



Shahid Mahdavi Educational Foundation

CAS Handbook 2020-2021



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.

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 effectively, 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.

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.



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IB mission statement

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

To this end the organization works with schools, governments and international organizations to develop challenging 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.

SMEF Mission Statement

Shahid Mahdavi Educational Foundation is a multilingual community that mirrors the world of the 21st century in which the leaders, teachers, students, parents, and administrators work collaboratively to nurture caring and knowledgeable citizens. Our community members strive to think critically, communicate, and act both locally, by reflecting our cultural values, and globally, through intercultural understanding while respecting different perspectives.

To this purpose, our programs emphasize on individuals' needs by implementing differentiation, conducting rigorous assessments, and promoting self-reflection.

In our community, it is learners who construct meaning through an inquiry-based approach, fostering a lifelong passion for learning. Their main concern is to strive for a better world as responsible global citizens.

CAS and the Diploma Programme

CAS experiences can be associated with each of the subject groups of the Diploma Programme. Teachers can assist you in making links between their subjects and your CAS experiences where appropriate. This will provide you with relevance in both their subject learning and your CAS learning through purposeful discussion and real experiences. However, CAS experiences must be distinct from, and may not be included or used, in your Diploma course requirements. Teachers and students can create their own authentic connections where possible.

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

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

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

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

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

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

CAS and TOK

TOK guides you in making sense of your experiences as learners, and this includes your experiences in CAS. TOK is a course about critical thinking and inquiring into the process of knowing. The course encourages you to examine the presuppositions and assumptions that underpin your own knowledge and understanding of the world.

CAS Vision in Our School

In an effective school, all students are given the opportunity to shine at some point on their own stage. It is the school and the learning environment which can provide the students with such prospects and help them find their own path as human beings.

At Shahid Mahdavi Educational Foundation, you can discover your best and develop as a person who is ready to help your community during the DP program through CAS experiences.

We are here to create avenues for your growth and shining moments and let you demonstrate your passion; whether it is producing artworks, doing physical activities, or offering service to a need. The more challenges you accept, the more resourceful and self-reliant thinkers you will be.

Our CAS experiences at SMEF will allow us to become responsible global citizens who build their future today.

Build your Future Today!
Begin your Journey of Self-
discovery...

The nature of CAS

CAS enables you to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. You will develop skills, attitudes and dispositions through a variety of individual and group experiences that provide you with opportunities to explore your interests and express their passions, personalities and perspectives. CAS complements a challenging academic program in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. CAS enables you to enhance their personal and interpersonal development. A meaningful CAS program is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS program is, therefore, individualized according to your interests, skills, values and background.

CAS is organized around the three strands of **creativity**, **activity** and **service** defined as follows:

Creativity: exploring and extending ideas leading to an original or interpretive product or performance. Arts and other experiences that involve creativity thinking such as planning, organizing and problem solving.

Activity: Physical exertion contributing to a healthy lifestyle to complement the demands of the Diploma Program work. Activities can vary from sports and fundraising.

Service: An unpaid and voluntary work that has positive learning benefit for the student. Collaborative and reciprocal engagement with the community in response to an authentic need.

CAS experiences

A **CAS experience** is a specific event in which the student engages with one or more of the three CAS strands. In our school, you are going to submit a minimum of eight CAS experiences, four of which should be completed during junior year and the other during senior year.

A CAS experience must:

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student's Diploma course requirements

Examples of CAS experiences

Creativity	Activity	Service
Photography	Aerobics	Create a community environmental group
Tournament organization	Badminton	Organize a basketball tournament for children
Event management	Basketball	Get involved in a beach clean-up
Website development	Personal gym programme	Assist in obtaining funds for a community garden
Choir	Kickboxing	Teach computer skills to those in need
Drama production	Rugby	Take an active role in a community club
Journalism	Soccer	Plan, participate and implement an activity for an international day of recognition
Making a short documentary	Tournament participation	Provide peer tutoring to junior students
Learning an instrument	Swimming	Create awareness for a non-governmental organization (NGO)
Speech and debate club	Surfing	Work in an orphanage with regularity
Art lessons	Tai chi	Design and host a community film and discussion event featuring current issues
Talent show	Tennis	Implement a recycling programme

ONGOING
 LEARNING ENJOYMENT
 EXCITEMENT STRUCTURED CONSISTENCY
 HABIT-OF-REFLECTION DESIGN-A-LEGACY
 DEVELOP-IN-YOUR-OWN-DIRECTION OWN-CHOICE
 FOR-YOUR-LIFE PASSIONS-OF-STUDENTS
 AUTHENTIC TOWARDS-YOUR-VISION
 EFFICIENT SERVICE

CAS Learning outcomes

One of the criteria to accept the completion of your CAS is the achievement of the seven learning outcomes. You have to provide the school with evidence, in your CAS portfolio and reflections. The focus on the learning outcomes is a living proof that the quality of your CAS experiences and your contribution to your personal development and growth is what matters.

Note: The minimum amount of CAS activity is the completion of three to four hours per week, with a reasonable balance between creativity, activity and service. *It is the experience and reflection upon the experience that counts; not only fulfilling the hours!*

Here are the seven learning outcomes.

1. Identify own strengths and develop areas for growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience
4. Show commitment to and perseverance in CAS experiences
5. Demonstrate the skills and recognize the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance
7. Recognize and consider the ethics of choices and actions

Note: All 7 learning outcomes must be present for you to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities; but completion requires only that there is some evidence for every outcome. The CAS Project must be designated with 3, 6 and 7 learning outcomes.

CAS stages

The CAS stages help you plan for your CAS experiences and project which provide you with a framework for the process.

1. Investigation:

You identify your interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. You investigate what you want to do and determine the purpose for your CAS experience. In the case of service, you identify a need you want to address.

2. Preparation:

You clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.

3. Action:

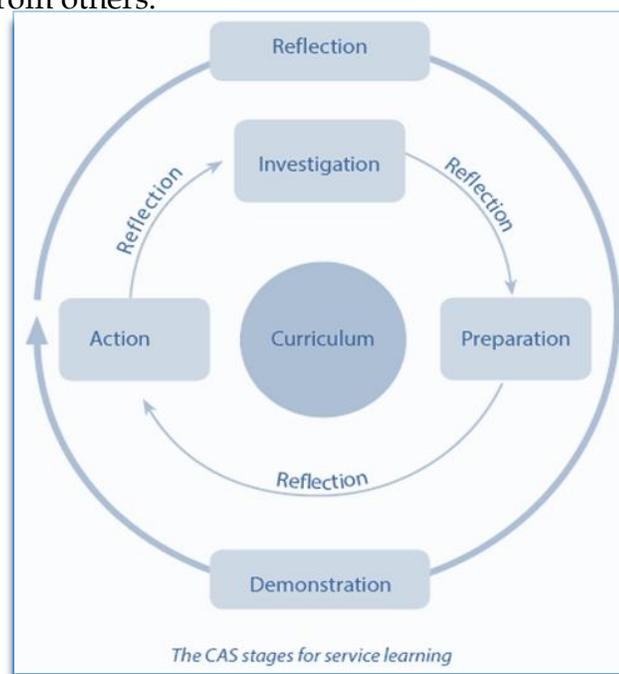
You implement your idea or plan. This often requires decision-making and problem-solving. You may work individually, with partners, or in groups.

4. Reflection:

You describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.

5. Demonstration:

You make explicit what and how you learned and what you have accomplished, for example, by sharing their CAS experience through your CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify your understanding and evoke response from others.



Four types of service action

It is recommended that students engage with different types of service within their CAS programme. These types of action are as follows.

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

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

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

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

CAS project

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service.

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

A CAS project involves collaboration between a group of students or with members of the wider community. You work as part of a team, with all members being contributors. A CAS project offers you the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities for individual students to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects.

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

In our school, you are going to plan and submit *a minimum of two collaborative projects*, one of which should be completed during junior year and the other during senior year (check the timeline for further information). Each project should last for *not less than two months*. Needless to say, CAS projects of longer duration can provide even greater scope and opportunities for all participants and are encouraged. You **MUST** have your project approved *before* you begin it.

Reflection

Reflection is a process of expressing personal thoughts and feelings that allow students to explore strengths, limitations, and areas for further development. The evidence of achieving the seven CAS learning outcomes is actually found in their reflections. You should describe what happened, express feelings, generate ideas, and raise questions.

Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between your growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action. Purposeful reflection is about quality rather than quantity. The appropriate occasion, amount and method is your call.

Note: If your experience wasn't actually that profound in the end and you feel like you haven't genuinely learnt anything from it, don't force it or feel obliged to write something down. CAS is not about jumping through hoops in order to get a "pass"; it is about learning how to learn from your experiences. So, try to be as honest and as authentic as you can.

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

- deepen learning
- consider relevance of experience
- explore personal and group values
- recognize the application of knowledge, skills, and attributes
- identify strengths and areas for development
- gain a greater understanding of self and others
- place experience in a larger context
- generate relevant ideas and questions
- consider improvements in individual and collective choices and actions
- transfer prior learning to new situations
- generate and receive constructive feedback
- develop the ongoing habit of thoughtful, reflective practice.

CAS interviews

There must be a minimum of three interviews between you and the CAS coordinator 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.

The initial interview

This interview is conducted at the beginning of the Diploma Programme. The CAS coordinator wants to ensure that you understand the requirements for CAS, explains the CAS learning outcomes and how you might achieve these outcomes, discusses your interests and ideas for CAS experiences, determines what form your CAS portfolio should take, and reviews the CAS stages. If you are already aware of CAS, the CAS interview can be an opportunity to confirm their understandings and assist with any plans and ideas.

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. In this interview you have committed to a range of CAS experiences and you are achieving the CAS learning outcomes. You may have completed or are planning to carry out a CAS project. Your CAS portfolio is used as a reference in this interview and reviewed for gathered evidence including achievement of any of the seven learning outcomes.

The third interview

This is the summative interview for CAS. It may well be just before the Diploma Programme finishes. In this interview you outline how you have achieved the learning outcomes for CAS. In addition, you discuss and evaluate your overall CAS programme and reflect on personal growth. Your CAS portfolio is used as reference in this interview.

CAS Portfolio

The CAS portfolio provides you with opportunities to record your diverse CAS experiences and summarize and celebrate your achievements. The CAS portfolio is a collection of evidence and reflections that demonstrate participation in CAS and achievement of the seven CAS learning outcomes.

The CAS portfolio is as part of the CAS journey to be discussed during the three formal CAS interviews. During an interview, you discuss your CAS experiences and progress. The CAS portfolio is valuable evidence of your CAS experiences and achievements. It must contain the following information for each activity or project:

- Name of activity/project and approximate hours (designate creativity, action or service)
- Summary of activity/project and how you interacted with others
- CAS Learning Outcomes** achieved by activity/project
- Reflection of activity/project (suggestions listed below):
 - ✓ What did you hope to accomplish through the activity/project?
 - ✓ How successful were you in achieving your goals?
 - ✓ What difficulties did you encounter? How did you overcome them?
 - ✓ What did you learn about yourself and others during this activity/project?
 - ✓ What abilities, attitudes, and values have you developed?
 - ✓ Did anyone help you think about your learning during this activity/project? If so, who helped and how?
 - ✓ How did the activity/project benefit others?
 - ✓ What might you do next time to improve?
 - ✓ How can you apply what you have learned in other life situations?

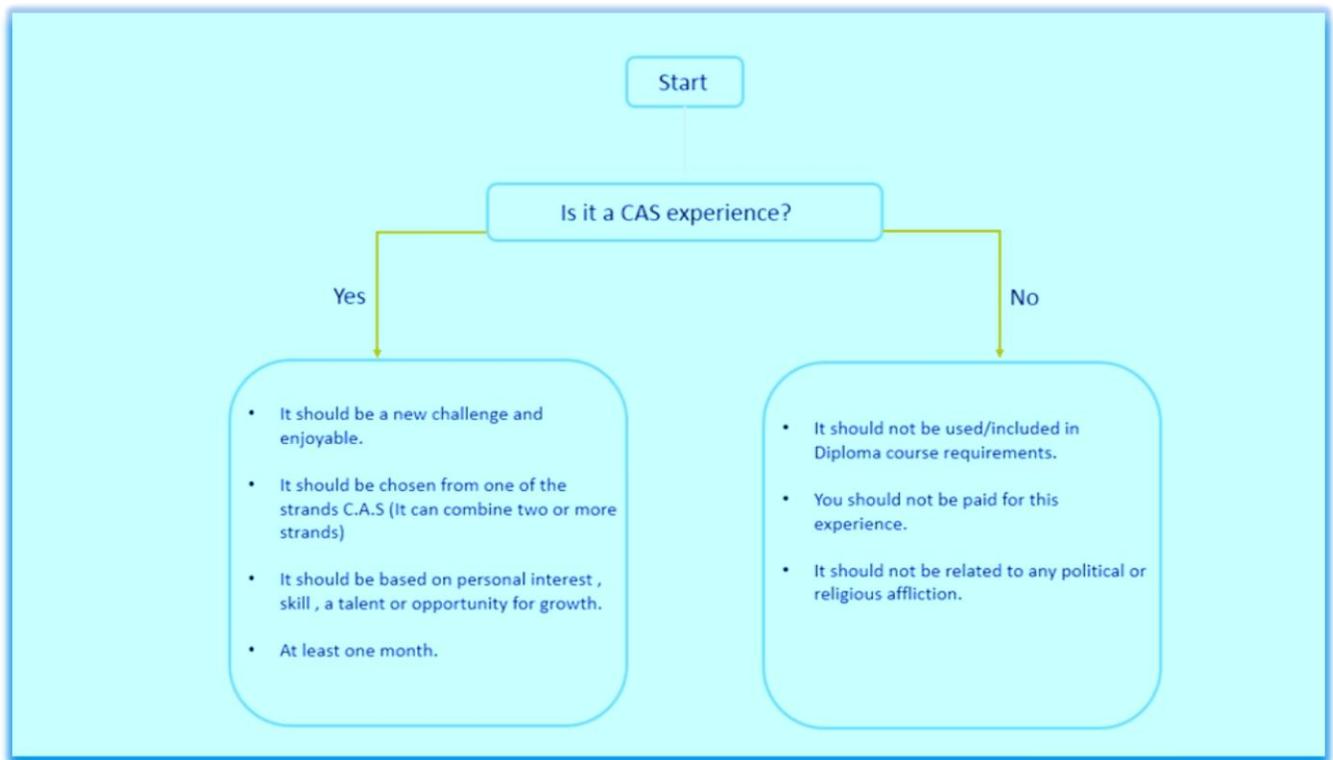
The responsibility of the CAS student

- Thoroughly familiarize yourself with your school's CAS handbook and timelines.
- Meet with your CAS coordinator or adviser according to the timeline, at least three times over the duration of your CAS program. Be sure to come prepared.
- Base your choices on your interests, skills, talents and areas for growth to stay motivated. Challenge yourself!
- Balance your experiences between creativity, activity and service.
- Initiate or engage in at least one CAS project in collaboration with others that extends over at least one month.
- Use the CAS stages as much as possible when considering, planning and undertaking your CAS experiences. Be sure to apply these to service and to the CAS project.
- Ask questions along the way when you need assistance or clarification.
- Participate in meaningful reflection as a way to capture your experiences and summarize your evidence linked to the learning outcomes.
- Enjoy CAS! That is most important—to participate in experiences that assists your personal growth and offers you a world of possibilities.

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

Is it a CAS?

It is CAS if it is a new experience for you and permits YOUR growth in at least three of the learning outcomes. **Exceptions are:** *just volunteering, activities for pay, political activities which are divisive, a course for a grade, a religious activity involving only your own religion, a family responsibility, other activities deemed inappropriate by the CAS coordinator.* A CAS experience should be approved by your CAS coordinator before you begin.



Choosing a CAS Experience or Project

Before making your mind up about any CAS experience/project, ask yourself these questions:

- ✓ Is this CAS experience a new role for me?
- ✓ Does it fit within one or more of the CAS strands?
- ✓ Does it include specific, measureable, and time-bound goals?
- ✓ Does this CAS experience allow for development of personal interests, skills and/or talents?
- ✓ How can this CAS experience benefit other people?
- ✓ How does this CAS experience relate to the learning outcomes?
- ✓ How can I reflect on this CAS experience?
- ✓ Does it provide opportunities to develop the attributes of the IB learner profile?
- ✓ What new possibilities or challenges could the experience provide?
- ✓ What might be the possible consequences of your CAS experience for you, others and the environment?
- ✓ Can I plan for continuing a sustained CAS project/experience for a minimum of six weeks?

Samples of Collaborative Projects

PROJECT1: Story-writing workshop for elementary students

Global Issue: Child literacy

Roles: Teachers; mentors

Tasks: Soliciting/organizing resources; creating, coordinating and teaching curriculum

Consequences: Supporting child literacy; mentorship; self-knowledge; building community ties

CAS Areas: Creativity, Service

Outcomes: 1, 3, 4, 5, 6, 7

PROJECT2: Health and fitness campaign at school

Global Issue: Health/quality of life

Roles: Invested participants; role models; peer coaches

Tasks: Identifying areas for improvement (diet, activity, attitude, etc.) and creating and implementing a “development plan”; designing and implementing a health & fitness campaign

Consequences: Peer bonding; self-knowledge; improved quality of life

CAS Areas: Creativity, Action

Outcomes: 1, 2, 3, 4, 5, 6, 7

PROJECT3: Organizing a Walkathon to raise money for guide dogs for people with disabilities

Global Issue: Assistance/support for the disabled community

Roles: Organizers; participants; community builders; fundraisers

Tasks: Planning, coordinating and publicizing; walking with/for disabled participants; fundraising

Consequences: Providing disabled people with guide dogs; building community ties; making new friends

CAS Areas: Creativity, Action, Service

Outcomes: 1, 2, 3, 4, 5, 6, 7

Risk-Assessment Questions

You should ask yourselves the following questions for all CAS experiences:

1. Will the experience take place outside Tehran?
2. Will the experience involve proximity to deep (above knee height) and/or fast moving water?
3. Will the experience involve adventurous activity and/or rugged terrain?
4. Will the experience take place in a remote environment away from easy communications or far from help?
5. Will the experience involve close physical contact with animals?
6. Will the experience be unsupervised by an adult?
7. Will the experience involve an overnight stay?
8. Will the experience involve prolonged exposure to extreme environmental conditions?
9. Will the experience take place in an area where there is common incidence of contagious diseases?

Note: If the answer to any of the above questions is “yes”, then a formal risk assessment will need to be written and approved by the CAS coordinator before you participate in the experience.



CAS Project Proposal Form



Instruction:

1. Read the CAS Booklet. Know and understand the purpose of CAS. Re-read the Aims of CAS.
2. Be purposeful and methodical in designing, proposing and working to complete your CAS activities.
3. The **Responsibilities** of the Student are clearly identified. Be familiar with what you are responsible for completing. **Remember**, your reflections on each and every activity are required.
4. Complete the sections in paragraph form. The answers must be typed.
5. Have the Project Proposal Form signed by your parent/guardian.
6. Submit the Project Proposal Form to the CAS Coordinator for approval and signature **PRIOR** to beginning your project

Name: _____

Class of: _____

Title of Project: _____

Starting Date: _____

Project Description: What is your project? Does it consider any global and ethical issues? Be specific about what you will do

Learning Outcomes: Which of the seven Learning Outcomes will be addressed? Give a brief explanation of how the outcome(s) will be addressed.

- **Identify own strengths and develop areas for growth.**
- **Demonstrate that challenges have been undertaken, developing new skills in the process.**
- **Demonstrate how to initiate and plan a CAS experience.** leadership**
- **Show commitment to and perseverance in CAS experiences.**
- **Demonstrate the skills and recognize the benefits of working collaboratively.**
- **Demonstrate engagement with issues of global significance. ** Specific activity**
- **Recognize and consider the ethics of choices and actions. **Specific activity**

Approximately 50 hours per strand must be dedicated. Any activity should involve a minimum of 15 hours. The CAS Project must be designated with a **.

Final Results: What do you hope to accomplish as the results of your work? What do you expect to learn?

I have reviewed my daughter's CAS Project. I understand the final portfolio must be submitted to the IB Coordinator by the established deadline in order for the community service requirement to be cleared.

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

CAS Coordinator Signature: _____ Date: _____

The CAS Timeline

Year One (September to June)	
Interview 1	September
Interview 2	June

Year Two (September to April)	
Interview 3	April

References

- CAS Guide- 2017
- CAS Teacher Support Material
- Donovan Catholic Student CAS Guidebook
- British School of Beijing Student CAS Guide 2015-2016