

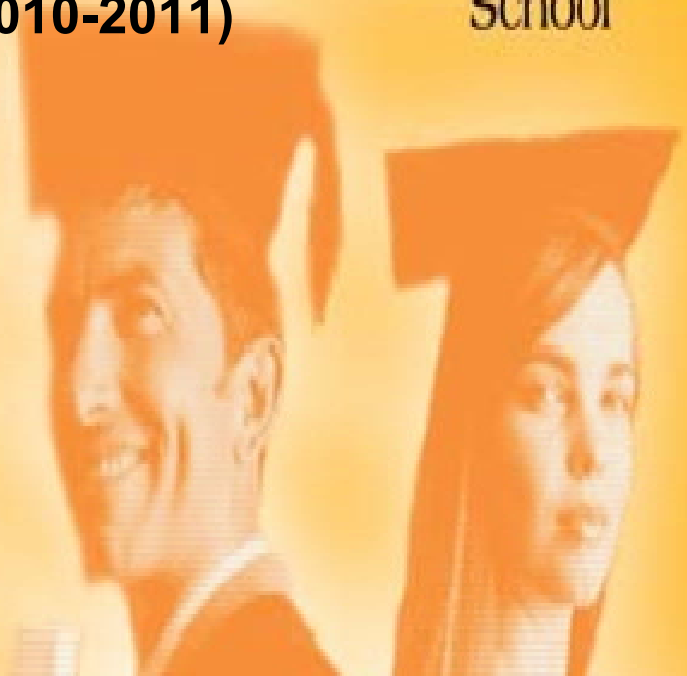


# CAS GUIDE

(For students graduating in 2010-2011)



The  
**International** .....  
School



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## **WHAT IS CAS?**

The emphasis of *Creativity, Action, Service* (CAS) program in the diploma curriculum is “on learning by doing real tasks that have real consequences and then reflecting on these experiences over time.” Students are expected to be involved for the equivalent of at **least three to four hours a week** in either of a range of different activities equally balanced between the three key components of the program. The selected activities can include those designed and offered by school and/or student, however student led activities must be pre-approved by the school.

**Creativity** is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum which include **creative thinking** in the design and carrying out of service projects.

**Action** can include participation in **expeditions, individual and team sports and physical training**; it can also include carrying out creative and service projects.

**Service** involves **interaction**, such as the building of links with **individuals or groups** in the community. The **community may be the school, the local district, or it may exist on national and international levels** (such as undertaking projects of assistance in a developing country). Service activities should not only involve doing things for others but also doing things with others and developing a real commitment with them. The relationship should therefore show respect for the dignity and self-respect of others.

“The most meaningful CAS experience comes from spending time with others to build relationships and develop the self-worth of both server and served.”

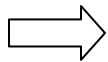
## **GOALS OF CAS**

The CAS Program aims to develop students who are:

- Reflective thinkers – they understand their own strengths and limitations identify goals and devise strategies for personal growth.
- Willing to accept new challenges and new roles
- Aware of themselves as members of communities with responsibilities towards each other and the environment.
- Active participants in sustained, collaborative projects
- Balanced – they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.

## **LEARNING OUTCOMES**

In contrast to academic learning from books, internet and related resources for the coverage of the prescribed syllabus of each chosen subject, the CAS program is based on experiential learning from participation. As a result of the CAS experience as a whole, including their reflections, there should be evidence that you, the students, has:



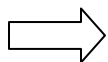
### **Increased your awareness of their own strengths and areas for growth**

They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.



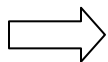
### **Undertaken new challenges**

A new challenge may be an unfamiliar activity, or an extension to an existing one.



### **Planned and initiated activities**

Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.



### **Worked collaboratively with others**

Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.



### **Shown perseverance and commitment in their activities**

At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.



### **Engaged with issues of global importance**

Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).



### **Considered the ethical implications of their actions**

Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.



### **Developed new skills**

As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

## **STRUCTURE OF CAS**

A CAS program can include activities designed and offered by school and/or students, however student led activities must be pre-approved by the school. They may consist of:

1. Activities chosen with **one component**, or
2. Activities with a combination of **any two components**, or
3. One activity or project, **with all components** included in balance,

A program in which creativity, action and service are separate activities is as valid as a program in which all three are integrated into a single project. Temperament, interest, time pressure and maturity influence a student's CAS choice. Some students will need guidance and counseling to enable them to construct a meaningful program.

The minimum hour requirement for acceptance of the CAS program is as follows:

<b>Year</b>	<b>Hours Per week</b>
MYP 1, MYP 2, MYP 3	1 to 2
MYP 4, MYP 5	2 to 3
Diploma	3 to 4

A member of the teaching staff or any other person besides students involved in the activity will be selected as the CAS Supervisor to set up, monitor, evaluate all students involved in the activity by completing forms.

## **MONITORING AND EVALUATION**

Every student's CAS performance will be monitored in two ways:

- A) Self- evaluation by the student
  - CAS Diary or CAS web blog
  - CAS Student Final Summary Form (**CAS/SFS Form**)
  
- B) Evaluation by adult leaders or CAS supervisor
  - CAS: Activity Self Evaluation Form – **CAS/AEF**
  - The CAS supervisor may be asked to submit samples of students' work to the regional office. The supervisor is then required to write a summary evaluation.

For each of the chosen CAS activity, students must submit a completed "**CAS Activity Form**", and duly signed by the activity leader or supervisor. This form will be kept at school by the CAS coordinator as a record of activities commenced by each student.

For the duration of each activity, students are required to maintain a CAS journal as a record and medium for self-evaluation and reflection. Entries in this journal should be made after each week of engagement in the activity. **It is not a minute to minute account of time spent on activities.** For more guidance on the nature of entries into CAS journal refer to the "**Guiding Questions**" section. The responses to these questions will make for a meaningful entry in the journal but these guiding questions are not exhaustive. The journal will be collected at regular intervals by the CAS coordinator or assigned staff member to allow for the maintenance of school records regarding each student's activities. In addition to the reflections, students are required to maintain the "Progress Form" for each activity.

At the completion of each activity, students and activity leaders will be required to complete a Self-Evaluation Form (**CAS/AEF Form**). All activity leader evaluations will focus on:

**Criterion A: Personal Achievement** :the ability to meet challenges, regular participation, awareness of personal limitations progress in the new role, learning from experience, helping to solve community problems.

**Criterion B: Personal Skills**: thinking creatively, researching community needs, planning and organization, resource management, identifying success and failure.

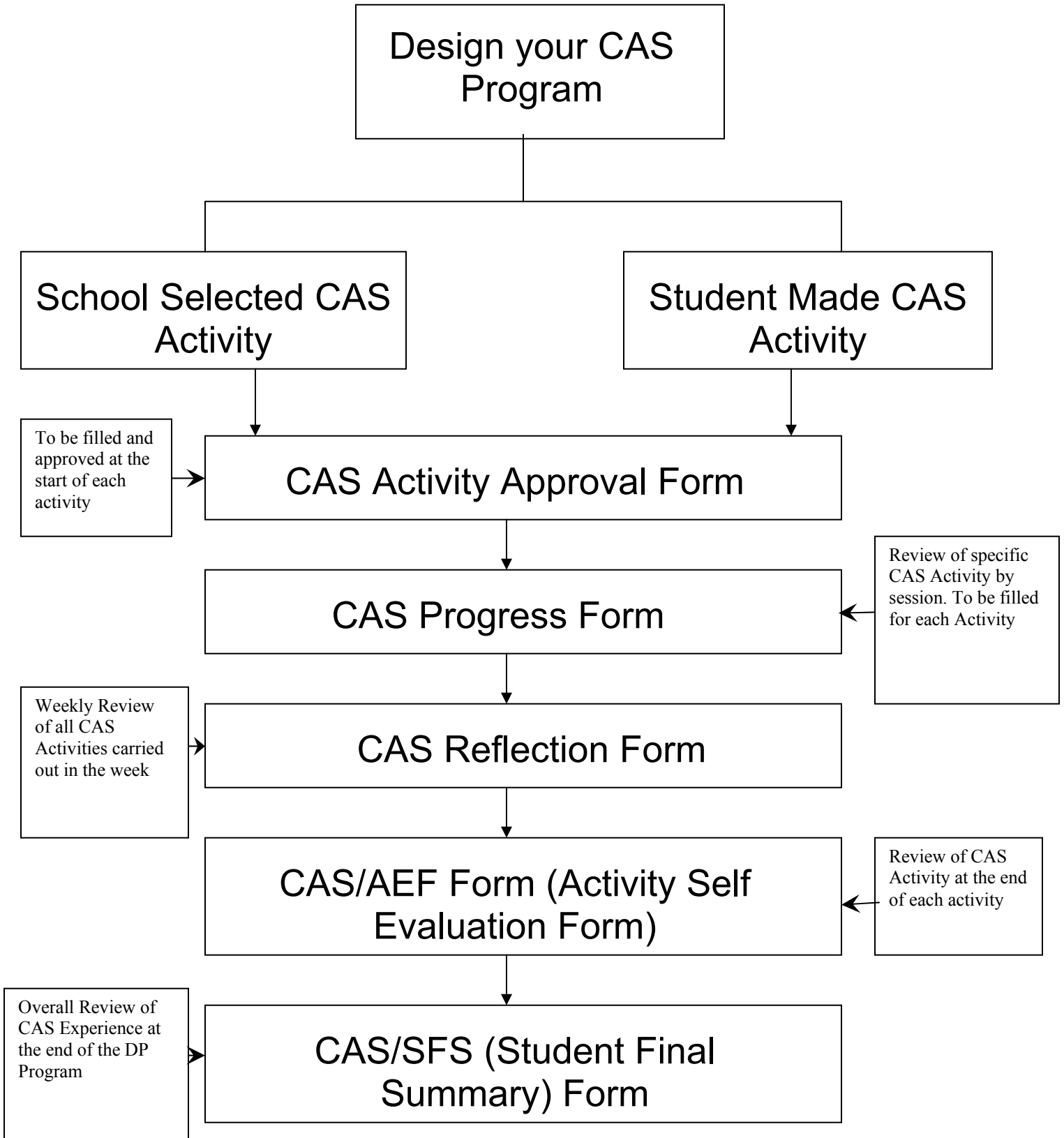
**Criterion C: Personal Qualities**: perseverance, self-confidence, a degree of humility, responsibility, punctuality, commitment, reliability, initiative.

**Criterion D: Interpersonal Qualities**: adaptability, collaboration, empathy, respect, a sense of justice and fair play.

**Criterion E: Awareness of Global Issues**: an ethical appreciation of humanitarian and environmental issues to guide choices of action from a local, national and international perspective.

Finally students will submit the diaries in written and/or oral reports and/or presentations for the CAS coordinator to evaluate student progress. Also a **CAS/SFS form** will be required by all students at the completion of the CAS program. Both the student (CAS Student Evaluation Form) and the IB coordinator will complete final CAS reports, which may be sent to IBO in order to complete the CAS requirement.

**CAS Recording Process**



## **HOW TO FILL THE CAS JOURNAL**

a) **CAS/SFS FORM (PAGE 5 & 6):**

At the end of the CAS program students are required to complete one CAS/SFS form which will contain an overall reflection of the entire CAS experience this form is to be placed before all the other forms.

b) **CAS ACTIVITY FORM (PAGE 7):**

This form needs to be filled at the beginning of each CAS activity that the student wishes to under take by the answering of the following questions:

- 1) Why did you choose this activity?
- 2) What does the activity entail?
- 3) What do you expect to achieve through your chosen activity?
- 4) Which LPs do you feel will be explored in his activity?

c) **CAS PROGRESS FORM (PAGE 8):**

A form is to be used for each chosen activity to record hours completed per session of involvement.

d) **REFLECTION FORM SECTION (PAGE 9):**

This form needs to be filled on a weekly basis and must contain a combined reflection of all the CAS activities carried out within that week. This should evaluate the progress of each activity. The evaluation is meant to be a genuine reflection on progress and changes in attitude. (*Refer to the Guiding Questions section in the CAS GUIDE*)

e) **CAS/AEF FORM (PAGE 10):**

On completing each CAS activity, students need to complete the CAS/AEF Form.

Students should be aware that the role of the CAS coordinator is to monitor progress and give advice. ***It is the student's own responsibility to ensure that CAS hours and assignments are carried out appropriately.*** Any questions regarding CAS should be directed to the CAS coordinator.

## **GUIDING QUESTIONS**

### **FOR CHOOSING CAS ACTIVITY**

The following questions may help students determine whether or not an intended activity qualifies as CAS.

- Is the activity a new role for me?
- Is it a real task that I am going to undertake?
- Does it have real consequences for other people and for me?
- What do I hope to learn from getting involved?
- How can this activity benefit other people?
- What can I reflect on during this activity?

### **FOR REFLECTION**

The following questions may help writing meaningful reflective entries in the CAS journal:

- What did I/we do and where did I/we do it?
- What did I/we hope to learn?
- How successful have I/we been?
- What difficulties were encountered and how did I/we overcome them?
- What did I learn about myself? What did I learn about other people?
- What abilities, attitudes and values have I developed?
- Did anyone help me? With who have I interacted?
- How did this activity benefit other people or institutions?
- What would I change if I were to do this again?
- How can I apply what I have learned to other situations?
- Which LPs were experienced and how?

## **Project Based CAS Program**

### **Model United Nations Simulations**

#### Introduction

This simulation will introduce students to the workings of United Nations. Through participation in a Model UN simulation, students will learn to understand the actual consequences of international politics, to solve real problems, to compromise, and to see the world from a different perspective.

The issues provided in this simulation activity allow the students to research and debate topics of international importance. These topics are those which are currently being discussed by the global community, but have failed to unite for a resolution. In addition, students need to extensively read on their assigned countries which include information on geography, history, government, economics and foreign policy. Additional research will be for the issues being considered for the purpose of developing their own position. To provide order and accuracy for the simulation, students will be required to familiarize the set of rules as followed by the actual United Nations.

The students would fulfill the Creativity and Service element of CAS by passing resolutions on key global issues tabled in the simulation.

#### Objectives

- Simulate model united nations program.
- Fund raise for the select team which will attend an MUN in the Hague/Dubai/Sri Lanka

#### Activity Plan

- Research the workings of The United Nation
- Prepare the documentary material required for operation of the simulation
- Prepare the training program
- Advertise and promote the simulations
- Fund Raise
- Identification of Resource Persons

#### Expected Outputs

- Synthesize the data to develop creative solutions that will benefit all nations
- Appreciate the difficulties experienced in developing a solution that will benefit all nations.
- Develop speeches, working papers or resolutions to be used in the debate.
- Negotiate with other participants to develop a consensus.
- Analyze and evaluate background information to debate select issues.
- Develop a point of view based on the foreign policy of the country.

## **Wetland Center Promotion**

### Introduction

Although a large number of people are directly or indirectly dependent on the mangrove ecosystem for their livelihood, there is a lack of public awareness for the need of its conservation. WWF-Pakistan's Wetland Center strives to become the prime factor in the collection and dissemination of information to the public on wetland issues, especially the mangrove ecosystem. The International School students will produce public education and awareness material for the center and organize activities at the wetland center for its visitors. Students' *creativity* will be utilized in designing resource materials, activities and economically self-sustainable programs. Besides being involved in mangrove plantation and monitoring, they will fulfill their *action* by developing resource materials and conducting activities at the Wetland. By creating awareness through materials and activities amongst the public, they will fulfill the *service* component of CAS.

### Objectives

- Disseminate information regarding the promotion of Wetland conservation activities
- Help make the Wetland center self-sustaining
- Establish network with the local & international institutions for information exchange and cooperation in Wetland conservation.
- Monitor the Mangroves

### Activity Plan

- Visit the Wetland Center
- Resource material
  - 1) Brainstorm ideas for resource material development i.e. web page, brochures, posters, exhibits etc
  - 2) Develop resource material
- Awareness Raising Activities
  - 1) Brainstorm ideas for activities e.g. beach cleaning, bird watching, nature games etc.
  - 2) Develop & organize awareness raising activities
- Programs to promote self-sustainability of the Wetland center
  - 1) Brainstorm ideas for program i.e. plant a plot, student membership program, advertising
  - 2) Research and collect relevant information

### Expected Outputs

- Public awareness
- Self-sustainability programs organized
- Conservation of the Wetland

## Sea Turtle Conservation Project

### Introduction

Two species of the marine turtles visit the coast of Pakistan. These are endangered species primarily due to destruction of their breeding grounds, poaching of turtles and their eggs and marine pollution. The students of the International School will play a vital role in the conservation efforts of WWF Pakistan.

The education and the awareness aspect of the project will provide students the opportunity to explore their *creativity* in formulating and proposing their own awareness-raising plan. The weekly monitoring visits to the beaches will fulfill the *Action* requirement and their effort in assisting the field officer in educating the public on the endangered species will provide *service* to the global community.

### Objectives

- Support WWF Pakistan in marine turtle conservation efforts at Sandpit /Hawkesbay, Karachi.
- Protection and monitoring of nesting grounds.
- Determine the population of marine turtles that visit the bay in different months.
- Record-keeping of breeding success of hatchlings
- Awareness raising programs for schools & local community.

### Activity Plan

- Conservation
- Observation of turtles
  - Identifying
  - Measuring
  - Counting & collection of eggs
- Identify threats to turtles, eggs & hatchlings
- Devise plan to help alleviate the threats
- Hatchling release and data collection

### Education and Awareness

- Organize awareness raising activities for school students
  - Turtle watch, presentation
- Increase awareness of local community on importance of turtles
- Prepare information materials on turtle conservation

### Expected Outputs

- Public awareness
- Nesting grounds protected & monitored
- Data on breeding success of hatchlings collected & analyzed

## **Abdullah Goth Rural Village**

### Introduction

Students with Indus Earth (www.indusearth.org), an NGO working for the betterment of the community in rural Sindh along the coast will develop an equally opportunity of those living in rural conditions (Villagers) and urban conditions (TIS students) to understand the differences in their livings. The focal point of this program will be the newly constructed school in the village

The students would fulfill the *Creativity* element of CAS by preparing and implementing lessons for select subjects in teaching the village students. As part of the education plan, the sports program which includes the preparation of a football field would meet the requirements of *Action*, while *service* would comprise helping the Villagers in access to water and sanitation.

### Objectives

- Develop a rural – urban information exchange program.
- Provide residents with the knowledge, mechanism and technology to actively participate in management of their neighborhood.

### Activity Plan

- Orientation visit to the village
- Determining the needs of the village
- Selection of 'Priority Areas' for improvement
  - Waste management
  - Water
  - Sanitation
  - Recreation/Community activities
- Field Visit Survey/ Data Collection
  - Questionnaires (residents)
  - Interviews (residents/municipal officers/commercial centers)
  - Photographs
- Analysis of Data
- Recommendations & Management Plan
- Identification of Resource Persons

### Expected Outputs

- Awareness of rural life
- Better recreational and community facilities

## **Student National Assembly (SNA)**

### Introduction

The students have drafted a constitution to understand, learn and experience the role of governance in a society. The representatives of this constitution are elected yearly to the Student National Assembly. Through participation in the assembly, students will learn to understand the actual consequences of representing their constituency, which in this case will be their class. All the classes form the nation. As members of the Assembly, they can then contest for the role of Prime Minister, President or Speaker of the House.

The constitution provides students with an opportunity to govern the environment of the school and voice any issues or concerns on behalf of the student body. The issues provided in this simulation activity allow the students to research and debate topics of the school.

The students would fulfill the Creativity and Service element of CAS by passing resolutions on key school issues tabled in the simulation.

### Objectives

- Understand the role of a constitution in a nation
- Simulate National Assembly.
- Fund raise for the select team which will attend an MUN in the Hague/Dubai/Sri Lanka

### Activity Plan

- Read the constitution of the Country
- Formulate and write a constitution for the SNA
- Research the workings of National Assembly
- Prepare the documentary material required for operation of the simulation
- Prepare the training program
- Advertise and promote the assembly
- Fund Raise
- Identification of Resource Persons

### Expected Outputs

- Synthesize the data to develop creative solutions that will benefit the school
- Appreciate the difficulties experienced in developing a solution that will benefit all.
- Develop speeches, working papers or resolutions to be used in the debate.
- Negotiate with other participants to develop a consensus.
- Analyze and evaluate background information to debate select issues.

## **International School Olympics & Swimming Gala**

### Introduction

The International School organizes an annual sports event in the spirit of the Olympic Games, which bring together participants from all over the world to test their physical capabilities and mental faculties in a friendly and competitive environment. The student population is divided into three teams, represented by some of the world's major continents: Africa (Yellow), Asia (Green) and Europe (Blue). Each team has two students and two teachers (one primary and one secondary school teacher) as leaders.

Since the Olympics are globally viewed as a unifying force for all races and cultures, we have chosen "Unity in Diversity" as the slogan for our school Olympics. Besides encouraging participation in sporting activities, this event serves as a memorable and valuable learning experience for students. Until a child leaves the school, he or she will remain a member of the same continent.

Also, The International School organizes a 4 to 6 week swimming camp for the entire school. The camp culminates in a gala where students, staff and parents unite to create an atmosphere of competitive support for the accomplished swimmers.

The students would fulfill the Action element of CAS.

### Objectives

- Understand the international role of Olympics
- Participate for their continent group
- Plan the event

### Activity Plan

- Finalize the list of events
- Request continents to chose participants for each event
- Arrange training camps and trials
- Prepare the training program
- Identification of Resource Persons and arrange the two day event

### Expected Outputs

- Physical preparation and Participation in sports
- Appreciate the unity in competition.

## **Societies and Clubs**

All students are encouraged to join or start the suggested societies and clubs. This list is not exhaustive.

### **TIS Year Book (Creativity)**

A team of student volunteers to collect, write and edit articles for an annual publication. All MYP/DP students are encouraged to join the team. An editor and assistant editor(s) are responsible for the year book.

### **Athlete's Feat (Action)**

Athlete's Feat promotes a wide variety of athletics and is responsible for organizing intramural as well as inter-school sporting activities.

Some of the Sports played at TIS are:

- Cricket            - Softball            - Soccer            - Hockey            - Basketball            - Throw ball
- Volleyball            - Track and Field

### **Literary and Drama Society (Creativity & Action):**

This is the Literary Society, led by Higher Level students from Groups 1 and 2. Activities include poetry readings, writing workshops and competitions. The society also organizes an annual play and arranges excursions to watch plays and other literary events in the city.

### **TIS is IT (Creativity)**

This society is run by ITGS and Computer Science students and is open to anybody interested in the world of computing. Activities include an IT Fair on campus as well as participation in community IT Fairs, contests and other IT related events in the city.

### **Young Einstein's (creativity)**

The scientific society is currently under development. Students intend to hold Science Fairs and Quizzes at school and to encourage students to participate in any Science-related activities taking place in the greater community.

### **TIS Tunes (Creativity)**

The Music society, TIS Tunes encourages students to develop their appreciation for music. The students also plan to put together a band, which will perform at school and in the city on a regular basis.

**Cinemanía (Creativity)**

The film society, Cinemanía, is currently working on building the school's video library and organizes movie viewings in the school's own Audio-Visual facility. The society is also planning the construction of a screen wall on the school premises, which will allow students to watch motion pictures in a cinematic setting at the "Monthly Movie Mania."

**MUN@TIS (Creativity & Action)**

This is the school MUN club. The Club organizes a yearly MUN Summit inviting school at both international and national levels. This club is also responsible for the training of new MUNers from TIS and other schools along with managing excursions to other MUN Summits across the globe.

**TIS Public Speakers (Creativity & Action)**

The School Public Speaking club is responsible for helping students improve their speaking skills by providing public speaking workshops by the school and by other organizations. The Public Speaking Club is also responsible for organizing inter and intra school debate competitions.

**TIS Chess Club (Creativity & Action)**

The school chess club comprises of individuals eager to learn and advance their chess skills by indulging in chess matches within the school and also participating in matches sponsored by other schools and institutions.

## **OTHER CAS SUGGESTIONS**

### **A.**

After School Primary School Care  
Art Club with Primary or Secondary School

### **B.**

Badminton  
Basketball

### **C.**

Canteen Service  
Chess Club with Primary or Secondary school  
Cricket

### **D.**

Dance  
Debating Assistance  
Design of Community Assistance activities  
Drama club with primary or Secondary School  
Drama production Assistance  
Duke of Edinburgh Award Scheme

### **E.**

Environmental project at school

### **F.**

Fitness  
Football  
Fundraising for a nominated charity or purpose

### **G.**

Gardening project  
Golf  
Gymnastics

### **H.**

Historical Project  
History Club  
Hockey

### **L.**

Landscaping School grounds  
Library Service in Primary or Secondary School

### **M.**

Mileage Marathon  
Model United Nations  
Mountaineering  
Music Club

### **P.**

Peer support group  
Peer tutoring  
Photography Club  
Public Speaking

### **R.**

Recycling program  
Remedial work with School  
Rowing

### **S.**

Sailing  
School Concert  
Swimming  
School Magazine: typing, editing etc  
School Newspaper  
Science Club  
Sport Assistance  
Sports Carnival organization  
Squash

### **T.**

Tennis  
Translating and Interpreting Service  
Trekking

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