



TISA CAS Guide



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PHILOSOPHY

TISA Mission

We **engage** as thoughtful, generous and resilient members of our local and global communities, taking action in Azerbaijan and beyond;

We **empower** one another to pursue personal and academic challenges with courage and a growth mindset;

We **inspire** life-long, authentic and principled learning to create our best future together.

We are a community that takes meaningful action to make a positive impact on our local and global communities through mutual partnerships. We learn from others and build relationships acknowledging equal dignity of all involved. We engage in authentic, principled learning developing the skills and dispositions necessary for meaningful learning experiences. We understand our responsibility to ourselves and to the community, and act with compassion and respect.



We **engage**. We **empower**. We **inspire**.

WHAT IS CAS?

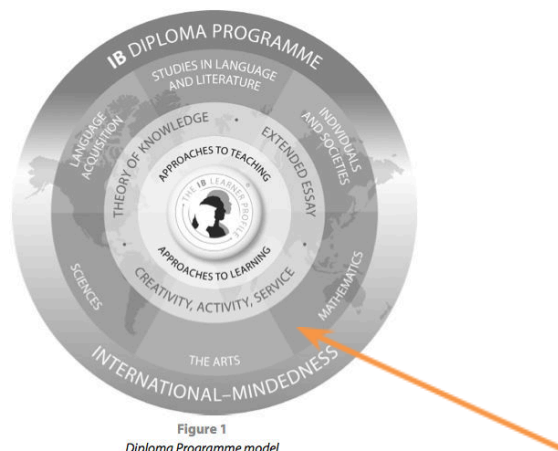


Figure 1
Diploma Programme model

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.

(International Baccalaureate Organisation, 2005 – 2022)

The CAS programme helps you to achieve this aim by what you challenge yourself to ***do*** out of the classroom. Participating in CAS means you will involve yourself in a range of experiences covering 3 different elements:

C reativity	A ctivity	S ervice
Exploring and extending ideas leading to an original or interpretive product or performance. A wide range of arts (dance, theatre, music, arts) and other activities that involve <i>creative thinking</i> .	Physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.	Collaborative and reciprocal engagement with the community in response to an <i>authentic need</i> . An unpaid and voluntary exchange that <i>has a learning benefit for the student and involves interaction</i> , such as building links with individuals or groups in the local or global community (school, local community)

HOW CAS SUPPORTS STUDENT WELL-BEING



Through extensive research, the Belfast Public Health Agency Strategic Partnership found that by incorporating these five steps into your daily routine can improve both physical and emotional well-being, where people feel good and function well (Belfast Health Development Unit). The IB CAS programme is intended to support student well-being as it is an important counterbalance to the academic pressures of the Diploma Programme. Through Creativity, Activity and Service, students enhance their personal and interpersonal development through experience fostering a sense of accomplishment (IBO)

LEARNING OUTCOMES

Creativity, **A**ctivity, **S**ervice (CAS) is intended to be a collection of enjoyable and challenging experiences chosen *by you* to extend your abilities. The IB identifies **7 learning outcomes** that you should consider and work towards when you decide on your CAS programme. Your CAS experiences should allow you to work towards and realise these learning outcomes. It is important that you *reflect* on these Learning Outcomes throughout your CAS journey.

Through your CAS experiences, you are to achieve the following learning outcomes.

- Identify your own strengths and develop areas for personal growth.
- Demonstrate that you have undertaken challenges and developed new skills in the process.
- Demonstrate how to initiate and plan a CAS experience.
- Show commitment to and perseverance in your CAS experiences.
- Demonstrate the skills and recognize the benefits of working collaboratively.
- Demonstrate engagement with issues of global significance.

- Recognize and consider the ethics of choices and actions.

CAS STAGES

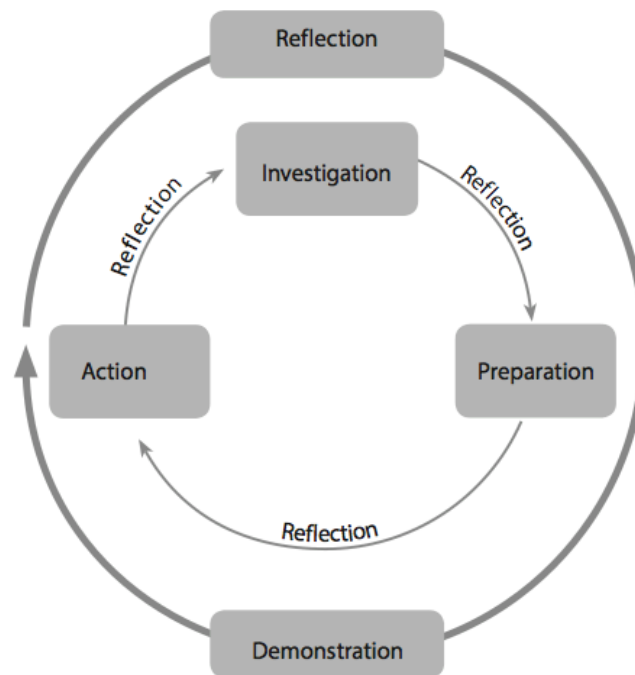


Figure 4

The five CAS stages

Investigation

Investigate what you want to do and determine the purpose for your CAS experience. For Service, you identify *an authentic need*.

Preparation

Define roles and responsibilities. Develop an action plan, identify resources and make a timeline, and acquire any skills you need.

Action

Put your idea into action individually or in a group.

Reflection

Describe what happened, how you felt about it, discuss ideas and raise questions. Reflect on your Learning Outcomes. Reflection can happen at any time during your experience and it helps to revise plans, learn from the experience and may lead to new action.

Demonstration

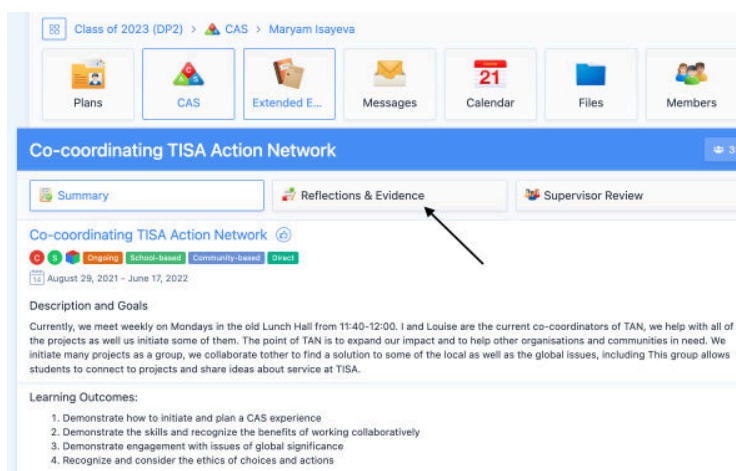
Show what you have accomplished. Share your experience through your CAS portfolio on ManageBac and/or with others in a formal or informal way (e.g. presentations to your peers / teachers / other students / parents etc.).

REFLECTION

Reflection should be on-going throughout the duration of the experience (i.e. before, during and after). You can write it down, like a journal entry, but also use photographs, uploaded documents, videos, certificates, blogs etc. – it is up to you. This collection of information serves as your evidence of how you have achieved the learning outcomes. It is all held in your ManageBac account and forms your digital CAS portfolio. Best advice from previous CAS students is to keep on top of your ManageBac reflections regularly. It is much more difficult to remember what you did, how you felt etc. weeks after an activity has finished.

You will be given a more detailed guide in the next few weeks about how to reflect, but a good way to think about reflection is to follow the **four Fs**:

- **FACTS:** What important or memorable things happened? How did it connect to your Learning Outcomes?
- **FEELINGS:** How did these aspects of your experience make you feel?
- **FINDING:** What do you think you have learnt or discovered from what happened?
- **FUTURE:** What are you going to do now with what you learnt that may be different from before?



The screenshot shows a ManageBac user interface. At the top, there is a navigation bar with 'Class of 2023 (DP2)', 'CAS', and 'Maryam Isayeva'. Below this is a row of icons for 'Plans', 'CAS', 'Extended E...', 'Messages', 'Calendar', 'Files', and 'Members'. The main content area is titled 'Co-coordinating TISA Action Network' and includes a 'Summary' tab, a 'Reflections & Evidence' tab (highlighted with an arrow), and a 'Supervisor Review' tab. The 'Reflections & Evidence' section shows a title 'Co-coordinating TISA Action Network', a date range 'August 29, 2021 - June 17, 2022', and a 'Description and Goals' section. The description states: 'Currently, we meet weekly on Mondays in the old Lunch Hall from 11:40-12:00. I and Louise are the current co-coordinators of TAN, we help with all of the projects as well as initiate some of them. The point of TAN is to expand our impact and to help other organizations and communities in need. We initiate many projects as a group, we collaborate together to find a solution to some of the local as well as the global issues, including This group allows students to connect to projects and share ideas about service at TISA.' Below this is a 'Learning Outcomes' section with four numbered points: 1. Demonstrate how to initiate and plan a CAS experience; 2. Demonstrate the skills and recognize the benefits of working collaboratively; 3. Demonstrate engagement with issues of global significance; 4. Recognize and consider the ethics of choices and actions.

REQUIREMENTS

Successful completion of CAS is a requirement for the award of the IB Diploma. In order to successfully complete CAS you must have:

- Demonstrated you have achieved each of the seven **Learning Outcomes**. You will do this through adding *evidence* to your CAS portfolio on ManageBac.
- Engaged in CAS experiences involving one or more of the three CAS components on a weekly basis over a minimum of 18 months, with a balance across the three areas of creativity, activity and service. A CAS experience can be a single event or may be an extended series of events.
- Undertaken at least one CAS project of at least one month's duration. CAS projects must challenge you to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands and **MUST** be undertaken in a group (group members don't have to be other IB students).
- Shown evidence of using the five CAS stages (investigation, preparation, action, reflection and demonstration) as a framework for your CAS experiences and CAS project.
- Carried out CAS experiences both in school and out in the local community, at least some of which have been initiated by you. Some can be carried out on your own, some **MUST** be done in groups. Some can be of short duration, others **MUST** be long and sustained.
- Attended three formal documented interviews with the CAS Coordinator. The first interview is at the beginning of your CAS programme, the second at the end of the first year, and the third at the end of your CAS programme. These interviews are audiorecorded.
- Reflected on each of your CAS experiences. Reflection informs your learning and growth by allowing you to explore ideas, skills, strengths, limitations and areas for further development and consider how you could use what you've learned before in new contexts

EVIDENCE

As you can see from the assessment requirements above, you are required to produce **EVIDENCE** of planning for, participation in, and learning from your CAS experiences. Evidence can include all of the following:

- A detailed experience description, ***selected learning outcomes***, supervisor details and goals (see below for more details), Five CAS stages.
- Photographs and video taken during the experience.
- Anything you produced as part of the experience (e.g. documents, fliers, art work, emails, presentations, lesson plans, letters etc.)
- Copies of certificates, awards, medals, logbooks etc. awarded during the activity.
- Reflection (see below for more details).
- Supervisor's reviews (see below for more details).

ManageBac

ManageBac is the online system we use to collect and save your CAS portfolios including reflections, and is another way we can communicate with one another. We will set up your ManageBac CAS area together.

SUPPORT

CAS Experience Supervisor

You need to have a supervisor for each of your CAS experiences who will complete an evaluation of your performance. Your supervisor may be a teacher or an outsider, but must be an adult and willing to comment on your engagement with the CAS experience. A written review from your CAS Experience Supervisor explaining what you did and the effort and commitment you showed is an extremely important piece of evidence. Supervisor reviews can be submitted in English or various other languages, via ManageBac or on paper.

TAO Coach

Your TAO coaches will support you by checking your CAS portfolios on a regular basis. They will check in with you during your one-to-one meetings to see how you are progressing. They will write progress reports for TAO and include a specific comment on your progress in CAS. They will also conduct the first and second recorded interviews.

Additional Support

Your CAS Coordinator will guide you on finding suitable CAS experiences and projects. The CAS Coordinator and DP Coordinator along with your TAO Coaches will support students who are falling behind. Your CAS Coordinator will conduct the final interview with you and is ultimately responsible for assessing the evidence in your portfolios to confirm you have met the requirements for the IB Diploma.

STUDENT RESPONSIBILITIES

- Thoroughly familiarize yourself with the TISA 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 programme. 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. (Project*)
- 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 assist your personal growth and well-being and offer you a world of possibilities.

CAS X

At the end of your first year of the Diploma Programme, DP1 students will showcase their CAS journey to parents, teachers, administrators and their peers. This is reported upon by your TAO coaches.



GOOD PRACTICE



*The Project

One of your experiences must be your project. The very nature of a CAS project is that it is something you have **initiated** yourself – although you may also extend and put your own stamp on a project/activity, which already exists. However, although it is **your** project, and you have ownership over what you want to achieve, the IB does prescribe the following criteria on CAS projects:

- It must involve teamwork
- It must integrate two or more of the CAS elements (Creativity, Activity, Service)
- It must be of significant duration

Well thought out projects can target lots of the learning outcomes and can be particularly good opportunities to engage ‘with issues of global importance’. However, remember, **‘Think globally, act locally.’**

What's the difference between a CAS experience and a CAS project?

CAS Experience	CAS Project
	
<p>Being cast in the school play (Creativity)</p>	<p>Being part of the school production team as assistant director and stage manager (Creativity & Service)</p>

LOCAL EXAMPLES which incorporate CAS elements

Coaching a swim team (Activity, Service)	
New Role:	Assistant Swimming Coach (Baku Sharks)
Real Task:	To pass knowledge and skills to others
Real Consequence/s:	The children have fun, exercise and learn to play

Teaching the guitar to a younger class (Creativity, Service)	
New Role:	Instrumental music teacher

Real Task:	To pass knowledge and skills to others and making music together
Real Consequence/s:	Improved individual and group proficiency

Creating and managing a website; CAS or other site (Creativity, Service)	
New Role:	Website designer
Real Task:	Designing and updating a website to benefit our community
Real Consequence/s:	Sharing of ideas, attitudes and values

International projects which incorporate CAS elements

Raising funds for Amnesty, Greenpeace, WWF, UN projects (Creativity, Service)	
New Role:	Fundraiser/campaigner
Real Task:	Administrative arrangements and fundraising
Real Consequence/s:	Enhanced student awareness of human rights, environmental issues etc.

Organising student participation in the Model United Nations / International Day / Festival of Languages / Empty Bowls (Service)	
New Role:	Event organiser

Real Task:	Administrative arrangements
Real Consequence/s:	Student involvement MUN, awareness of political and humanitarian issues, improved skills in debating and persuasive argument

Organising a service trip e.g. beach clean up (Service)	
New Role:	Trip planner
Real Task:	Administrative arrangements and planning
Real Consequence/s:	Student participation in a local service trip

OTHER POSSIBLE CAS PROJECTS

Creativity
School drama production (performing, directing, back stage, set design, crew)
Musical performances (not related to Group 6 Music)
Researching and designing an awareness campaign
Debating and public speaking competitions
Coach a Primary Sports team
Assisting a teacher with an after school activity for younger students
Model United Nations

Planning and designing a service activity to support children in need
Music, drama, dance, art lessons outside school (but linked to new goals or skills)
Learning a new language or maintaining an academic level of your mother tongue
Create a website or video for an identified need
Choir
Activity
Sponsored activities e.g. cycling, running, walking
Riding lessons
Coach a Primary sports activity
Scuba diving
Existing sporting activity but looking to extend or develop new skills
Creating and maintaining a garden
Dance: ballroom, hip hop, ballet, belly dancing
Individual activities such e.g. swimming/yoga
Team sports
Hiking
Service
Community-based Service Examples
Designing an English programme for refugee children
Helping look after strays at a local shelter, exercising and training the dogs
Supporting local children with their English
Helping out at a local children's shelter

Help support local business by running a stall at the Winter Fair
Organising or participating in local clean-up campaigns
Volunteering with Temiz Dunya, working on the environment with the children
School-based Service Examples
Peer tutoring (unpaid)
Designing and producing a set /doing the sound or lighting/ making costumes for a school performance
Co-running sporting or other activity for younger children
Planning and running a recycling project
Creating awareness and/or fundraising campaigns for a local organisation
Running or participating in TISA Action Network or the Sustainability Team
Actively participating in the TISA Student Council
Managing the School Impact Bank

WHAT IS NOT CAS? (A frequently asked question)

- when a student is in a passive NOT active role (i.e. going to theatre, museum, concert or sports unless it clearly inspires work in a related activity in which the student is already engaged)
- if CAS is seen as simply a requirement of the IBDP programme, that the student feels obliged to fulfil
- any class activity or project which is already part of the student's Diploma Programme
- an activity for which a student is personally rewarded either financially or with some other benefit (unless the benefit is passed on in full to a worthy cause)
- all forms of duty within the family
- doing simple, tedious and repetitive work
- religious devotion or any activity that can be interpreted as proselytizing
- fundraising with no clearly defined goal and no understanding of the cause
- work experience that only benefits the student

- working in an old people's home or kindergarten when the student has no idea of how the home/kindergarten operates, has no contact with the old people or children

ADVICE

WHY YOU SHOULDN'T BE WORRIED ABOUT CAS

Your CAS programme will be:

- **Unique**
Your CAS programme will be *unique to you* – you decide what you want to do to fulfil the requirements and get the most out of your commitment to your activities.
- **Fun**
Choose things you know you will enjoy. What are your interests?

- **Easier than you think**

You're probably *already* doing CAS. Think of your hobbies, clubs at school you're part of etc.

- **Manageable**

It will complement, not detract from your studies – your supervisors will help you plan how to make sure it is manageable. Keep your CAS Portfolio upto date. CAS is all about well-being and growth.

- **Useful**

If you design your programme well, the skills and experiences you gain will be the kind of things you can talk about in applications and interviews in the future. They will make you stand out from the crowd when it comes to college applications.

ENJOY YOUR CAS JOURNEY!

CAS PROGRAMME TIMELINE

A rough guide. Everyone will be different but we definitely want everyone to be finished in good time here at TISA.

Term 1	<ul style="list-style-type: none"> ○ Think about and plan your CAS programme – you can always add more experiences later. ○ Approach staff and supervisors, run new ideas you may have past relevant staff, talk to DP2s to get advice. ○ Meeting 1 with TAO Coach/CAS Coordinator
Term 2	<ul style="list-style-type: none"> ○ If you haven't already, your focus should be deciding on and planning your project. ○ Keep experiences going and make sure you add reflections AS YOU GO.

Term 3	<ul style="list-style-type: none"> ○ Meeting 2 with TAO Coach/CAS Coordinator before or after your June school exams to discuss progress ○ Carry on with reflections and/or any final preparations or tasks for your project. ○ Participate in the CAS X to showcase your first year of CAS
Summer CAS continuation	
Term 1	<ul style="list-style-type: none"> ○ Catch up about any CAS experiences from the summer and discuss what needs to be done to finish CAS successfully.
Term 2	<ul style="list-style-type: none"> ○ Complete your portfolio and collect final supervisor reviews ○ Final meeting with CAS coordinator to sign off on your completed programme.
CONGRATULATIONS!	