



RAFFLES
WORLD ACADEMY

International Baccalaureate Programme

CAS Handbook

Creativity Action Service 2021-2022



Inno|centures

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INTRODUCTION

This guide is a one stop shop for all your CAS questions and clarity of its purpose. In this guide you will find all the CAS guidelines as stipulated by the IB Diploma, and how RWA will help you meet them over the two years. This guide aims to give you context for CAS in your life and provides valuable tools and methods to help you easily meet all expectations. All diploma candidates must engage in CAS, and non-completion of CAS requirements will result in the diploma being withheld. CAS is very important for IB success, but also contributes to holistic growth of students and adds greatly to university applications and even future curriculum vitae.

MEET YOUR CAS TEAM

Role	Name	Email
DP Coordinator	Stephen Pinto	stephenp@rwadubai.com
CAS Coordinator	Brendan Ward	brendanw@rwadubai.com



WHAT IS CAS?

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

CAS should involve:

- Real, purposeful activities, which meet one or more of the 7 learning outcomes.
- Personal challenge --- tasks must extend the student and be achievable in scope.
- Students using the CAS stages (investigation, preparation, action, reflection, and demonstration) to guide CAS experiences and projects.
- Thoughtful consideration, such as planning, reviewing progress, reporting (done on ManageBac)
- Evidence and reflection on outcomes and personal learning

CAS LEARNING OUTCOMES

As a result of their CAS experience as a whole, there should be evidence/documentation that students have participated in experiences/projects that involve one or more of the following outcomes (all 7 need to be achieved by the end of the CAS program):

1. **Identify own strengths and develop areas for growth:** Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
2. **Demonstrate that challenges have been undertaken, developing new skills in the process:** A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
3. **Demonstrate how to initiate and plan a CAS experience:** Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
4. **Show commitment to and perseverance in CAS experiences:** Students demonstrate regular involvement and active engagement in CAS.
5. **Demonstrate the skills and recognize the benefits of working collaboratively:** Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
6. **Demonstrate engagement with issues of global significance:** Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
7. **Recognize and consider the ethics of choices and actions:** Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

All seven outcomes must be touched on for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires that they have evidence of meeting the outcome ***a minimum of once.***



WHY IS CAS NECESSARY?

- CAS provides an important counterbalance to the academic pressures of the rest of the Diploma Programme
- Assists students with being more willing to accept new challenges and new roles
- Enables the student to be a more reflective thinker
- Students become more aware of themselves as members of communities with responsibilities towards each other and the environment
- Students become active participants in sustained, collaborative projects

CAS - AN IB DIPLOMA & GRADUATION REQUIREMENT

A student who fails to satisfy the CAS requirement will not be awarded the IB diploma even if all other diploma conditions have been satisfactorily fulfilled. Fulfillment of the CAS requirement involves the following:

- 18 months of continuous creativity, activity, and service experiences/projects (begin documenting this day one of grade 11)
- 7 learning outcomes being met
- Completion of documentation for CAS (via ManageBac and final interview)



CAS.....EVERYONE PLAYS A ROLE

Responsibilities:

CAS Coordinator (Mr. Ward)	CAS Advisors	Students
<ul style="list-style-type: none"> • Provide info to students, parents, and faculty (including CAS Advisors) about the CAS requirements • Assist CAS Advisors with understanding how to manage students • Complete CAS final interview • Oversee ManageBac • Approve CAS experiences/projects on ManageBac • Make students aware of potential CAS experiences/projects • Keep all CAS documents up to date • Make teachers aware of the opportunities available with CAS students • Make sure that the school stays updated with the latest CAS information published by the IBO. 	<ul style="list-style-type: none"> • If necessary, provide feedback to students about CAS experiences/projects (via ManageBac or in person) • Develop lesson plans to teach students how to reflect properly • Monitor reflections and make sure they are up to standard • Un-approve any experiences that have not been properly reflected on • Report any students that are falling behind to the CAS Coordinator • Conduct both interviews in Grade 11 • Communicate any CAS concerns to the CAS Coordinator 	<ul style="list-style-type: none"> • Approach CAS with a proactive attitude • Use the CAS stages (investigation, preparation, action, reflection, and demonstration) to guide CAS experiences and projects • Have at least 2 meetings in person with CAS Advisor • Take part in at least one CAS project. • Have a balance between the CAS strands (creativity, activity, service) • Keep records of CAS experiences/projects, CAS questions answered and reflective evidence in ManageBac • Ensure that there is an adult supervisor to verify CAS experiences/projects and that they complete a supervisor review at the end of each activity (must be a non-relative) • Demonstrate that all 7 learning outcomes have been achieved through reflections (ManageBac) • Have a final meeting to show reflection on CAS programme and how the outcomes were met.



RECORDING AND REPORTING CAS

Students will document all CAS experiences/projects on the ManageBac website at:

<https://raffles.managebac.com/login>

Access to the ManageBac website will be given during the first two weeks of Grade 11. It is the students' responsibility to make sure that they keep up to date with logging their CAS experiences/projects on ManageBac.

CAS Experiences & Projects

Students must take part in and **document CAS experiences and projects on a regular basis for a minimum of 18 months**. *The earliest that a student may begin to document CAS is day one of grade 11 and all documentation must be completed by spring break of grade 12.*

In order for a CAS experience/project to be approved, you must supply the following information (via ManageBac):

- *A detailed description* of the activity as well as your *personal goal* for doing the activity.
- Indicate the CAS strand(s) to be addressed (creativity, activity, service)
- Identify which of the 7 learning outcomes will be addressed
- Identify an activity supervisor (*non-family member*) and list their name and email address



GUIDELINES FOR CAS EXPERIENCES AND CAS PROJECTS

The CAS Stages

The CAS stages (adapted from Cathryn Berger Kaye’s “five stages of service learning”, 2010 according to the CAS Guide, 2015) provides the framework for students to consider, make plans for, carry out, and reflect on their CAS experiences/projects. The five CAS stages are as follows:

- 1. Investigation** – Identifying interests, skills and talents to potentially use for CAS experiences/projects and areas for personal growth and development.
- 2. Preparation** – Determining roles, responsibilities, necessary resources, and an action plan.
- 3. Action** – Implementation of the idea or plan to meet the CAS experience/project
- 4. Reflection** – Describing what happened, expressing feelings, formulating ideas, and making connections.
- 5. Demonstration** – Make it clearly known what was learned and accomplished.

CAS Experiences

The following guidelines should be applied when deciding if something may be considered a CAS experience:

- Meets one or more CAS strands
- Meets at least one of the CAS learning outcomes
- Based on a personal interest, skill, talent or opportunity for growth
- Provides opportunities to develop attributes of the IB learner profile
- Is not used or included in your DP course requirements

CAS Projects

All students must be involved in **at least one CAS project** (*In ManageBac, there is a box for students to check to let you know if that particular activity is a CAS project*).

Although only one is required, it is recommended that students engage in more than one CAS project over the duration of their CAS program. In addition to the criteria stated above for CAS experiences, the following must be in place in order for the experience to count as a CAS project:

- Is at least 1 month (4 weeks) in length from planning to completion
- Involves teamwork and sustained collaboration

Posting Reflective Evidence

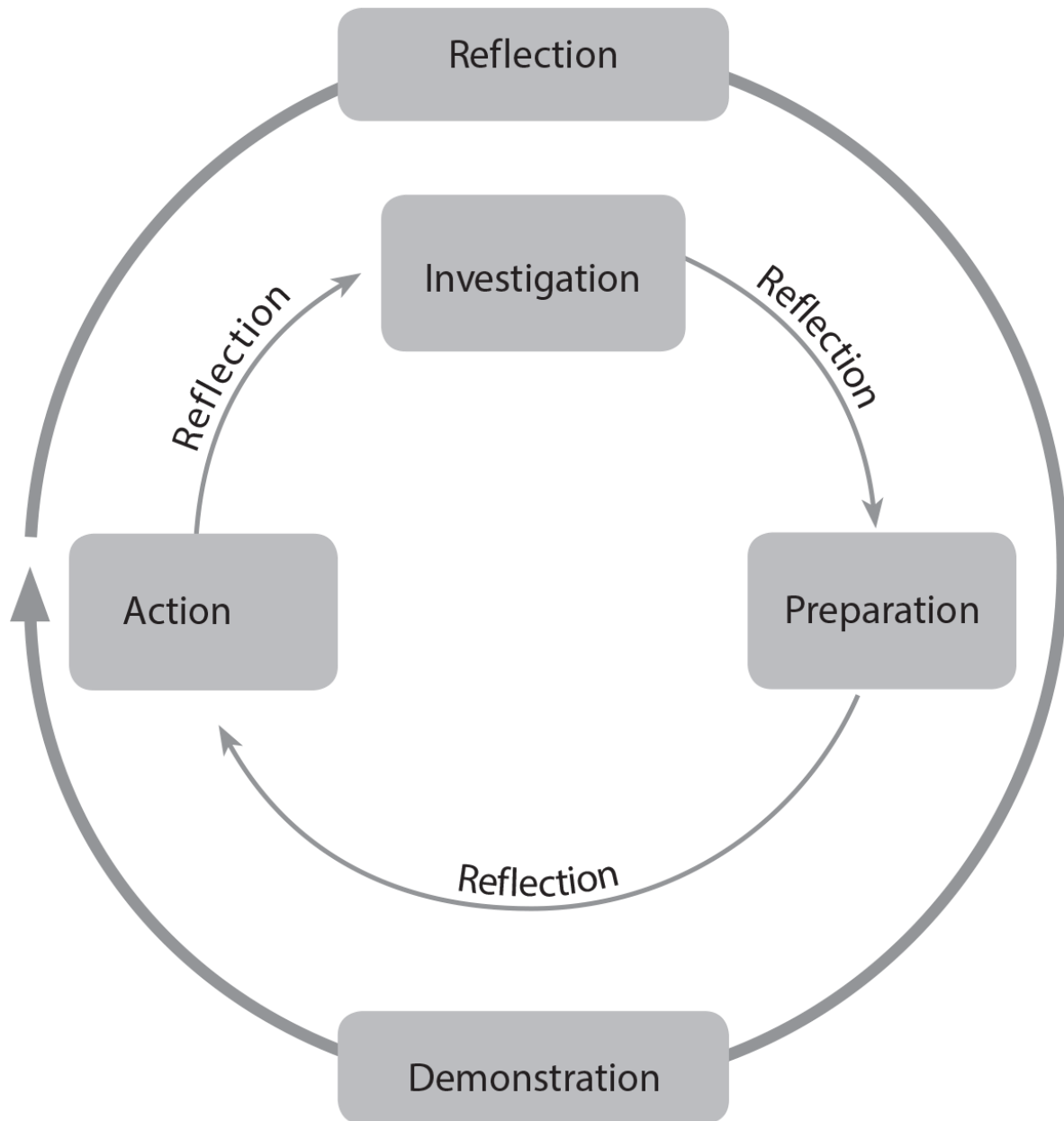
For each CAS experience/project, students **must have some sort of reflective evidence posted under the ‘Reflections’ tab** on ManageBac. Reflective evidence may be documented in the following ways:

- **Pictures** (*with captions*)
- **Videos**
- **Journals**
- **Blogs**
- **Creating and posting the link to videos**
- **Creating and posting the link to websites**
- **Another creative form of reflection** (*must be previously approved by the CAS Coordinator*)

There needs to be **at least one form of reflection for each experience/project**, but for longer range experiences, students are encouraged to submit more reflective evidence in this section.

Additionally, students will need to **answer the CAS questions** under the ‘CAS Questions’ tab for each experience/project. The questions will allow you to reflect on what you learned about yourself and others as well as what was accomplished through the CAS experience/project.

The CAS Stages Model





UNDERSTANDING THE CAS STRANDS

Below is a description of the CAS strands.

<p>CREATIVITY Exploring and extending ideas leading to an original or interpretive product or performance</p>	<p>May cover a wide range of arts and other experiences that the student engages in to design and carry out service projects (creativity of the mind). Experiences may include arts and crafts, choir, band, acting, debate, singing, dance, photography, or any other creative experience. Appropriate ‘creative’ CAS experiences should not involve just “more of the same” (ex. more practice, more concerts, etc.) and is not met by the appreciation of the creativity of others (ex. attending a concert or art exhibition)</p>
<p>ACTIVITY Physical exertion contributing to a healthy lifestyle</p>	<p>May include many types of physical experiences such as participation in expeditions, individual and team sports and physical training. It can also include carrying out creative and service projects as well as training for service. These activities include school or community sports, mountain climbing, skiing, gardening, martial arts classes or competitions, coaching, club participation, or any charitable activity participation such as a march of Dubai Walkathon. Should not involve just “more of the same”----more practice. “Extending” the student may go further (ex. Trying a team sport instead of an individual sport, coaching a school team, etc.).</p>
<p>SERVICE Collaborative and reciprocal engagement with the community in response to an authentic need</p>	<p>Involves community or social service. It can include environmental and international projects. Service work would include volunteering at a local hospital or nursing home, working on a Habitat for Humanity house, tutoring, participation in student government or service on community organizations or committees, working in a recycling program or organizing your own recycling project. Service can also include participation in a local or international fundraising event, travel to another country for humanitarian purposes. It is essential that the service activity has learning benefits, which rules out mundane, repetitive activities, as well as “service” without real responsibility.</p>



CAS experiences/projects in the various CAS strands (creativity, activity, service) may fall into the different categories below:

Ongoing	<p>The student may already be engaged in an activity that falls into one or more CAS strands. Students may continue but are encouraged to further extend or develop participation if appropriate.</p> <p>For ongoing experiences the student must fill out the log sheet and get the supervisor to sign it weekly.</p>	<ul style="list-style-type: none">-Learning to play a new instrument for a school performance-Learning a new skill/language etc.
School-Based	<p>Activities sponsored by the school or school organizations that may fall into one or more CAS strands.</p>	<ul style="list-style-type: none">-Learning to play a new position on the school basketball team-Participating in MUN
Community-based	<p>Activities sponsored by the local community.</p>	<ul style="list-style-type: none">-Organizing a group to participate in Pink walk-Interact
Individual	<p>The student engages in a solitary activity in which they work towards a personal goal</p>	<ul style="list-style-type: none">-Composing a song-Attending a gym



WHAT COUNTS AS CAS?

In general, an experience/project may be **acceptable** if:

- The activity falls under one or more of the CAS strands (creativity, activity, service).
- The student can demonstrate how one or more of the learning outcomes will be met.
- The student can demonstrate how they will personally grow from the experience.
- The activity has real consequences or benefits for the student and/or other people.

Unacceptable projects include:

- Anything that is for a grade or needed for school/IB credit.
- Time spent on simple, tedious, and/or repetitive tasks (ex. filing, replacing books on library shelves, shredding paper).
- Family duties, religious devotions.
- Passive pursuits (ex. going to a museum or concert will not count as creative).
- Activities that cause division among different groups in the community.
- Any course that is part of your IB Diploma Programme

Political and Religious Activities

Due to the fact that this is an international program of study, the IB has no view on whether or not it is appropriate for students to be involved in political/religious activities as part of their educational experience. When trying to determine if an experience within one or both of these areas should be submitted for CAS approval please take into consideration the following:

- Does the activity meet the requirements above for something that counts as CAS?
- Does the religious activity take place during regularly scheduled worship?
- Is it an activity that will cause, or worsen, social divisions?
- Is the activity safe and secure, given the local circumstances?
- What are the learning opportunities for the student?

When in doubt, please discuss the experience description and goals with your CAS Advisor prior to beginning the experience to see if it will count for CAS.



CAS Learning Outcomes

As a result of your CAS experience as a whole there should be evidence that you have achieved all seven of the following outcomes:

1. Identify own strengths and develop areas for growth:	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
2. Demonstrate that challenges have been undertaken, developing new skills in the process:	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
3. Demonstrate how to initiate and plan a CAS experience:	Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
4. Show commitment to and perseverance in CAS experiences:	Students demonstrate regular involvement and active engagement in CAS.
5. Demonstrate the skills and recognize the benefits of working collaboratively:	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
6. Demonstrate engagement with issues of global significance:	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
7. Recognize and consider the ethics of choices and actions:	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.



LEARNING OUTCOMES

Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes. Each of these learning outcomes should be achieved at least once, and a limit of 2 to 3 are to be selected for each CAS experience. Evidence of achieving the learning outcomes is to be found in students’ reflections.

LEARNING OUTCOME 1	Identify own strengths and develop areas for growth.
DESCRIPTOR	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
CHARACTERISTICS	<ul style="list-style-type: none"> - I am aware of my own strengths and weaknesses. - I am open to improvement and growth opportunities. - I am able to propose activities according to own interests and talents. - I am willing to participate in different activities. - I am able to undertake a thoughtful self-evaluation. - I am able to see myself as an individual 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.
DESCRIPTOR	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
CHARACTERISTICS	<ul style="list-style-type: none"> - I participate in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences. - I am willing to become involved in unfamiliar environments and situations. - I acquire new skills and abilities. - I increase expertise in an established area. - I show newly acquired or developed skills or increased expertise in an established area.
LEARNING OUTCOME 3	Demonstrate how to initiate and plan a CAS experience.
DESCRIPTOR	Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.

CHARACTERISTICS	<ul style="list-style-type: none"> - I am 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. - I demonstrate knowledge and awareness by building on a previous CAS experience. - I show initiative by launching a new idea or process. - I suggest creative ideas, proposals or solutions. - I integrate reflective thoughts in planning or taking initiative. - I am aware of roles and responsibilities when I design an individual or collective CAS experience. - I show responsible attitude to CAS project planning. - I am able to develop a coherent action plan taking into account the aim or purpose, activities and resources.
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LEARNING OUTCOME 4	Show commitment to and perseverance in CAS experiences.
DESCRIPTOR	Students demonstrate regular involvement and active engagement in CAS.
CHARACTERISTICS	<ul style="list-style-type: none"> - I demonstrate regular involvement and active engagement with CAS experiences and CAS project. - I am able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies. - I demonstrate adaptability to uncertainties and changes. - I get involved in long-term CAS experiences and CAS project.
LEARNING OUTCOME 5	Demonstrate the skills and recognize the benefits of working collaboratively.
DESCRIPTOR	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
CHARACTERISTICS	<ul style="list-style-type: none"> - I share skills and knowledge. - I listen respectfully to proposals from peers. - I am willing to take on different roles within a team. - I show respect for different points of view and ideas. - I make valuable contributions. - I am responsible for participating in the group. - I readily assist others. - I am 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.
DESCRIPTOR	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
CHARACTERISTICS	<ul style="list-style-type: none">- I recognize the global implications of local issues.- I am able to identify global issues in the local or national community.- I show awareness of issues of global importance and take concrete and appropriate actions in response to them either locally, nationally or internationally.- I get involved in CAS projects addressing global issues in a local, national or international context and I develop awareness and responsibility towards a shared humanity.

LEARNING OUTCOME 7	Recognize and consider the ethics of choices and actions.
DESCRIPTOR	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.
CHARACTERISTICS	<ul style="list-style-type: none">- I recognize ethical issues.- I am able to explain the social influences on my ethical identity.- I take into account cultural context when making a plan or ethical decision.- I identify what is needed to know in order to make an ethical decision.- I articulate ethical principles and approaches to ethical decisions.- I show accountability for choices and actions.



REFLECTIONS

Reflection is a process of considered exploration of personal thoughts (cognition) and feelings (affect) that inform learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development. Reflection can be formal or informal, but most importantly it must be meaningful, regular, varied, and should often refer to the chosen learning outcomes for each particular CAS experience.

ELEMENTS OF REFLECTION

- Describe what happened: retell memorable moments, identify what was important, what went well or was difficult, obstacles and success.
- Expressing feelings: articulate emotional responses to experiences.
- Generating ideas: rethinking choices and actions increases awareness about self and situations.
- Asking questions: questions about people, processes or issues prompt further thinking and inquiry.

THE FOUR F'S OF REFLECTION

- **FACTS:** Write a few sentences about what actually happened. Don't bore yourself with insignificant details, stick to the exciting or memorable aspects of the activity as this is where the learning is likely to be.
- **FEELING:** Write a few sentences on how these aspects of your activity made you feel. Emotions are a key to learning so try to articulate them accurately.
- **FINDING:** Write a few sentences about what you think about what happened and how it made you feel. Think critically and analyze the events and emotions to see if you can figure out any important realizations, discoveries or learning.
- **FUTURE:** Write a few sentences about what you are now going to do with what you learnt about yourself, other people and the world.

Deadlines

There are some key deadlines you need to remember:

1. Managebac accessed and evidence of one learning outcome: at the start of the CAS program.
2. First interview: at the beginning of grade 11.
3. Formal interview: at the end of grade 11.
4. Final interview: at the end of the CAS program.

Students will complete documented interviews with their CAS advisor/ CAS Coordinator over the two years of the diploma. The CAS portfolio is discussed and feedback is given. Notes and recommendations from the interview will be documented and included on Managebac.

MALPRACTICE IMPORTANT INFORMATION

Your attention must be brought to some important points, cited from the following IB sources:

General regulations: Diploma Programme (IB September 2016)

IV Responsibilities of candidates

Article 9: Responsible and Ethical Behaviour

—Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Programme and examinations. In particular, candidates must avoid any form of malpractice.

Academic honesty: Guidance for Schools (IB September 2003)

Section 2.1(d) Malpractice

—Any (other) behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example...falsifying a CAS record)

If, during any school submission, it is deemed from supporting evidence that a student has falsified a record, all forms for the activity will be cancelled, pulled, and placed in the student's file, along with a copy of a letter to be mailed, explaining to the parents or guardians what has happened.

In the final submission for CAS, if a record is deemed falsified, the student will have no recourse for correction. Their name will immediately be submitted to the IB for malpractice and their IB diplomas will consequently be withheld. This is non-negotiable. The student cited for malpractice will bear full responsibility for his/her own actions, as well as for the resulting withholding of the IB Diploma.

Here are some possible examples of malpractice or suspected malpractice:

- Changes and alterations made to ManageBac records. (Seek approval from the CAS coordinator if you are unsure). Changes and alterations or white correction pen used for names, signatures or dates in CAS Activity Log. (Use blue or black ink not pencil).
- Signatures that do not match.
- A supervisor listed on ManageBac who has no knowledge of the student when contacted.
- Incorrect email address given for supervisor or a fabricated email address supplied for a supervisor.
- A supervisor who confirms the student has had less participation than what is documented.
- It is essential that CAS experience is an extension to subject work. To attempt to count the **same** work for both a subject or extended essay and CAS would constitute malpractice.

DO NOT RISK MALPRACTICE! SEE THE CAS COORDINATOR IF YOU HAVE QUESTIONS ABOUT HOW TO AVOID IT!

RWA and the IB consider malpractice to be of the utmost importance, so take a moment to think about how you would go about resolving issues of alleged, suspected or proven CAS malpractice.

FREQUENTLY ASKED QUESTIONS

Can I complete all my CAS experiences in the first year of my diploma, so I have more free time during my second year?

No. The ethos of CAS is for you to develop as an individual throughout your time as a Diploma student. CAS activities should continue on a regular basis for as long as possible throughout the programme and certainly for at least 18 months.

I have to produce many pieces of art for my IB Diploma visual arts course. This is creative so can I count this as CAS?

No. It is a requirement that CAS activities do not replicate other parts of your Diploma programme.

Can I get paid for a CAS activity?

NO, a CAS activity should have no financial rewards.

I babysit for a neighbour every Saturday night, can this be my service component, as I am helping them? CAS is about personal growth. It is essential that service experience have learning benefit for you, think about what would your goal be for this? What would you be learning? If the answer is not very much then it is not CAS.

If I don't want to work with other people on my experiences but choose to do all the requirements on my own, is that ok?

All students should be involved in a least one project including teamwork that integrates two or more of creativity, activity and service, and is of a significant duration. You need to think about this when you are planning your CAS activities and view opportunity to work collaboratively with others as a learning experience.

I have been drawing some pictures at home just for fun, can this be my creativity?

Creative experiences should be measurable, if you did not have a goal in mind this is not a meaningful learning experience and therefore not suitable.

If I help another student to do their science homework can this be my service activity?

No. Unless you are teaching them and this would include planning and preparation. Your service activity should aim to help the disadvantaged and should take you outside the comfort zone of the school and your peers although you can always help within school. The IB are looking for you to make a service commitment to the wider community.

I have found an experience in school for activity, creativity and service, why can't this count as my project? A very important part of the CAS philosophy is this means you need to widen your experience beyond the safety net of school. The IB are very specific in the CAS guidelines that all CAS students must participate in at least one project. All students should be involved in CAS experiences that they have initiated themselves not just one the school has planned for you.

I have been playing basketball for five years. Can I count this towards CAS?

A CAS experience should be a new experience for you. You may already have sporting pursuits, but if you want these to be meaningful ACTIVITY you need to set yourself clear goals within this activity. This will allow you the opportunity to gain new skills and reflect upon your achievements. Taken from 'Implementing a successful CAS programme' R Scrivener 2009



RE: Letter for supervisor

To whom it may concern,

Raffles World Academy offers the International Baccalaureate Diploma Program, an international study program, which requires grade 11 and 12 students to become involved in Creativity, Activity and Service experiences. These endeavors contain elements of the following areas: creative processes, physical activity, and social service. Candidates for an IB diploma are required to participate in projects within each of these three areas, either in group activities sponsored by the school, as well as seeking out and pursuing individual projects. These experiences/projects should be real, purposeful activities with significant outcomes.

The CAS candidates are required to select activities where an adult supervisor is present during the undertaking of the activity. The supervisor is to guide the student in his/her activity and is expected to comment on the student's punctuality, attendance, effort and commitment once the activity or project is completed. The student will take care of their own documents and the final evaluation is very straight forward and will only take a few moments of your time. This will be done electronically but if you prefer we can make alternative arrangements.

During the activity the student is to reflect on his/her experiences and achieve certain learning outcomes stipulated by the IB Diploma Program. The activities chosen are part of an 18 month plan where the candidate needs to achieve these outcomes in order to successfully complete the IB Diploma Program.

It is my sincere hope you will respond positively to the candidate's request to become an activity supervisor for their CAS program. Your contribution will be of considerable value in our effort to facilitate the balanced development of our IB candidates and graduating seniors. If you have any questions in this regard, please do not hesitate to contact me.

Yours faithfully,

Brendan Ward
CAS Coordinator
Raffles World Academy
brendanw@rwadubai.com

“The achievement of one goal should be the starting point of another”

Alexander Graham Bell
scientist, inventor, engineer, and innovator

Dear student,

My advice to you is to approach CAS with an open and creative mind. Be prepared to take on new challenges and work outside of your comfort zone. Take a few moments to think about how you want to approach your CAS programme, which activities would challenge you and most importantly, think about what you would enjoy. CAS provides an opportunity for you to plan, observe and reflect but also have fun. Think about what is on your bucket list and what life goals you want to achieve. CAS can be the catalyst in achieving these goals.

As your CAS coordinator, I am not only here to assess whether or not you have met the CAS requirements at the end of the two years, I am here to help. I want to see you challenge yourself and grow as an individual whilst having fun and feeling richly rewarded from the activities you have been involved in.

Remember, my door is always open to help you at any stage of your CAS experience, with your struggles and also to celebrate your successes.

Good luck!

Mr. Ward
CAS Coordinator
brendanw@rwadubai.com



CAS CALENDAR 2021—2022

Month	Year 1	Year 2
September	<p>Initial CAS Program Planning</p> <ul style="list-style-type: none"> ➤ Read through your CAS information. ➤ Do some research within school and the community. <p>You should discuss your initial ideas with your CAS coordinator/ advisor and your parents/guardians.</p> <ul style="list-style-type: none"> ➤ CAS term plan 	<ul style="list-style-type: none"> ➤ This month you need to make sure that any documentation for the experiences you participated in over the summer is updated. ➤ Make an appointment with the CAS coordinator/advisor to discuss your progress. The interview should be documented. You may want to think about any help you need or any questions you have in advance.
October	<p>Start your programme!</p> <ul style="list-style-type: none"> ➤ You should meet with the CAS coordinator or Advisor (Tutor) to share your intended experiences. ➤ Do not forget to document your investigation, preparation, action, reflection and demonstration of your CAS achievements on Managebac 	<p>Keep up the good work!</p> <ul style="list-style-type: none"> ➤ Discuss your progress with your friends, parents/ guardians and teachers. ➤ Identify an action plan for working towards any of the outstanding seven learning outcomes. See the CAS coordinator if you need help.
November	<p>Keep up the good work!</p> <ul style="list-style-type: none"> ➤ Discuss your progress with your teachers/ parents/ guardians and or CAS coordinator/ advisors. ➤ If you are expecting to holiday away during the winter break this is the time to notify any community organisations if you will not be attending. <p>Deadline: November 14th Deadline 1:</p> <ul style="list-style-type: none"> • Create your portfolio (using what you have documented on ManageBac) • Evidence of 1 learning outcome achieved 	<p>CAS Review</p> <ul style="list-style-type: none"> ➤ Do not forget to keep documenting your progress; think about the learning outcomes and your initial goals. You should be open and honest in your reflection of you achievements. Remember you can gain a lot from things that do not go as planned/ hoped.
December	<ul style="list-style-type: none"> ➤ You should have already completed some experiences, do not forget to keep documenting your progress; think about learning outcomes and your initial goals. You should be open and honest in your achievements. Remember you can also 	<p>Keep up the good work!</p> <ul style="list-style-type: none"> ➤ If you are expecting to holiday away during the winter break this is the time to notify any community organisations if you will not be attending.
	<p>gain a lot from things that do not go as planned/ hoped.</p> <ul style="list-style-type: none"> ➤ CAS Project proposals handed in 	



January	<ul style="list-style-type: none"> ➤ CAS Project initiated 	<p>February 2022 Final interview with CAS Coordinator</p> <ul style="list-style-type: none"> ➤ Evidence of all 7 learning outcomes achieved and CAS project complete.
February	<p>Keep up the good work!</p> <ul style="list-style-type: none"> ➤ Discuss your progress with your CAS advisor if necessary and share how you are getting on with your friends and family. 	Time to focus on exams.
March	<p>CAS Self Review</p> <ul style="list-style-type: none"> ➤ Take some time to look through your records on ManageBac. Check to see if you are working successfully towards meeting the eight learning outcomes and all your documentation is up to date. 	
April	<p>Keep up the good work!</p> <ul style="list-style-type: none"> ➤ Discuss your progress with your CAS advisor/ peers/ parents/ guardians. 	
May	<p>Keep up the good work!</p> <ul style="list-style-type: none"> ➤ Discuss your progress with your CAS advisor/ peers/ parents/ guardians. 	
June / July / August	<p>Deadline: June 16th Deadline 2: Formal interview</p> <ul style="list-style-type: none"> ➤ Evidence of 4 learning outcomes achieved <p>Continue developing your personal goals through your CAS experiences.</p> <ul style="list-style-type: none"> ➤ If you are going away on holiday during the break and cannot attend your main CAS experiences please let the relevant organisations know in advance the dates you will not be able to participate. ➤ The summer break is a great opportunity to enhance your CAS programme by participating in other new experiences. Use June to do some planning 	

Adapted from 'Implementing a Successful CAS Programme' - Scrivener (2009)



Key Deadlines:

1. First deadline: One learning outcome achieved by **November 2021**. (Year 1 students)
2. Second deadline: Four learning outcomes achieved by **May 2022**. (Year 1 students)
3. Final deadline: All requirements met and CAS completed by **January 2022**. (Year 2 students)



Appendix A

Yearly CAS Planner

Name: _____

Semester	What	CAS Strand	Supervisor	Days of week	Duration	Learning Outcomes
1 <i>(example)</i>	Selling calendars for SNF	Service	Mr. O'Mahony	Monday & Wednesday	2 months	LO2, LO3, LO4

*** Please highlight which experience above will incorporate your CAS project.**

Appendix B

Prompts for written reflections

Where did I fail before? Where did I succeed?

What is my top personal goal for this project?

What can I do to make my activity more fun while adding to my group's learning and enjoyment?

What can I do to be more proactive?

What resentments do I need to resolve in order to move forward more optimistically and with a fresh mind?

What types of people do I tend to ignore or do I need to spend more time supporting?

Which activities or actions am I only continuing to perform out of habit or laziness?

Am I being a cooperative member of my team/group?

Are there any aspects of the activity that I am ignoring out of fear of change or lack of knowledge?

How can I increase valuable involvement of others?

Have I done enough to foster a productive relationship with my team, peers?

Do I still enjoy the activity? If not, what can I do to increase my enjoyment in my chosen activity?

Do I bring additional stress upon myself? If so, how can I decrease or eliminate it?

How have my beliefs changed since the start of the activity?



REFLECTION SENTENCE STARTERS:

I think it is important to know about.....because...
Today I discovered..... and.....
With the learning I did today I will be able to...
The most challenging thing I did today was...
Today I found out ...
Today I asked... and discovered...
At the end of today I am still uncertain about... I get the bit about... but need to clarify the bit about...
The work we did today built on the work we did (insert time).. in that it ...(explain how)....
I smiled today when...
Today I explored..... and feel.....
I believe
I left the activity today knowing several things that I didn't know when I arrived.....(list them)
I will use the skills gained intoday in my everyday life (list the ways).....
The biggest obstacle I overcame today was..... I did this by.....
I would like to find the answers to the following questions...
I could use these strategies..... to solve the problem of...
In my opinion the following changes need to be madeas.....
The strengths and weaknesses ofare...
I wishbecause...
I feel.....because....
My understanding of is.....
The difference between and is



Appendix C

Examples of exemplar written reflections

16/4/2015



The day began by bringing puppies into the socializing pen. As usual, it was a challenge to bring puppies out of their kennels as they get very excited and because they continue to grow; become more difficult to carry and control. Once at the play zone, we allowed them to play with each other. Today I had brought in new dogs which were slightly bigger and very shy. I began by playing with them and giving them attention. I tried to teach them to sit but some (Dobby) were reluctant to do so until he became more comfortable with the environment. We then collected each puppy/ dog and gave them a quick bath to remove dirt collected from playing before having the challenging task of putting them back into their kennels.

After a lot of work, the task was complete and we moved onto dealing with 3 dogs which were having severe socializing problems and had been brought back to the kennel due to intolerance to people and disobedience. These dogs had been in the kennel for over a year each and had to be taught how to behave. The first dog I was assigned to was a large, brown furred mix breed who had problems with obedience. This was my opportunity to put into practice everything I had learned in the kennel. I began by letting her get to know me, played games and ran laps around the place to make her lose some energy. Once this was done, I practiced walking her; an extremely important task in training a dog for obedience. To my surprise, after only a half an hour, she had learned how to walk perfectly. I then switched to another dog who was simply reluctant to go for walks. I made it my ambition that I would train him into doing so and although it took a lot of effort, I succeeded and my fellow volunteers were impressed. I was very proud of myself and the young dog.

Following this, we moved onto to bath duties. We gave baths to a total of four dogs. the first two dogs were small in size and were familiar with us as volunteers. It was relatively easy to wash them. In both cases, it was my job to shampoo, wash and dry the dogs as my partners held them. The next two dogs were challenge. Both were extremely energetic and this time it was my job to hold them down and dry them. For the fourth dog, I had to take a lot of precautions because of a deep wound that he had on his head, causing him to feel scared and hence fidgety when it came to washing him.

We concluded a busy day by giving flea medicine to a total of 7 dogs. All who did not struggle, swallowed pills and accepted their medications with little struggle. I was very surprised. It was a long day of work but very much worth it.

AWARENESS **CHALLENGE** **COLLABORATION** **COMMITMENT** **NEW SKILLS**

May 23, 2015



28/3/2015



Today we focused on dogs and how they reacted to other dogs. Our first task was to take a dog for a walk. I was assigned a one year old, medium sized mixed, white breed dog, I had walked him once before and thought it would be an easy task. However, because there were many other dogs going for a walk with many other volunteers, this dog became very agitated and disobedient. All volunteers were expected to walk in a line along the premises with their dogs but because of the nature of mine, I soon fell behind the group. Being quite large and heavy my biggest challenge was having the strength to control him and soon I fell behind to the extent my director had to help me. She taught me to be more tough with the dog, intimidate him to the extent that he will do what he is told. After some practice, I soon caught up to the group, to my relief.

The next thing we did was build a circuit for the dogs. We put back those that had been taken for a walk and were assigned new ones. Once again I was assigned with Anona who I had trained to sit. She has grown quite a lot since I had last seen her and had become more relaxed in comparison to what she was when she was younger. The circuit consisted of a little baby running around the dogs, loud noises, crowds of people cheering, music/dancing and an umbrella being opened as they passed by (as well as loops and obstacles to go through or jump). Anona was quite scared the first time she went around the circuit. She was frightened by the books, the umbrella (in particular) and did not want to jump over the broom. Myself along with my partner eventually coached her to show that these were not threats. Once we overcame the first obstacle which was to go over the broom, the books were easily dealt with. The only thing Anona had a problem with was the umbrella which was opened when ever she walked. She was the last dog to overcome her fear and was one of the few who managed to go over the whole circuit at the end of the day.

AWARENESS **CHALLENGE** **COLLABORATION** **COMMITMENT** **NEW SKILLS** May 23, 2015



Organizing events through out Pink month was one of the most challenging activities I had ever done. I now had the sole responsibility of raising awareness for a cause that is beyond Global importance which affects millions of people every year and requirements awareness so as to prevent this number from increasing. The first thing I did was acquire a group of devoted students who wanted to participate in helping organize the event alongside me. I got a total of 27 students who were willing to do so. After holding our first meeting on the 26th of September with Mr. Colin, our coordinator who outlined what were his expectations, I soon got into planning what we would need to do to decorate the school, raise awareness and raise funds for charitable organizations. On the 1st of October we held our second Pink Committees meeting in which I assigned different students to fulfill several tasks. 3 students along with myself would be organizing the board outside of our English department in school, 4 students organizing the board assigned to us meant to stay by the school reception, 4 students and long with myself to provide a school banner meant to be stuck in the entry of our school. 6 students were assigned to stick posters in different sections of our school and every member was required to provide 3 posters which should highlight event taking place on the 23rd of October (Mufti day and fundraiser for the Burjuman Charity Organization which would go to fund breast cancer research.

Through ought the moth, I exchanged frequent emails with Mr.Colin checking what should be done and informing him of the progress being made. I was also frequently in contact with Mrs. Teressa, a member of Burjuman organizations in charge of organizing meetings with schools. I worked effortlessly to ensure that they would not only be able to come to our school during the fundraising day but also that they had the facilities needed to advertise and sell their product. This also required email exchanges with Mr. Andrew of our school who provided the equipment needed for the day.

Meanwhile, I needed to organize an effective fundraiser to raise money for Burjuman. I decided on creating a what Sapp group with all member students who wished to help as I felt it was the easiest, fastest way to communicate with all individuals. After brain storming together with ideas for the fundraiser, I quickly sent the proposal to Mr.Colin who confirmed some of the fundraisers (with the excepting of pink foods and hairspray which we had felt with have been an efficient way to raise funds). During the day, bake sale took place in which we sold cupcakes, brigadeiross and baked goods, we sold candy attached to pink origami figures we all contributed in making and also had a section in which students could put their hand prints onto a large pink day banner which took me approximately 4 hours to make.



Although we managed to raise sufficient funds for the charity, there were several difficulties and challenges along the way which tested my capability to handle them. For starters, several students who signed up to help with the event were not very committed and lacked interest to do so. This led to frequent late deliveries of things I had required such as the posters. There were also sudden withdrawals from doing something to do with the event as students were busy doing other things which resulted on my having to call upon others available in short time as well as myself to complete their work. There was also pressure to raise funds to an acceptable amount in comparison to last years Pink Day due to there being certain activities we were not permitted to do this year which were a major source of funds to last year's Pink Committee. (such as pink day being a full mufti day in which students are much more willing to partake in). Also, students I choose to manage the banner where students were meant to leave their handprint (as a symbol of union in RWA) were incompatible to do the job with two leaving their station and others joining the fun instead of maintaining order.

If I could organize this event once again, I would have done several things differently. For starters, I would have been more selective with who of choose to help in the event. I would also have planned the events in anticipation so there would be enough time for things to go wrong.

In conclusion, to organize this event was a great pleasure because it is regarding an issue I feel very strongly about and am gratefull for the opportunity it gave me to learn from my mistakes. It has taught me about my strenths (coming up with ideas, communicating with others) as well as my weaknesses (I feel like I should have been more organized when delaing with the event and given fellowstudents a longer time period to complete their tasks) .

AWARENESS CHALLENGE COLLABORATION COMMITMENT GLOBAL VALUE INITIATIVE Dec 8, 2014



Joining the cast of Alice in Wonderland was a fantastic experience.



I was cast in the roles of the cousin in the first scene, the Cheshire cat and the Knave of Hearts.

When we first started rehearsals for Alice in Wonderland, I found it interesting to see how the others brought out their characters in their own unique ways. I found it a bit difficult however, as most of us were still on-script and the script kept changing as we went along. However, once we were able to find a flow and were able to come off-script, I began to notice how well the others acted and how well they fit their characters. Admittedly, this made me a bit nervous as I wondered if I fit my characters as well as they did theirs.

It was about the mid-point of our preparation time that I noticed our characters were slightly typecast. The actor (Aryan) that played the Caterpillar was naturally loud and commanding (as was the character). Kali, who played the Duchess, was naturally comedic and was able to emulate that within her character. This does raise questions however, when the Cousin is slightly creepy, the Cheshire cat was pimp-ish and the Knave was a drama queen.

We got our costumes towards the end of rehearsals. We went to the theatre to rehearse our lighting and sound systems and to test out our abilities to quickly change between scenes.

Most people were nervous around this point because the show was so close, but I felt oddly calm, even excited. I had managed to find a walking stick that could double as a pimp cane and a glorified cats tail and was very proud of my find. Luckily, the directors agreed and I was able to use the prop accordingly.




There were a few difficulties with keeping the cast quiet, but we managed to pull through rehearsals rather well.

The shows went very well. I was a bit annoyed because some of my lines were skipped and I had to improvise due to some confusion with the actress that played Alice, however the audience did not seem to notice and we progressed through all of the show nights very well. I found that the make up artists did spectacularly well, though perhaps I could have helped them a bit more had they taught me a bit more about makeup (as I was already helping them with the details on my face (such as the Cheshire Cat's famous grin).

Overall, Alice in Wonderland was great! We worked hard and put on a multiple great performances. The sound, lighting, props, makeup were all done well and the actors did not disappoint. Unfortunately, the recording of the show did not come out well, but regardless of that it was still great fun!

I regret that it is over now, but I'm thankful that I at least had the experience of being part of the play and I will audition for next years play to further my exposure.



Upon arriving in Sri Lanka on Saturday, I was hit by just how hot and humid it was. Living in Dubai, the comparative heat wasn't that bad, but the humidity was something unexpected.   

Upon arriving to our boarding house, known as the "Lion house", us guys quickly discovered that all 7 of us would be sleeping in one room, whilst Elly (the one female friend we brought with us) would sleep upstairs with about 11 other girls. Thankfully, there were numerous fans throughout the rooms which made everything a lot easier. We were then taken on a tour of the local area (Ambalangoda). This involved a river cruise, a stop at a fish pedicure area (in which one of my friends, Samuel, decided to put a baby alligator on my head much to my surprise) and a visit to a Buddhist temple to receive blessings. Climbing up the steps to get to the temple showed me just how unfit I really am. Hopefully Sri Lanka will help fix this!

The day after, we were shown our working areas. I got to visit both the elephant sanctuary for abused elephants and the turtle sanctuary that protects eggs from poachers. Other than that, we were given free roam to explore and socialise. Throughout the time I was in Sri Lanka, there were a few parties which allowed us to meet other people from the other houses (which I believe there are only three of).

Monday is the day we started work. I was taken via tuk-tuk to the elephant sanctuary alongside about 5 others. It was then that I realised I was the only guy on the elephant project. Because of this, the Mahout carer interacted primarily with me, presumably due to cultural reasons. Our jobs included moving used food and disposing of it, disposing of elephant "waste" and cleaning the elephant in a river- scrubbing him with coconuts. Kumara (literally "Prince" in Sinhala or Tamil) the elephant was one of two elephants at the sanctuary. We only cared for Kumara as the other elephant was in heat and could not be approached due to safety reasons. We were told that Kumara was a victim of the tourist industry. It is not common knowledge, but it is often the case that elephants used for tourism or religious purposes are often abused via stabbing or electrocution in order to tame and train them. Kumara could no longer walk properly and had a permanent limp, however he seemed friendly enough throughout the duration of my time caring for him.

Most mornings (not including weekends) were spent this way, allowing us the option to explore the local area. As most of my friends were happy to stay at the Lion house and chat and play games, it was my friend Victor and I that went exploring. We were able to see many things both during the week and during the weekends. I have been lucky enough to visit numerous temples and other historic landmarks, including the Tsunami museum and memorial which was an incredibly emotional experience, as many of the people I had talked to in Sri Lanka had been there and had suffered a loss in one form or another. I was also fortunate to visit a colonial fort and was in awe of its history as both a Dutch and British stronghold.

I was also able to participate in new activities, such as body-boarding and surfing. I must admit I wasn't too good at either of those things, ripping my swimming trunks and injuring my chest in the process- but they were definitely activities I enjoyed regardless and something I'll attempt again (though perhaps I'll bring spare clothing).

This trip to Sri Lanka has been one of the most rewarding experiences I have ever been fortunate enough to participate in. I am shocked that I was incredibly close to not going, but now I have done so I regret absolutely nothing. I met wonderful people, tried amazing new activities and foods and have done the most unexpected things. I can now tell people I spent my summer scrubbing an elephant with a coconut!

If there is one thing I have taken away from this trip, is that the World can always use improvement and I have a choice to either take an active role and participate, or simply become a bystander. I will be back in Sri Lanka and will continue volunteering long past my life in the IB.



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