from my teacher(s) in the event I was unclear or had any questions.

Candidate Signature & Name

Date

CAS Advisor Signature & Name

Date

CAS Coordinator Signature & Name

Date

APPENDIX B

IRMAK SCHOOLS IBDP CAS CONTRACT

I have read the CAS Guide requirement. I understand that my CAS experiences must extend over an 18 month period and that I must be involved in meaningful CAS experiences 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 Private Irmak Schools does not sponsor activities. Instead, it provides students with guidance, direction, and support. The IB CAS Advisor, 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 Advisor, Advisor and Coordinator will assist students in categorizing and documenting all projects. I understand that after every CAS experience I would need to document the experience and write the reflections. This also include a Project of significant 1 month duration. I shall submit my CAS Reflections at least once every three months for quarterly review on Managebac. I shall also submit my fully completed CAS Portfolio & Reflections for final evaluation of my final IBDP year.

I will check my email, ManageBac accounts regularly for important CAS information. All forms are available on ManageBac. I will submit documentation (CAS monthly time logs, interim and final reflections) on time or risk a poor evaluation and withholding of IBDP.

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

- I will show evidence of significant level of accomplishment has been reached with respect to the seven learning outcomes.
- › Identify own strengths and develop areas for growth
- › Demonstrate that challenges have been undertaken, developing new skills in the process
- › Demonstrate how to initiate and plan a CAS experience
- › Show commitment to and perseverance in CAS experiences
- › Demonstrate the skills and recognize the benefits of working collaboratively
- › Demonstrate engagement with issues of global significance
- › Recognize and consider the ethics of choices and actions

I will review my son/daughter's CAS Portfolio & Reflections periodically. I would read and understand CAS Guide issued by the school to my ward. I will sign the CAS Agreement and ensure all CAS documents are submitted for final review at the end of 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.

<hr/>	<hr/>	<hr/>
(Student-Date)	(Parent/Guardian)	(CAS Advisor-Date)
<hr/>	<hr/>	<hr/>
(CAS Coordinator)	(Date)	(IB Diploma Programme Coordinator)

APPENDIX C

CAS ACTIVITY - PARENTS CONSENT FORM

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

Student’s Last Name First Name Middle Name

Signature of Student ☐ Male ☐ Female

Home Address :

City Post Code

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

IN CASE OF EMERGENCY CALL:

Name Telephone Number Relationship

Alternate Name Telephone Number Relationship

APPENDIX D

CAS INTEREST INVENTORY

Name of student:

1. What was one of student’s greatest accomplishments? Did this change student’s life? What did students learn from it?

2. What are students really good at?

3. Name one skill or activity that students have always wanted to try but that students haven’t yet.

4. Why would students like to try this?

5. Name a person students have always admired. What qualities does this person have that students don’t?

6. What’s different about students now compared to what students were like five years ago?

Conclusion:

APPENDIX E

PREPARING FOR STUDENTS CAS EXPERIENCE

- a) What steps will students first need to take to get involved in students experience?
- b) What resources will students need?
- c) What timeline would students suggest?
- d) What specific skills or knowledge will students need to carry out students experience, and how will students get them?

APPENDIX F

EXPERIENCE PLANNING QUESTIONS

Planning

Use the following questions as a part of preparing for students engagement in students CAS experience.

- a) creative/action/service pursuit do students wish to undertake?
- b) Why have students chosen this experience?
- c) How does this CAS experience address the strand of Creativity/Action/Service?
- d) Which of the learning outcomes might this CAS experience address?
- e) With which organization, group or individuals if any might students collaborate?
- f) What is the anticipated timeframe for this CAS experience?
- g) What will be the final product of students CAS experience?
- h) Who will be students contact and/or advisor for this CAS experience?
- i) Are there any safety/risk management issues students will need to address?

ADDITIONAL QUESTIONS

Creativity

1. Are students or will students be involved in any creative or artistic endeavors (orchestra, band, yearbook, Model UN, theater, choir, Debate, etc.)? Do students use students creativity in helping to plan events/activities? Explain students answers for each organization or activity.
2. How are students or will students be involved—as a participant or do students have a leadership role? What gifts or talents do students contribute? Explain students answers for each organization or activity.
3. How committed are students or will students be to the activity? Is it a substantial, significant commitment? Do students take an active role in participation? Explain students answers for each organization or activity.
4. What goals have students or will students set for studentsself in terms of students performances or creative endeavors in each of these activities? Are these goals realistic and achievable? For each of the goals, what challenges do students think students might face? What new skills or new skill levels will students develop? Will these goals “stretch” students?
5. How will achieving the goals for any of the above referenced activities result in students growth? How will it make students more aware of studentsself as a global citizen? How will it make students more aware of the ethical considerations of students actions?

Activity

1. List any clubs, organizations, sports, or other teams in which students are currently involved: (Club sports, dance team, etc.) If students are not involved in any athletic activities what would students like to join/ learn?
2. How are students or will students be involved - as a participant, as an officer, do students have a leadership role? What gifts or talents do students contribute? Explain students answers for each organization or activity.
3. How committed are students or will students be to the activity? Is it a substantial commitment? Does the organization, club, or team involve themselves in substantial, significant endeavors of which students are an active participant?
4. What goals have students or will students set for studentsself in terms of students performance and endeavors in each of these activities? Are these goals realistic and achievable? For each of the goals, what challenges do students think students might face? What new skills or new skill levels will students develop? Will these goals “stretch” students?
5. How will achieving the goals for any of the above referenced activities result in students growth? How will it make students more aware of studentsself as a global citizen? How will it make students more aware of the ethical considerations?

Service

1. List community/national/global issues that concern students the most.
2. How have students currently involved studentsself in these issues?
3. What issues would students like to learn more about?
4. Consider all students current responsibilities. How much time can students realistically commit to service on these?
5. What skill(s) would students like to develop or learn in students service endeavor?
6. How do students anticipate “stretching” studentsself in students service endeavor?
7. What challenges do students think students might encounter?
8. Do students want to work directly with people? If yes, would students prefer to work with children, adults, or peers?
9. How long do students plan on carrying out students commitment - three months, six months, one year?

APPENDIX H

CAS EXPERIENCE PROPOSAL FORM

This form must be completed by students proposing a project or activity, either individually or in groups. The proposal must contain complete information, and be approved before beginning the activity.

Name of Participant:

Date:

Grade:

☐ 11

☐ 12

Which kind?

☐ New /

☐ Extended

Which CAS areas will be addressed?

Activity name:

What are students goals for this activity?

What new skills or skill levels do students hope to develop?

How will students be involved?

What tasks will be undertaken?

Where will it occur?

When will students participate?

How much time will students need for completion?

What challenges might students encounter?

What resources will students need (e.g., transportation, materials, technology, etc.)?

How will students attain/get support in attaining those resources?

Who or what will benefit from students actions? How?

What ethical consequences might result from students actions?

Which of the Seven Learning Outcomes will be reflected?

Please briefly describe students project/activity:

Advisor name (first & last):

Position of the advisor:

Advisor's email:

Advisor's phone:

APPENDIX I

EXPERIENCE COMPLETION FORM

Name(s) of Participant(s):

Date:

Supervisor name (first & last):

Supervisor email:

Supervisor phone:

Activity name:

Summarize students activity:

What roles/tasks did students perform?

What new skills or skill levels did students develop?

What were the outcomes for students, students team, and others?

How successful were students in achieving students initial goal(s)? Why?

What difficulties did students encounter and what might students do differently next time?

How did students feel before, during and upon completion of this activity?

What was the personal value of the activity for students?

What did students learn from the activity and how might this learning be applied more widely?

How did this activity benefit others?

Which of the Seven Learning Outcomes were addressed in this project? Please explain briefly.

Which CAS areas were addressed?

What global issues were addressed?

What ethical consequences resulted from students actions?

How will students involvement in this activity inform or influence students next activity choices?

PART TWO: JUSTIFICATION OF ACTION / EXPERIENCE / OPPORTUNITY

- 1. Write at least one paragraph specifically stating the goals students plan to achieve during this CAS opportunity and briefly explain how students will interact will others.
- 2. What aspects of the “IB learner profile” will this activity address?
- 3. What difficulties are students expecting to encounter and how are students planning to overcome them?
- 4. What abilities, attitudes and values are students planning to develop through this activity/ project?
- 5. Will anyone help students to think about learning during this activity/project? If so, who will be helping and how will they help?
- 6. How will this activity/project benefit others?
- 7. Which local or global problem do students address with this project?
- 8. Briefly describe students initial goals fort this activity/project. Include specific CAS learning outcomes that students intended to develop.

9. Indicate how students will document students reflection(s) fort his activity/project (i.e. Video log, Weblog, journal, scrapbook, interview, etc.):

Student’s Signature: Date:

(Students are required to include Risk & Legal Assessment From along with their parents’ consent letter for external projects/activities.)

Comments and recommendations by CAS Coordinator:

Comments and recommendations by CAS Advisor:

APPENDIX K

FORM A: CAS PROGRESS FORM (OPTIONAL)

Name of student:			
Name of CAS advisor:			
Event	Date	Signature	Comments
Student has declared an acceptable plan for CAS activities			
First consultation between CAS advisor and student			
Second consultation between CAS advisor and student			
Student has submitted reflective work			
Third consultation between CAS advisor and student			
Student has submitted final reflections			

APPENDIX L

THE CAS STAGES: IPARD

For each CAS stage, describe either what has been done or what students plan to do:

1. INVESTIGATION

2. PREPARATION

3. ACTION

4. REFLECTION

5. DEMONSTRATION

Contact person at organization/teacher or other external advisor- contact phone and email:

Risk assessment required? Risk assessment completed?

CAS coordinator’s signature and date:

Student’s signature and date:

APPENDIX M

A REFLECTION SHEET FOR THE STUDENT

The activity I carried out (for C, A, S) is:

The people involved in this activity were/are:

The purpose of this activity was:

Skills and ability I developed in this experience:

Interpersonal skills I developed working with the other people involved:

Was my point of view challenged? If so, when and why?

Did I keep an open-minded and tolerant approach towards the people involved?

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Do I feel that I changed in any way by doing this and reflecting upon it?

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As a result of this learning I am now able to:

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The biggest difficulty I faced doing this activity was:

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I overcame this difficulty by:

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What I have learnt about myself and other people from this activity:

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APPENDIX N

A STUDENT CHECKLIST FOR CAS IRMAK SCHOOLS		
Candidate's Name: _____		
My CAS programme	Y/N?	Notes / Date
Evidence of planning of a CAS programme		
Regular commitment over at least 18 months to CAS		
Understanding and ability to use the CAS stages when planning CAS experiences		
Balance between creativity, activity and service		
At least one planned project undertaken over at least one month		
Evidence of achieving all seven learning outcomes		
Evidence of identification of strengths and areas for personal growth (LO1)		
Evidence of undertaking new challenges and developing new skills in the process (LO2)		
Evidence of initiating and planning a CAS experience (LO3)		
Evidence of commitment and perseverance in CAS experiences (LO4)		
Evidence of demonstrating the skills and recognizing the benefits of working collaboratively (LO5)		
Evidence of engagement with issues of global significance (LO6)		
Evidence of recognising and considering the ethics of choices and actions (LO7)		
Reflections completed on significant CAS experiences		
Advisor reports supplied where necessary		
CAS interview 1 completed		
CAS Interview 2 completed		
CAS Interview 3 completed		
CAS portfolio completed		
Student's Signature: _____ Date: _____		
CAS Coordinator's Signature: _____ Date: _____		

APPENDIX O

CAS INDIVIDUAL STUDENT COMPLETION FORM (OPTIONAL)

There is evidence that _____ has:
(Student name)

Learning outcome	Achieved? (<input checked="" type="checkbox"/>)	Nature/location of evidence (for example, weblog [date], journal [page xx], progress form [date])
Identify own strengths and develop areas for growth		
Demonstrate that challenges have been undertaken, developing new skills in the process		
Demonstrate how to initiate and plan a CAS experience		
Show commitment to and perseverance in CAS experiences		
Demonstrate the skills and recognize the benefits of working collaboratively		
Demonstrate engagement with issues of global significance		
Recognize and consider the ethics of choices and actions		

Name of CAS advisor:

CAS advisor’s signature:

Date:

APPENDIX P

CAS COMPLETION FORM (OPTIONAL)

Student Name: _____

Student Candidate Number: _____

CAS Advisor: _____

Please initial the boxes below once the candidate has completed the steps to the CAS process.

Initials	Date Completed	Requirement
		Attended an introductory CAS meeting at the beginning of the junior year.
		Log into and set up his/her ManageBac profile OR student has created his/her CAS portfolio.
		Attended an interview with his/her CAS advisor in their junior year.
		Attended one interview with his/her CAS advisor during the spring of the senior year.
		Has consistently completed CAS experiences (ideally weekly) that are fairly well-balanced between the three areas, for a minimum of 18 months.
		Has completed a CAS project that meets the following criteria: <ul style="list-style-type: none">• Takes at least a month to carry out• Contains at least 1 of the 3 CAS strands• Student is involved in the design and implementation for the project (can be considered a leader for this project)• Is collaborative• Follows CAS framework• Student completes a risk assessment
		Has met all 7 of the learning objectives at least once. <i>Even if this requirement is met early, students should still continue with CAS, as it is supposed to be an ongoing process that takes place over at least 18 months of the IB diploma years.</i>
		<i>Has completed and submitted reflections that demonstrate ongoing thought and learning throughout the CAS process. These are submitted in ManageBac by the final due date.</i>

To the best of my knowledge, this student has completed all the elements of the CAS process.

Signature of the CAS Advisor

Date

APPENDIX R

CAS PROJECT PROPOSAL FORM

Student Name (first & last): _____ Date: _____

Project name:_____

Roles & responsibilities

Where will it occur?

How much time do students anticipate this project will need for completion?

Who else will be collaborating on this project with students?(First & last names of other individuals):

What roles will students collaborators take on?

How will students be involved?

Tasks & resources

What major tasks will be undertaken?

What challenges might students and/or students group members encounter?

What resources will students need (e.g., transportation, materials, technology, expertise, access to existing programs/structures, etc.)?

How will students attain/get support in attaining those resources?

Meaningful outcomes

What are students group goals for this project?

What are students individual (personal) goals for this project?

Ethical & community considerations

Who or what will benefit from students actions? How?

What global issues will be addressed?

What ethical consequences might result from students actions?

Which CAS areas will be addressed?

Which of the Seven Learning Outcomes will be reflected?

Please briefly describe students project:

Advisor name (first & last):
Advisor’s email:

Position of the advisor:
Advisor’s phone:

APPENDIX S

CAS PROJECT COMPLETION FORM

Student Name (first & last): _____ Date: _____

Project name:_____

Roles & responsibilities

Where did students project occur?

How much time did the project need for completion?

Who else collaborated on this project with students?

What roles did students collaborators take on?

What roles did students take on?

Tasks & resources

What major tasks were undertaken?

What challenges or difficulties did students and/or students group members encounter?

How did each of students respond to these challenges?

How were any issues/problems resolved?

What resources did students use (e.g., transportation, materials, technology, expertise, access to existing programs/structures, etc.)?

How did students attain/get support in attaining those resources?

Meaningful outcomes

What were students group goals for this project?

What were students individual (personal) goals for this project?

How successful were students in achieving students initial goal(s)? Why?

What new skills or skill levels did students develop? What was the personal value of the activity for students?

How did students feel before, during and upon completion of this activity/project?

What did students learn from the activity and how might this learning be applied more widely?

Ethical & community considerations

Who or what benefitted from students actions? How?

What global issues were addressed?
What ethical consequences resulted from students actions?

Which CAS areas were addressed and how?

Which Learning Outcomes were reflected and how?

Please briefly describe students project:

Advisor name (first & last):
Advisor's email:

Position of the advisor:
Advisor's phone:

APPENDIX T

CAS PROJECT PRESENTATION PLANNING FORM

Student Name (first & last): _____ Date: _____

Required information for presentation

Names of project collaborators (first & last):

Project name:

Roles/responsibilities of collaborators:

Time frame for whole project completion:

Location(s) of activity/activities:

The CAS areas we incorporated were:

The Learning Outcomes our project addressed were:

The goals of our project were:

The global issue(s) we addressed were:

The meaningful tasks we completed during project were:

The challenges we faced during our project were:

The ways we managed our challenges were:

The resources we used were:

The beneficiaries of our project were:

The meaningful outcomes of our project were:

The evidence we will present as confirmation of our involvement, goals and outcomes is:

The ethical consequences that resulted from our project were:

The personal experiences/outcomes we will each share are:

Presentation specifications

What medium/media will we use to present our project?

What are the visual components of the presentation?

What resources do we need for the presentation (materials, technology, etc.)?

How will we go about obtaining and coordinating the resources we need?

What roles/responsibilities will each person assume in planning the presentation?

Which parts of the presentation will each person be responsible for?

How much time will we need for our presentation?

Who will we invite to our presentation?

How & when will we communicate our invitations?

GLOSSARY

A quick guide to common CAS terms and themes.

CAS Advisor

The CAS advisor assists, offers guidance and oversees the students' CAS experiences when needed. A advisor may not be necessary if a student is able to undertake a CAS experience without assistance or supervision.

Collaborative

Collaborative experiences involve cooperation with others. These can be short term or longer term collaborations and are an important aspect of a CAS project.

Community

Students are naturally members of several different communities (the school, the local Macau area, community of friends, ethnically or religiously defined groups, and so on). Some CAS experiences may quite properly involve CAS students within their own familiar community however they could also be involved with people from other less familiar communities that affords opportunities for personal and collective growth when possible.

CAS Coordinator

The person who is given overall responsibility for establishing and overseeing the school's CAS programme, supervising CAS advisors, advisors and students.

Experiences

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Global

"Global" infers having a significance or reference that extends beyond a local context or relates to the whole world. CAS students are encouraged to see the connections between their local experiences and a global context.

Interviews

An interview is a formal dialogue and exchange of information. During CAS, there are three formal documented interviews that students have with their CAS coordinator and/or advisor: at the beginning of the CAS programme, at the end of the first year and at the end of the CAS programme.

Learning outcomes

Learning outcomes articulate what a CAS student is able to do at some point during his or her CAS programme. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

Reflection

Central to CAS, reflection is a process of considered exploration of personal thoughts (cognition) and feelings (affect) that informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts. Reflection can occur in varied formal and informal ways.

New roles and challenges

The phrase "new roles or challenges" refers to experiences that are new to the student or may extend their roles or responsibilities in experiences with which the student is already involved.

Portfolio

All CAS students are expected to assemble evidence of their involvement in CAS experiences, and their reflections upon them that show the learning outcomes have been achieved. A variety of forms are acceptable including but not limited to: blogs, written journals, artwork, music compositions, annotated photo diaries and audio or video diaries. This can be ManageBac.

Project

All CAS students undertake a CAS project involving teamwork that integrates one or more of the strands of creativity, activity and service. Duration is a minimum of one month. The project provides opportunities to develop and advance skills particularly related to collaboration and sustained relationships, and enables students to develop and refine plans in response to any problems that arise, and to reflect on their progress and outcomes.

Reciprocal engagement

As students participate in service experiences, the aim is for recognition of an exchange of mutual benefit, or reciprocity that maintains dignity and respect for all involved.

Stages

The CAS stages of investigation, preparation, action, reflection and demonstration offer a helpful and supportive framework and continuum of process for CAS students as they consider what they would like to do in CAS, make plans, and carry out their ideas. The CAS stages are applicable (but not mandatory) to the three strands of creativity, activity, service and the CAS project.

Strands

In CAS, there are three strands for experiences: creativity, activity and service.

Sustained

The term "sustained" in CAS refers to continuous or ongoing experiences, plans or actions that take place regularly over an extended period of time. Sustained CAS experiences enable students to show perseverance and commitment while providing opportunities for deeper understanding, ongoing planning, and adaptability as needed and meaningful reflection.

KEEP IN MIND!

1. CAS stands for **Creativity, Activity and Service**; students **CAS experiences** must involve one or more of these three strands
2. CAS lasts for at least **18 months** with at least weekly activities
3. Students must plan, carry out and reflect upon many **CAS experiences**, both short-term and long-term in length
4. Students must maintain a **CAS portfolio** on ManageBac
5. Students must achieve all seven **CAS learning outcomes** over the course of the programme
6. Students must undertake a **CAS project** of at least one month's duration
7. In Form 5, there is **CAS week!**
8. Make use of the five **CAS stages** (investigation, preparation, action, reflection and demonstration) as frameworks for students experiences and projects
9. Students are expected to **submit planning, reflections and evidence** using students ManageBac account to support students experiences and projects
10. Students will take part in at least three formal documented **interviews** with students CAS coordinator/advisor over the program
11. **Don't wait until it's too late:** on average three hours should be spent each week
12. **The MORE students put into CAS, the MORE students will get out of it... EXPONENTIALLY!**

ROLES & RESPONSIBILITIES - CAS TEAM

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

- The CAS Coordinator
- The DP Coordinator and Teachers & School Parents who are also CAS advisors.
- The Experience advisors for chosen experiences & 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 advisors' responsibilities include:

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

Private Irmak Anatolian High School CAS Coordinator:
Mr. Ergin KURT

Email: ergin.kurt@irmak.k12.tr

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