



NEERJA MODI SCHOOL



C A S

HANDBOOK BOOK & PORTFOLIO

Session : _____

Student Name : _____

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“You must be the change you wish to see in the world.”

Mahatma Gandhi

Mission of Neerja Modi School

Neerja Modi School, is a co-educational, non-sectarian day cum boarding school serving grades kindergarten to 12th.

We are dedicated to academic excellence and to the development of self confident individuals of good character who are prepared to accept responsibilities inherent in personal freedom.

The school aims to create a learning environment that is challenging, diverse, and supportive, where talented, dedicated faculty and students are encouraged to interact in an atmosphere of mutual respect and trust. NMS recognises some students learn best by reading; some through actual experience; some by pursuing deep interest. At NMS many paths exist in partnership, and students are guided to find paths that are most effective for them.

School Philosophy

In all its programs, NMS seeks to discover and nurture the special gifts each student possesses; to deepen each student's understanding of the complexities of the world; and to inspire each to his or her full potential. With a clear recognition of the needs and the capabilities of students of differing ages and experiences, the school implements its philosophy:

- By gradually guiding a student from dependent to independent learning;
- By stressing high academic standards through a strong commitment to the process of learning;
- By creating an environment for learning which is stimulating, innovative, tolerant, enjoyable and which encourages intellectual inquiry and curiosity;
- By stressing the fundamental value of integrity and trust. Athletic and extracurricular activities combined with academic life to provide opportunities for personal growth, and prepares students to take their place as global citizens.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

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

occ.ibo.org

1. General Overview

CAS is a scheme of experiential learning, which is an important part of the IB Diploma, and continues education outside the classroom. It is an opportunity for you to develop your own skills and interests, and contribute what you have to offer to various communities. It helps you develop as an individual, through a process of self-assessment and evaluation. You need to think about yourself as you and other see you, assess your strengths and weaknesses, and reflect on the experiences as you carry them out. During and after a CAS experience you will have to make a self-evaluation, so before you start, you need to look at yourself and the experiences that you would like to take part in.

When well carried out, your CAS experience should build your self-esteem, self-confidence and self-reliance. In the design and construction of your CAS schedules you are reminded of the equal importance of all three areas: **CREATIVITY, ACTIVITY, AND SERVICE**. There must be a balance between the three and where possible, your experiences should include two or more of the areas.



Parthesh Menon IBDP Year 2 (2014-2016)



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate actively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

2. CAS requirements at a glance

CREATIVITY Creating something/arts	ACTIVITY Physical Action	SERVICE Volunteering
Regular weekly commitment over at least 18 months.		
Commitment to all three areas of CAS.		
Reasonable balance between Creativity, Activity and Service.		
Variety of experiences (2 to 3 for each category).		
Experiences should vary in terms of length and commitment – none trivial!.		
Each CAS experience must have an adult supervisor (not family).		
At least one PROJECT in team work.		
Documentation of experiences and evidence that the 7 Learner Outcomes have been achieved must be provided.		
Experiences that are part of earning the IB Diploma do not count towards CAS.		
Meaningful reflection on experiences have to be carried out.		

3. What you need to know

The aims of CAS

The aims of CAS are to enable you to:

Be a **reflective thinker** who understands your own strengths and limitations; identify goals and devise strategies for personal growth;

Be willing to **accept new challenges** and new roles;

Be aware of yourselves as **members of communities** with responsibilities towards each other and the environment;

Be an **active participant** in sustained, **collaborative** projects;

Be **balanced**. Enjoy and engage in a range of experiences involving intellectual, physical, creative and emotional experiences.

Key points

- CAS is central to the IB hexagon. Academic work is the foundation that informs CAS, EE, and TOK, but academic learning is only one part of the IB mission and program. CAS is central to this mission.
- CAS is essential for an IB diploma. You cannot receive an IB diploma without successfully completing the CAS program.
- When applying for universities, you will find that besides looking at your academic record, they are interested in your other experiences as well. Therefore, CAS will help you keep up those experiences and encourage you to try something new.
- You know yourself best. Therefore, you should create your own CAS program. Do not wait for experiences to be assigned to you or chosen for you, but take initiative and choose experiences that are appropriate for yourself and allow you to experience something new, to be challenged to learn, to grow.
- Think creatively and realize that there are many ways to achieve your goals. Just because something has never been done, does not mean that it cannot be done! CAS is a constant work in progress-never static, always changing.
- When we consider whether or not you completed your CAS program, we ask one question: "Did the student meet all of the necessary criteria?" **The ultimate evaluation of your CAS work is a simple "yes" or "no".**

4. CAS OUTCOMES

Project involvement

Students should be involved in at least one project involving teamwork that integrates two or more of creativity, CAS experience and service, and is of significant duration. Larger scale experiences of this sort may provide excellent opportunities for you to engage “with issues of global importance”.

Follow the maxim:

“Think globally, act locally”.

Seven learning outcomes

CAS Learning Outcome Descriptors

These descriptors are only suggestions; they are not exhaustive and can be adapted, edited, expanded or shortened. Further, not all descriptors must be met; it is the CAS coordinator’s decision as to whether the student has achieved the outcome.

CAS seven 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 experiences according to own interests and talents.
- Is willing to participate in different experiences.
- 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 and use 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.

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 project.

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.
- 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.

NMS CAS Policy

- The CAS policy will be known to the entire school as well as parents of all children involved in the CAS program. The copy of the CAS policy is included in the CAS handbook and portfolio. It can be collected from CAS coordinator's or DP coordinator's office.
- NMS CAS Team comprises of CAS coordinator, CAS advisors and other people who will be proposed in as and when required at various points of the program. They will assist the DP students for the successful completion of CAS.
- CAS must start for each DP student in the month of August of DP Year 1.
- Orientation of the parent regarding the philosophy, compulsory nature of CAS will be made in July at start of DP session.
- The CAS program for each DP student must run for atleast 18 months spread over 2 years.
- It is advisable for all DP students to participate in the whole cohort CAS trip as and when organized.
- CAS program of a student must be balanced between Creativity, Action and Service.
- A DP student must achieve all the 7 CAS outcomes during his/her CAS terms, failing which will lead to failure in award of the IB Diploma.
- Students have to show their pro-activeness in initiating activities which take into account the seven learning outcomes described in the CAS handbook and work accordingly.
- Consent from the parents of DP students need to be signed for activities which require the students to move outside the school premises. The complete details will be provided to parents by circular or phone messages by the CAS coordinator/ advisors.
- The parent can meet CAS coordinator by taking prior appointment through email or phone provided at the time of the orientation.
- At NMS, we encourage parents to take interest in their wards' CAS activities.
- Parent / Local Guardian cannot act as supervisor of the activities carried out by their wards.
- DP Students have to attend all the meetings with CAS coordinator/advisor. If it is not possible due to unforeseen circumstances, the CAS coordinator/advisor must be informed well in advance.
- For DP year 1 students, there will be atleast 2 meetings per month for first three months and then 1 meeting each month. In school CAS activities can be pursued in the 2 periods allotted in a week.
- A list of activities (in-campus, off-campus) are provided in their CAS Handbook. However students can plan / initiate their own activities.
- Students need to take approval for the activity from CAS coordinator by filling Activity Proposal Form.

- DP Students have to maintain their CAS records through CAS journal, web log, diaries, photographs, video or audio logs. This need to be presented to CAS coordinator during interview/meeting.
- A sample of each form is provided in the students CAS Handbook.
- A planned activity that cannot be completed by DP students due to any reason must be informed to CAS advisor/ coordinator.
- Student must submit CAS Activity Self-Evaluation Form to CAS coordinators within 15 days after the completion of activity. All required formalities must be done by student. Failing this, the student may lose their earned outcomes.
- CAS advisor must monitor DP Students' activity, behaviour, punctuality.
- CAS advisor must sign CAS log book and write a note after the completion of activity in Activity/Project self-evaluation Form.
- Reflection must be written before, during and after activity.
- Students of year 2 must submit Student Year End Summary Report before their examination. Deadline will given by IB Coordinator.
- Reporting will be done in the Term Report Card.
- A fund is kept reserved by NMS for some CAS activities.
- Any amendment in CAS policy will be duly intimated to the students, parents and other members involved in the CAS program.
- CAS coordinator reserves the right to allocate the actual outcomes of an activity. The final decision will be taken by CAS coordinator and it cannot be challenged by any means.

The responsibility of the CAS Student

Key to a student's CAS programme is personal engagement, choice and enjoyment of CAS experiences. Throughout the Diploma Programme students undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. They must also undertake at least one CAS project with a minimum duration of one month. Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator's satisfaction.

CAS 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 adviser
- 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 their CAS programme
- communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings
- ensure a suitable balance between creativity, activity and service in their CAS programme
- Behave appropriately and ethically in their choices and behaviours.

CAS activities at NMS

This list will give you an idea of the possibilities at NMS that are acceptable as CAS activities. You are not restricted to the list. You may use your own initiative and creativity in planning your CAS program. The CAS Coordinator must approve every CAS activity **before it begins**. This is done by filling out the CAS Activity Proposal Form and submitting it to the CAS Coordinator **before the activity begins**.

CREATIVITY	ACTION	SERVICE
<ul style="list-style-type: none"> • Alumni Association Activities • Student newspapers and publications • Speech and debate • Art classes • Drama productions • Photography • Computer • Music (chorus, orchestra) • Assembly contributions • Personal hobbies (subject to approval) • Music, dance lessons, etc. (must include performance) • Student Council 	<ul style="list-style-type: none"> • NMS School, House team and individual sports • Cricket • Football • Basketball • Table Tennis • Lawn Tennis • Archery • Horse riding • Polo • Adventure trips • Personal hobbies (subject to approval) • Outdoor pursuits (subject to approval) 	<ul style="list-style-type: none"> • Volunteer at Nischay Community Programme • Making furniture for Nischay Girls School • Volunteer at Eye Checkup & Medical camp • Environmental activities • Volunteer for Office helper/Teacher's assistant/Tutoring • Paper recycling project • Volunteer work for coaching/scoring etc. at sports events

CAS activities - Off Campus(Suggestions)

CREATIVITY

Sanagenri Block Printing
Miniature Painting with local artists
Blue Pottery with local artists

ACTION

Rock Climbing/ Trekking with Mountaineering & Adventure Institute
River Rafting/ Kayaking/ Trekking at Rishikesh

SERVICE

HELPAGE India

*Plot No.9, G-1, Surajnagar (West),
Yamunapath, Civil Line,
Jaipur, Rajasthan
Tel.: 0141-2220241
Mobile: 09587237317
Email : nilesh.nalvaya@helpageindia.org, jaipur@helpageindia.org
Mr. Nilesh G. Nalvaya, State Head - Rajasthan*

SOS Children Village, Jaipur

*Jhotwada Road
Opposite Peetal Factory, Jaipur 302026
Tel: 2280787, 2280262
Mobile: 09414600081
Email: sosjpr@dataone.in, jaipur.cv@soscvindia.org
Mrs Shobha Kaul (Village Director)*

UMANG FOUNDATION

*Near Technology Park, Shipra Path,
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SATYA an NGO

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Centre for Dalit Rights (CDR)

*C- 56, First Floor, Siwar Area, Bapu Nagar
Jaipur, Rajasthan (India)
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website: www.cdrjaipur.org
Satish Kumar, Advocate, Director*

Habitat for Humanity

*Delhi Habitat Resource Centre
CNI Bhavan, No.16,
Pandit Pant Marg, New Delhi-110001
Tel No.: 91- 11-23753493/94
Fax : 91- 11 – 23753495*

Muskaan *Foundation for road safety*

*45-A, Hathroi, Ajmer Road,
Jaipur - 302 001
Ph: 0141-2373075 Fax: +91-141-2373075
Mobile: 91 -9414064964
Email: jaipurmuskaan@gmail.com*

Disha Foundation School (Jaipur) *A Resource Centre for the Disabled*

*Disha Path, Near JDA Park, Nirman Nagar-C, JAIPUR- 302019
Phone :- 141-2393319,2391690
e-mail:- disha@dishafoundation.org disha_jaipur@hotmail.com
web:- www.dishafoundation.org
Ms. Rainu Singh, Executive Director 9413344418*

Help In Suffering (HIS) *Animal Shelter*

*Maharani Farm, Durgapura,
Jaipur, Rajasthan 302018. INDIA
Ph: +91 141 3245673, +91 141 2760012
Managing Trustee: timmiekumar@hotmail.com
HIS Office: office@his-india.in*

General Guidelines

Guidelines

- Students have to run their CAS schedule for at least 18 months.
- CAS program of a student must be balanced between Creativity, Action and Service.
- Student has to do real activities instead of hours counting.
- An activity must be monitored by an adult supervisor.
- There must be one project or activity involving two aspects of CAS and in team.
- It is compulsory for all the students to attend all meetings with CAS coordinator along with CAS log book, journal etc.
- Student must submit **CAS planning form** in the first week of the quarter to CAS coordinator.
- In the last week of the quarter, the student must submit the **CAS Activity Summary Form** to CAS coordinator to show their reflection to their planning.
- All activities must be approved from CAS coordinator by filling **CAS activity Proposal Form**.
- Student must submit **CAS Activities Summary Form** to CAS coordinators within 15 days after the completion of activity. All required formalities must be done by student. Failing to this, the student may lose their earned hours.
- Students must submit **Student Year-End Summary Report** in the last quarter of the year.
- Students of year 2 must submit Student Year End Summary Form before their exam. Deadline will given by IB Coordinator.
- Adult supervisor must monitor their activity, behaviour, punctuality.
- Adult supervisor must sign CAS log book and write a note after the completion of activity in Activity/Project self-evaluation Form.
- It is advisable that the adult supervisor must not be parent or relative. Priority will be given to home teachers or NGO persons.
- There must be a meeting between CAS coordinator and adult supervisor before activity. (Desirable)
- CAS coordinator reserves the right to allocate the actual hours of an activity. To make CAS varied and diversified, single CAS activity will not be allowed more than 20 hours.

CAS Reflection

The CAS experience and reflection

During the CAS experience, gather evidence and reflect!



A necessary part of turning what you experience into what you know is reflection – time to sit down and consider:

- What you saw and didn't see.
- Who needed you and why were you there?
- What did you learn and what did you teach?

Reflection involves observation, asking questions, putting facts, ideas and experiences together to come up with new meaning. Reflection on experience can give you the following abilities:

1. **Taking charge:** Being able to learn from experience gives us the power to influence the meaning and impact of things that we do or that happen to us.
2. **Increasing your problem solving ability:** Being able to analyze problems, generate alternatives, and anticipate consequences are critical skills
3. **Power to assess your personal impact:** Ongoing reflection helps reveal and even determine what personal changes are occurring in self-image, new skills, and ideas about a career. It can give you the self-confidence to take on a bigger project or to use more of your skills.

It will be through your reflections that you will learn from what you are doing, and we will know whether:

- your attitudes and values were able to transcend race, class, religion, age, gender, and politics,
- you grew in areas of knowledge and technical abilities, and developed a spirit of discovery and self-reliance,
- you made links with the local community and developed longer-term goals,
- your academic disciplines were complemented by your real life experience

If the CAS experience is brief or stand-alone, you need to complete a reflection after it is over.

If the CAS experience is ongoing, you need to reflect periodically throughout the experience (approximately once per fortnight) and at the end.

Your reflection should be detailed and show significant thought. You may write your reflections in a short, essay-type format or do something else such as a scrapbook, blog, video, etc. Remember: the requirement for reflection is that you show **significant, reflective thought**.

CAS Reflection Questions

Remember you can choose to reflect using any of the following methods:

- Blog (CAS website)
- PowerPoint
- PodCast
- Video/Film
- Diary or Journal
- Narrative- piece of writing

Due to the variety of methods that you can use to reflect there will not be a standard reflection form for you to fill out. Instead you have to decide how you would like to reflect and how much you want to say. (However, there is an '**End of activity reflection form**' to fill out that should only take a few minutes and is really only for the completion of long term projects).

Ensure you state the project name, and number of hours achieved for each of your reflections. A copy of this should go into your portfolio. If you decide to reflect by use of a video that you do not want to broadcast, ensure that the CAS coordinator views this and can sign off on your reflection.

To help aid you in creating reflections, below are some guiding questions that you may wish to use in order to help write/video/broadcast etc your thoughts.

Questions to consider:

1. Planning

- What did I plan to do for this activity?
- What did I actually do?

2. Goals

- What were my goals and how successful was I in achieving them?
- What had I hoped to accomplish through this activity/project?

3. Skills learnt or used

- Did I develop any learning skills or was I unsuccessful in this?
- Did I discover any strengths or weaknesses I had for this particular project?
- What did I learn about myself and others through this activity/project?
- What abilities, attitudes and values have I developed?

4. Achievements

- Was this an activity that I initiated?
- Was it a success/failure?
- How did this make me feel?
- What did this activity mean to me?
- Did I enjoy it? Why?
- What achievements did I make?

5. Challenges faced

- Did I undertake any new challenges?
- How did this make me feel?
- Were there any ethical decisions that I had to consider?

6. Perseverance and commitment

- Was I committed to this project or did I find myself unmotivated?
- Did I maintain full attendance?
- How many sessions have I missed?
- Was I punctual?
- How would I summarize my effort and commitment?

7. Problems resolved

- What difficulties did I encounter and how did I overcome them?
- Did I show any leadership/teamwork skills?
- Did issues/problems arising get resolved?
- If yes/no how did it make me feel?

8. Working with others

- How well did I work/interact with others?
- How well did others respond working with me?
- Did anyone help me to think about my learning during this activity/project?
- If so, who helped and how did they help?
- What were the outcomes for me and the team I was working with, and others?

9. Increased own awareness

- What have I learnt about development issues that are evident in our local community?
- What are my views on these issues?
- What have I done to address these issues?
- How did this activity/project benefit others?
- What might I do differently next time to improve?

10. Personal outcomes

- How can I apply what I have learned in other life situations?
- How can I improve for next time?

Each reflection MUST specifically include/address the following:

1. A summary of what you did in this CAS experience, how you interacted with others and

how they/you benefited?

2. How successful were you in achieving your goals? What difficulties did you encounter and how did you overcome them?
3. Select one of the ten IB Learner Profile characteristics and explain how this CAS experience allowed you to exemplify this trait.
4. How did this CAS experience allow you to reflect on any of the eight ways of knowing that you have discussed in TOK?

How can CAS Supervisors help you with your reflections?

You should discuss your experiences with the individual CAS supervisors. Ask them what they think about your progress, commitment, and possible goals. Tell them what you think about the CAS experience. Ask CAS supervisors to review your progress against your goals together with your reflective work on the CAS experience. Your CAS supervisor must also complete the Supervisor's Review for you.

Stem sentences for reflections

If you find being reflective difficult, try using these stem sentences to start your writing about your experiences:

- This session was better than last time because.....
- If I had given 10% more 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 CAS experience difficult because.....
- I felt good about this CAS experience because....
- This time was different to last time because....
- One thing that frustrated me was....
- Next time I will do better
- I found out that I needed to....
- I think I have progressed because....
- The skills I need to continue improving on are

CAS Interviews

There must be a minimum of three interviews between a student and the CAS coordinator/adviser where student progress is discussed and appropriate encouragement and advice is given. The interviews should occur at least twice in the first year of the Diploma Programme and once in the second year. Feedback from these interviews is recorded by the CAS coordinator/adviser.

The interviews are documented on a CAS planning form or through some other appropriate method such as a digital log. If concerns arise, particularly with respect to successful completion of the CAS programme, these should be noted at the earliest. Appropriate action should be taken. The third interview is a summative discussion of the student's engagement in CAS and his or her achievement of the seven CAS learning outcomes

The initial interview

This interview is conducted at the beginning of the Diploma Programme. The CAS coordinator/adviser ensures the student understands the requirements for CAS, explains the CAS learning outcomes and how the student might achieve these outcomes.

What type of questions could be asked during CAS interviews?

The following are example questions. CAS coordinators are encouraged to develop questions suitable to the needs, background and context of their students.

Getting to know the student

- What are you doing already? Is this something new for you? What will you do to take it to another level?
- Are there activities already in existence in which you would like to take part? Why?
- What are you hoping to do after school?
- What activities/projects would you like to start?
- How long have you been doing this? How often?
- Why have you chosen this activity/these activities?
- Do you have any hobbies or talents that could link to a project?
- What activities have you done before?
- What are your interests?
- What are your dislikes?

Planning/goal setting

- What activities would you like to do?
- What new skills would you like to develop?
- What new challenges would you like to engage in?
- How can you make this activity different to what you have done before in this area?
- What is the projected end?
- How will you go about this?
- What ideas do you have for CAS activities?
- Why do you think these activities are suitable for you?
- What do you want to achieve from your participation in this activity?

Learning outcomes

- Do you prefer to work individually or in a team?
- Have you lived in other areas of the world? What impact (if any) has this experience had on you?
- How do you respond to events or news in other areas of the world? In what ways do these events affect you?
- What do you think your role could be in effecting change?
- In what ways have you positively affected the lives of others? What did you do?
- How do you think that the CAS programme will affect you as a person?
- What are your expectations?

The second interview

This interview is normally held towards the end of the first year of the Diploma Programme. The main purpose of the interview is to assess the progress of the student in CAS.

- Review the project.
- How have your expectations changed?
- What do you need to change or adjust in order to achieve the goals of your project?
- Would it be better to continue or to start a new project?
- What have you enjoyed or benefited from most?
- How have your skills improved? Have you acquired new skills?
- What is your plan of action or further steps?
- What new areas do you intend to explore?

- To what extent does your project reflect a suitable balance within CAS?
- Can you make a link between the activities in which you have participated and any of the eight learning outcomes?

The third interview

This is the summative interview for CAS. It may well be just before the Diploma Programme finishes.

- What were your goals? Did you reach them?
- Did you have to make changes? What were they?
- Have you completed the learning outcomes?
- Where/what is the evidence?
- What difficulties did you face? How did you respond to those challenges?
- Was there a balance between your CAS activities?
- What did you learn from CAS as a whole experience? What was beneficial?
- How will you use what you have learned in the future?
- How did the reality of CAS compare to your expectations of CAS?
- Can you summarize your CAS experience in one or two words?
- How helpful was the support from the CAS coordinator? What suggestions might you make for future support?
- Celebration of what was achieved (help students recognize how far they have come).
- Is there anything that surprised you?
- To what extent have you fulfilled the learning outcomes? Which specific activities can be linked to any of the eight learning outcomes?

CAS Portfolio

The CAS portfolio provides students with opportunities to record their diverse CAS experiences and summarize and celebrate their achievements. The CAS portfolio is a collection of evidence and reflections (for example: photographs, visual and audio recordings, documents, posters, programmes of events or performances) that demonstrate participation in CAS and achievement of the seven CAS learning outcomes.

The CAS portfolio is to be discussed during the three formal CAS interviews. During an interview, students discuss their CAS experiences and progress. Students should be encouraged and assisted where necessary by the CAS coordinator/adviser to keep their CAS portfolio up-to-date. The CAS portfolio is valuable evidence of a student's CAS experiences and achievements.

School reports

CAS should be included in a student's school report providing a record of a student's progress in CAS. This can take many different forms, yet should be considered as a means of communicating to students, parents and post-secondary institutions of a student's engagement with the CAS programme. At the conclusion of the Diploma Programme, it is recommended that schools provide students with a summative statement of their CAS achievement, which may contribute to post-secondary applications.

Descriptors for CAS learning outcomes

Decisions on whether a student has achieved the learning outcomes are to be made on the evidence provided by the student in their CAS portfolio in addition to information gathered during CAS interviews.

The use of evidence to demonstrate the achievement of the CAS learning outcomes is essential to a student's CAS programme. To provide evidence, the students must understand what the CAS learning outcomes are, what each CAS learning outcome means and represents in CAS, and what types of evidence would be deemed mutually satisfactory by the student and the CAS coordinator.

Understanding the CAS learning outcomes

The CAS coordinator, advisers and supporting staff, as well as the students, must share a common understanding of the language and meaning of each learning outcome. For example, students may need more clarity with the term "challenges", and determine, for example, that a challenge could be taking on a completely new or unfamiliar CAS

experience, or an extension of an existing one. Coordinators, advisers and supporting staff are reminded that each student may have a unique way of meeting the CAS learning outcomes, and will serve the students best by avoiding comparing student accomplishment. Recognizing each student's CAS journey is imperative when referencing the CAS learning outcomes.

Learning outcome descriptors

Students may gain stronger understanding of CAS learning outcomes when explained through the use of descriptors. The CAS coordinator and students can discuss each CAS learning outcome and design descriptors specific to the school and students.

Note: The *Creativity, activity, service teacher support material* includes a *Teaching Strategy—an exercise in understanding CAS learning outcomes*.

The following chart shows example descriptors for each CAS learning outcome. These descriptors are provided only as suggestions; they are not exhaustive, and can be adapted, edited, and more may be added. Further, not all descriptors must be met; it is the CAS coordinator's decision with the student as to whether the CAS learning outcome has been achieved.

CAS Calendar (2016 - 2018)

Year 1 (16-17)	
August,17	<ul style="list-style-type: none"> • Orientation of students • Interaction with IB Teachers • Understand the CAS Handbook, Journal & Log book
August,19	<ul style="list-style-type: none"> • First meeting must be scheduled with the Coordinator. • The CAS Background Information Form must be completed. • Ask students to plan their individual / group / whole cohort activities for school session
August,24	<ul style="list-style-type: none"> • Session on unpacking of the learning outcomes • Individual CAS programme begins • Introduce- supervised long term CAS Activities • Delegate supervision of CAS activities to teachers.
August,31	<ul style="list-style-type: none"> • An interview must take place with the coordinator.
Sept., 02	<ul style="list-style-type: none"> • Design Individual CAS plan • Approval meeting with CAS Co-ordinator/ advisor
Sept., 28	<ul style="list-style-type: none"> • Students meeting with CAS advisor for writing meaningful reflections
Oct., 5	<ul style="list-style-type: none"> • CAS journals and logs to be seen by supervisors • After completing the CAS activity student must fill the self evaluation form.
Oct.14	<ul style="list-style-type: none"> • Meeting with CAS Advisors for initial progress
Oct.21	<ul style="list-style-type: none"> • Meeting with CAS coordinator
Nov. 25	<ul style="list-style-type: none"> • Meeting with CAS coordinator
Dec. 30	<ul style="list-style-type: none"> • Meeting with CAS coordinator • Discuss CAS trip
Jan. 20, 2017	<ul style="list-style-type: none"> • CAS trip (tentative) • Meeting with CAS coordinator / advisors for reflections
Feb. 24	<ul style="list-style-type: none"> • Meeting with CAS coordinator
March, 24	<ul style="list-style-type: none"> • Meeting with CAS coordinator
Before May 25, 2017	<ul style="list-style-type: none"> • CAS Journals and Log to be checked • Last CAS Group meeting of the school year • Year I End CAS report & Essay • Year End Interview

Year 2 (17-18)	
July Week-2	<ul style="list-style-type: none"> • Meeting with CAS coordinator
August Week-2	<ul style="list-style-type: none"> • Meeting with CAS coordinator
Sept. Week-2	<ul style="list-style-type: none"> • Meeting with CAS coordinator to check progress
Oct. Week-2	<ul style="list-style-type: none"> • Meeting with CAS coordinator to check progress
Nov. Week-1	<ul style="list-style-type: none"> • Meeting with CAS coordinator to check progress
Dec. Week-2	<ul style="list-style-type: none"> • Meeting with CAS coordinator to check progress
Jan. Week-2	<ul style="list-style-type: none"> • Meeting with CAS coordinator to check progress
Feb. Week-2	<ul style="list-style-type: none"> • By this date students are expected to complete all CAS work.
April - 15	<ul style="list-style-type: none"> • CAS completion date - year end summary report • CAS Final Interview • The CAS Coordinator examines and all CAS documents, official forms to be submitted to DPC

- The CAS advisers supervise and over see the progress of in school CAS activities in the periods per week given in the timetable.
- Year 2 specific dates of CAS meetings will be provided in July, 2017

BEST OF LUCK

Tips for Parents

Parental encouragement and support is often a vital part of helping students complete the I.B. diploma and meeting their C.A.S. requirements.

- Familiarize yourself with CAS requirements, especially the philosophy.
- Discuss the requirements of CAS and its opportunities with your child
- Explore your child's interests and discuss the possible volunteer activities together
- Share your own volunteer experiences with your child and reflect on what you have given and gained through volunteering
- Be willing to be involved - attend games, plays, and music performances, volunteer for various IB projects, yearbook, SPA; support activities by providing transportation
- Encourage your child to start early. Former IB Diploma candidates have said that **'the requirement is not difficult if you start early'**.



Message for students:

Your decision to participate in the following activity is entirely voluntary. Each student who participates in a CAS activity must complete a CAS Student Information Form

Name :- _____

Grade :- _____

Address :- _____

E-mail :- _____

Languages spoken:- _____

Hobbies, sports, and other activities and interests: -

Why do you want to do CAS program?

What do expect to get from the program besides the CAS hours needed for your IB Diploma?



Quarter No.1- August - November

Name :- _____

Session :- _____

Quarter Period:- _____

Please list your planned CAS activities.

Activity	CAS	Supervisor's Detail
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____

STUDENT SIGNATURE

DATE: _____



Quarter No.2 – December - March

Name :- _____

Session :- _____

Quarter Period:- _____

Please list your planned CAS activities.

Activity	CAS	Supervisor's Detail
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____

STUDENT SIGNATURE

DATE: _____



Quarter No.3 – April - July

Name :- _____

Session :- _____

Quarter Period:- _____

Please list your planned CAS activities.

Activity	CAS	Supervisor's Detail
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____

STUDENT SIGNATURE

DATE: _____



Quarter No.4 – August - November

Name :- _____

Session :- _____

Quarter Period:- _____

Please list your planned CAS activities.

Activity	CAS	Supervisor's Detail
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____

STUDENT SIGNATURE

DATE: _____



Quarter No. 5 December - March

Name :- _____

Session :- _____

Quarter Period:- _____

Please list your planned CAS activities.

Activity	CAS	Supervisor's Detail
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____

STUDENT SIGNATURE

DATE: _____



Quarter No.6 April - June

Name :- _____

Session :- _____

Quarter Period:- _____

Please list your planned CAS activities.

Activity	CAS	Supervisor's Detail
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____
_____	C / A / S	_____

STUDENT SIGNATURE

DATE: _____



Message for students:

Your decision to participate in the following activity is entirely voluntary. Each student who participates in a CAS activity must complete a CAS Student Information Form

Student Name _____

Title of Activity _____

Description of Activity _____

Category of activity (Circle the activity) C / A / S

Estimated number of hours _____

Date of commencement of activity _____

Expected end date of activity _____

Organization details (with which you be associated)

Supervisor (s): Person who will verify hours

Contact detail of Supervisor(s) if outside school

Checklist before beginning this activity:

- Is it a new role or activity for me?
- Is it a real task I am going to do? Does it have real consequences for me?
- Does it have real consequences for other people?
- What will I learn by doing this activity?
- What things can I reflect on during this activity?

Responsibilities of CAS Student

- Be on time and each time when expected
- Do his/her very best all times
- Use initiative
- Notify adult supervisor well in advance if unable to attend.
- Get the CAS Log checked by the adult supervisor regularly.

Present the End of Activity Self-Evaluation form to the adult supervisor with the student part completed, several days before the CAS due date, which is two weeks after the finish of the activity.

Select the outcome of the activity

- _____ increased their awareness of their own strengths and areas for growth
- _____ undertaken new challenges
- _____ planned and initiated activities
- _____ worked collaboratively with others
- _____ shown perseverance and commitment in their activities
- _____ engaged with issues of global importance
- _____ considered the ethical implications of their actions
- _____ developed new skills

Responsibilities of Adult Supervisor

- To be encouraging and supportive of the student's efforts
- To sign the CAS Log at least once a week when presented
- To complete the Adult Supervisor's portion of the End-Of-Activity Self Evaluation form in a timely manner once it has been given to you. You are under no obligation to hurry if it is presented late.

Signature of Student

Signature of adult supervisor

Activity approved: YES / NO

CAS coordinator's comment and signature: _____



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Signature of adult supervisor

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CAS coordinator's comment and signature: _____



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Signature of Student

Signature of adult supervisor

Activity approved: YES / NO

CAS coordinator's comment and signature: _____



WORLD SCHOOL

Photographs / Letter of Recommendation

Neerja Modi School
International Baccalaureate Diploma Program
Form CAS



WORLD SCHOOL

Photographs / Letter of Recommendation

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Neerja Modi School
International Baccalaureate Diploma Program
Form CAS



To be completed at the end of each School Year

Name :- _____

Grade :- _____

Session :- _____

Please list all of your activities and hours in the space provided

Number of CAS activities undertaken this year _____

Total number of hours from previous year (year 2 students only) _____

Creativity _____ Action _____ Service _____

Nam of Activity	Type	Hours
1. _____	C / A / S	_____
2. _____	C / A / S	_____
3. _____	C / A / S	_____
4. _____	C / A / S	_____
5. _____	C / A / S	_____
6. _____	C / A / S	_____
7. _____	C / A / S	_____
8. _____	C / A / S	_____
9. _____	C / A / S	_____
10. _____	C / A / S	_____
11. _____	C / A / S	_____
12. _____	C / A / S	_____
13. _____	C / A / S	_____

14. _____ C / A / S _____
15. _____ C / A / S _____
16. _____ C / A / S _____
17. _____ C / A / S _____
18. _____ C / A / S _____
19. _____ C / A / S _____
20. _____ C / A / S _____
21. _____ C / A / S _____
22. _____ C / A / S _____
23. _____ C / A / S _____
24. _____ C / A / S _____

Total number of CAS Hours (This year)

Creativity _____

Action _____

Service _____



Grade	Grade Descriptor	Q1	Q2	Q3	Q4	Q5	Q6
Excellent (Exceeds Expectations) A	Many learning outcomes are met in multiple activities.						
	Evidence supporting activities.						
	Activities are well balanced in the three strands of CAS.						
	At least one CAS project has been led.						
	CAS journal is maintained with care and some reflections are insightful.						
On-track (Meets Expectations) B	Multiple activities address some or most of the seven outcomes.						
	Some outcomes have multiple evidence to support.						
	Activities are reasonably balanced in the three strands of CAS.						
	CAS journal is appropriately maintained and some personal insights are developing in the reflective process.						
Concern (Unsatisfactory Progress) C	Activities are not undertaken regularly and / or CAS journal is not maintained properly.						
	There is little or no evidence to support that the goals and the targeted learning outcomes are being met.						
	CAS process and the eight learning outcomes are not sufficiently understood.						

	CAS Coordinator/Adviser Comments
Year 1 Report (Essay, Interview)	
Year 2 Report (Essay, Interview)	

Signature: _____
CAS Coordinator/Adviser

Date: _____

Contacts

CAS Coordinator

Ms. Komal S. Gupta

+91-9314464474

komalsaraisthgupta@gmail.com

IB Coordinator

Ms. Sarita Nathawat

+91-9351468259

nmsibsarita@gmail.com

References

Creativity, Activity, Service Guide (March 2015)