



CAS HANDBOOK FOR ADVISORS

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Author(s): PE teacher
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VISION

To provide a legacy in education which promotes qualities of open-mindedness, tolerance and respect for others, which will provide a best practice model for the future of students from all nations in Gabon.

MISSION

To become Africa's most enterprising school, focusing on sustainability and innovation to play a significant role in Gabon's and in Africa's education.

VALUES

EXCELLENCE

We strive for excellence in every aspect of life: in human relations, in one's abilities and expectations.

RESPECT

We respect ourselves, our environment, and each other.

VIRTUES

We value truth and honesty, tolerance, integrity and responsibility.

VISION

Transmettre un héritage dans le domaine de l'éducation qui valorise les qualités d'ouverture d'esprit, de tolérance et du respect de l'autre, offrant ainsi un modèle de pratiques exemplaires pour l'avenir de tous les élèves vivant au Gabon, quel que soit leur pays d'origine.

MISSION

Devenir l'école la plus dynamique d'Afrique, mettant l'accent sur la pérennité et l'innovation, afin de jouer un rôle important dans l'éducation au Gabon et dans toute l'Afrique.

VALEURS

EXCELLENCE

Dans tous les aspects de la vie : dans les relations humaines, dans les aptitudes personnelles et les attentes.

RESPECT

Le respect envers nous-mêmes, envers les autres et notre environnement.

VERTUS

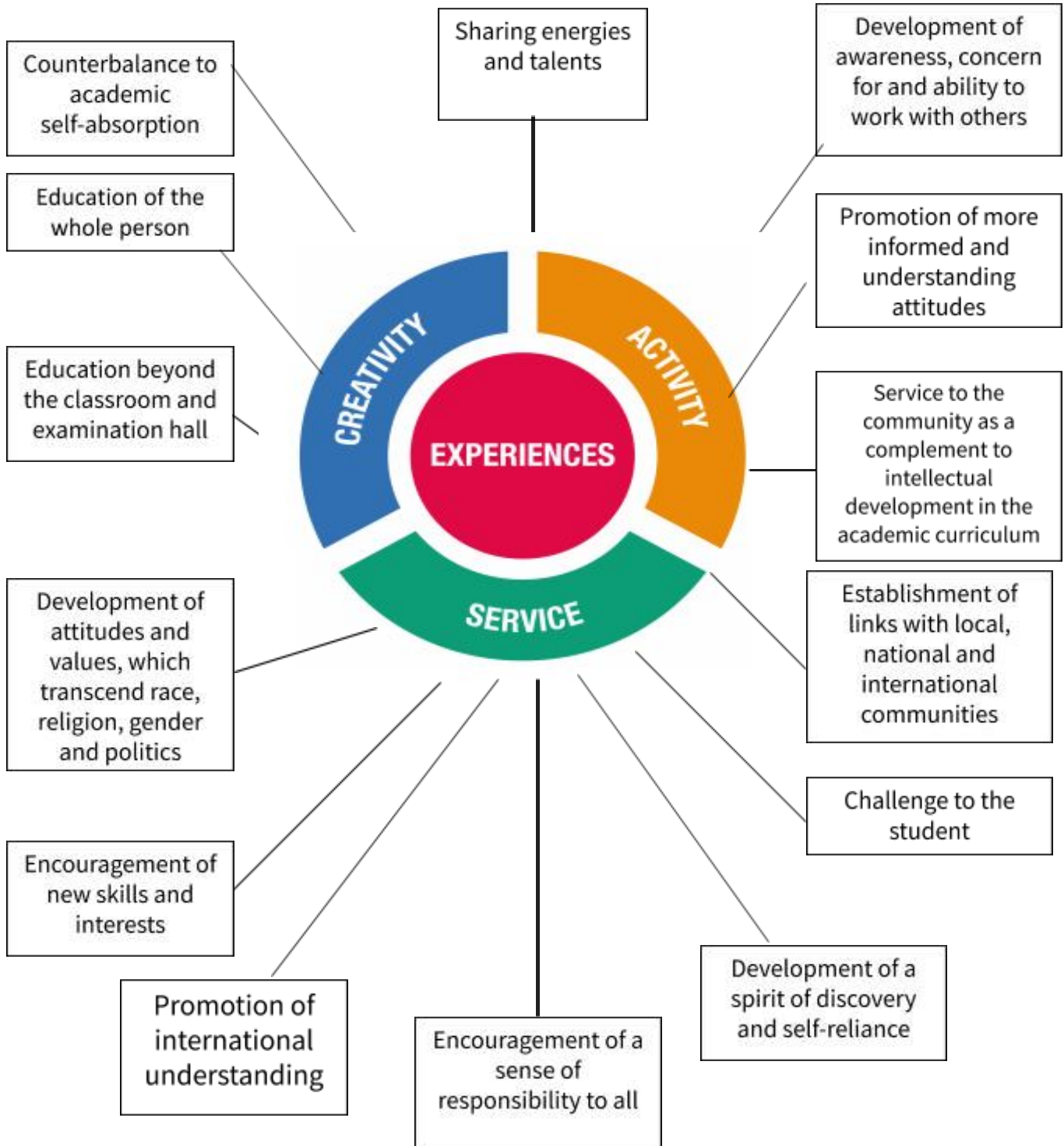
nous valorisons la vérité et l'honnêteté, la tolérance, l'intégrité et la responsabilité.

I. PHILOSOPHIE OF CAS

CREATIVITY

ACTIVITY

SERVICE



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II. CREATIVITY, ACTIVITY AND SERVICE-AT THE HEART OF THE IBDP LEARNING CORE



CAS is an integral part of the IBDP Core; it sits next to Theory of Knowledge and the Extended Essay, and failure to complete CAS will result in failure of the Diploma. Simply put, CAS is an **essential** part of any student's development, and should be valued as equally important to a student as any subjects or the core.

At the International School of Gabon, Ruban Vert, (ERV) CAS is valued highly, as it fits with our values of community service, sustainability and innovation in our development of holistic, internationally minded learners. Students at ERV are encouraged to embrace CAS and use the opportunity to continue affecting the community positively with their actions. Our motto to our IB students is "**Be The Change**"

As a CAS Advisor, you are expected to encourage, develop and support the students in their efforts to succeed in CAS. As ERV is a relatively small school, all teaching staff are expected to participate in CAS and assist students. Teachers should make themselves approachable and attainable for supervisor-ship through discussion and interaction with the students.

III. A BIT ABOUT CAS

CAS enables students to enhance their personal and interpersonal development through **experiential learning**. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Program. A good CAS program should be both **challenging and enjoyable**, a **personal journey** of self-discovery. Each individual student has a different starting point, and therefore different goals and needs. Many will find that their CAS activities include experiences that are profound and life-changing and **YOU** can be a part of this!

In order for an activity to be considered “CAS-able”, it must involve learning and it must include ALL FOUR of these criteria:

- real, purposeful activities, with significant outcomes
- personal challenge – tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning

A. The Strands of CAS

CAS stands for Creativity, Activity and Service. Experiences will be comprised of these strands and can follow one or even a mixture of all three.....

Creativity: Arts, and other experiences that involve creative thinking. (Must have an end product.)

Activity: Physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Program.

Service: An unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

B. Learning Outcomes

There are also 7 Learning outcomes that must be achieved by students. Not every experience has to hit a Learning Outcome every time, but all 7 do need to be achieved at least once, over the 18 month period of CAS.

Each LO has been broken down to make it easier for you to explain to your CAS student. The list below will help you, as a supervisor, whether an experience is CAS worthy or not and will help the student hit the LOs as they write their reflection statements.

Identify your own strengths and develop areas for personal growth.

What it REALLY means: When you leave your comfort zone, you learn things about yourself. For example, when you organised the fundraiser for Gabon, were you patient with other people? If not, why not? Maybe you could try to improve this area of personal growth. When you saw those homeless people in Libreville, were you shocked? If yes, why? Could this help you improve your perception of the world and help you become a more open-minded individual?

Demonstrate that challenges have been undertaken, developing new skills in the process

What it REALLY means: What have you done to push yourself? What was unfamiliar about it? What skills do you think you developed? For example, have you run a marathon? Set yourself a goal before embarking on an experience and develop new skills to achieve your goal.

Demonstrate how to initiate and plan a CAS experience.

What it REALLY means: This one's easy! When you are organizing your CAS events or activities, just make sure you keep notes on how you organized them who you contacted and what the organizational process was like.

Show commitment to and perseverance in CAS experiences.

What it REALLY means: All IB diploma students are thinking the same thing – why do we have to do this when we have so much to do already? You are not alone. We know this sounds unbelievable now, but you will benefit from it so much in the future. Whatever happens, keep going! Take one step at a time and you will reach your end goal.

Demonstrate the skills and recognize the benefits of working collaboratively.

What it REALLY means: Participate in team activities. Simple. One of the best and most fun parts of CAS is the team work. This can range from learning a new collaborative activity such as Salsa to being involved in a volunteer group. You are stronger when you work in a team. Think of Cristiano Ronaldo or Lionel Messi – they are soccer stars but without their teammates they wouldn't have accomplished what they have today.

Demonstrate engagement with issues of global significance.

What it REALLY means: There are so many global issues right now it's hard to know which one to support most. Global warming, the refugee crisis, homelessness, cancer research, sustainability, plastic, wildlife? Pick one per year and think about what you can do to help that cause from where you are. Plan it. Initiate it. Do it. You can also have a look at the [UN Sustainable Development goals](#) and see which issue you are interested in and can tackle.

Recognize and consider the ethics of choices and actions.

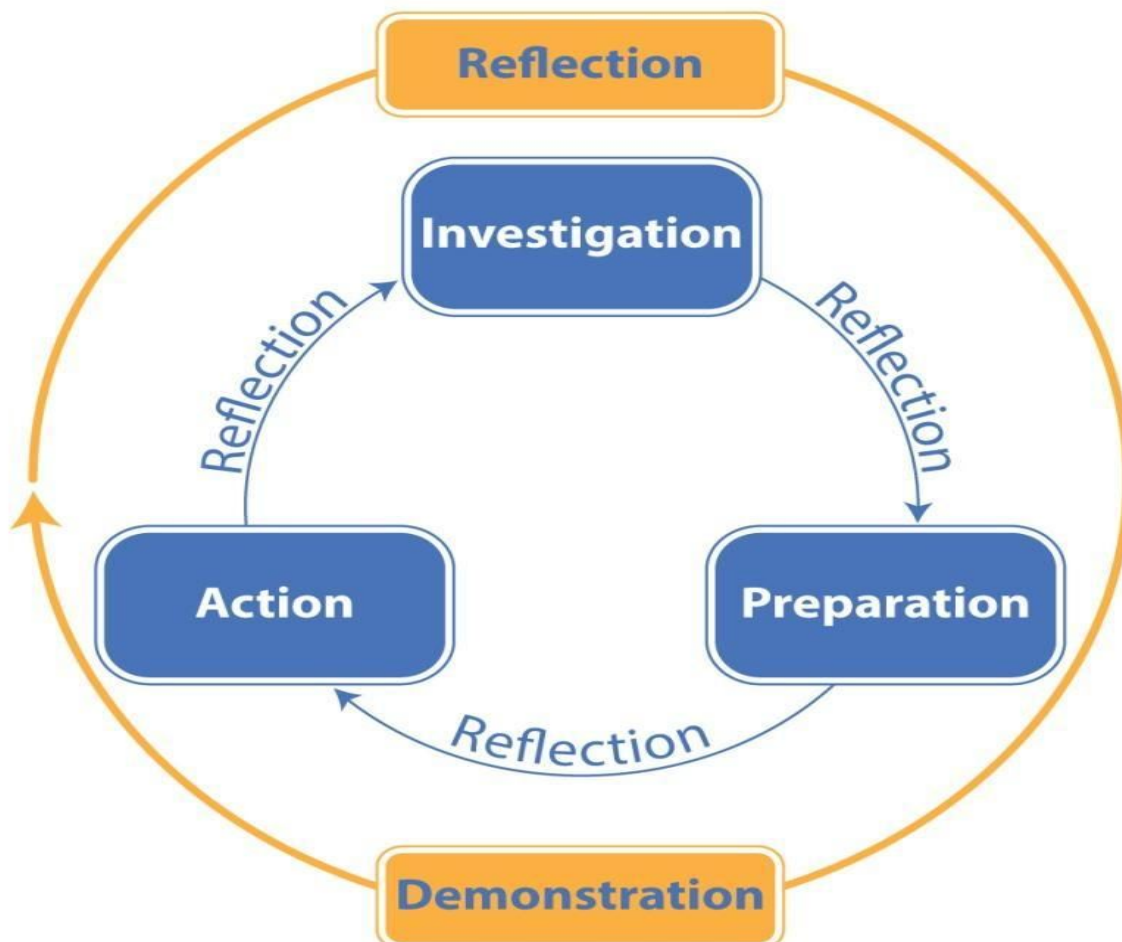
What it REALLY means: Your parents have been telling you this for as long as you can remember and your teachers joined a little later: the things you do and the choices you make have consequences. Think about the CAS activities you are doing and how they affect others. Is what you are doing right or wrong? How?

IV. AIMS OF CAS

The CAS Programme aims to develop students who:

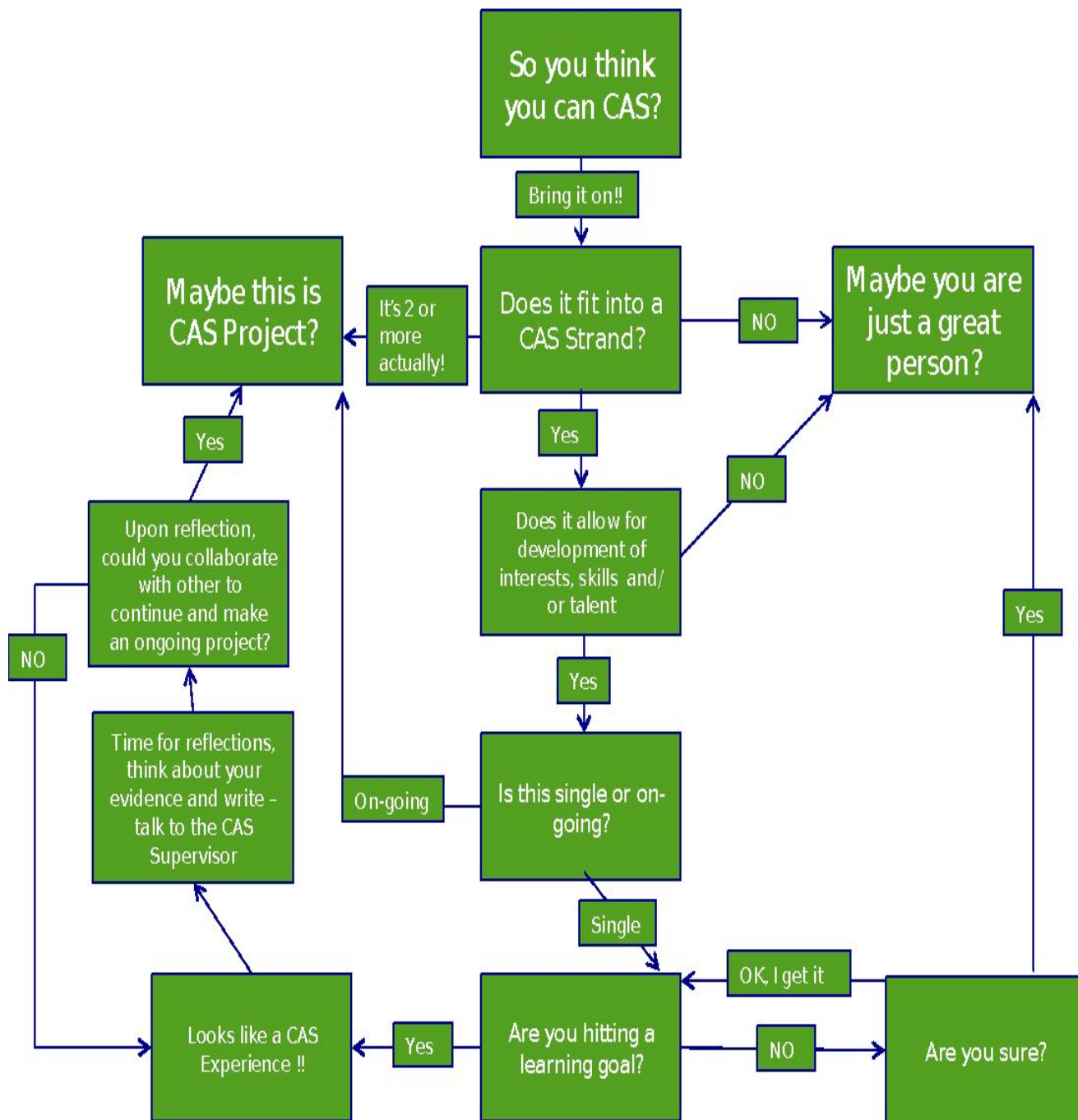
- Enjoy and find significance in a range of CAS experiences
- Purposefully reflect upon their experiences
- Identify goals, develop strategies and determine further action for personal growth
- Explore new possibilities, embrace new challenges and adapt to new roles
- Actively participate in planned, sustained and collaborative CAS projects
- Understand they are members of local and global communities with responsibilities towards each other and the environment.

V. THE FIVE STAGES OF CAS PROJECTS AND EXPERIENCES



VI. DETERMINING REAL CAS EXPERIENCES AND PROJECTS

The chart below will help you and your students work out whether they ideas for CAS are indeed legitimate and count as CAS:



VII. IMPLEMENTING CAS AT ERV

Below are some basic regulations and guidelines to help you and your students properly undertake the CAS Programme, and to help you become an effective and highly functional CAS supervisor.

- CAS is part of the IBDP core, it is an essential part of all Year 12 and Year 13 students learning, do not undervalue it or allow your students to do so.
- CAS should happen on a regular basis throughout the 18 month DP programme, running from near the start of Year 12 through to February of Year 13
- CAS experiences and projects are uploaded regularly to ManageBac
- Risk assessment is an essential part of all CAS experiences and projects – it is mandatory for advisors to ensure the students complete this. (Most are in place and held by ERV - if not, it is the responsibility of the student to complete. (The risk assessment form will be shared with the students at the beginning of the course and they will receive training on how to complete)
- Experiences and projects must be supervised by an adult and present proof/evidence
- Proof/evidence can be photos, journal entries, videos etc.
- Students must ensure a balance of Creativity, Activity and Service is maintained over the 18 month period
- Students must meet all 7 Learning Outcomes over the 18 month period. However, for each experience, it is not essential to meet the 7 learning outcomes. (For some experiences students might only meet 1 or 0 learning outcome/s)
- Advisors are expected to regularly communicate with the coordinator, reporting any issues and milestones faced by themselves or the student/s.

- CAS does NOT follow a certain number of hours

- CAS is on-going and you should see, as an advisor, a balance of Creativity, Activity and Service (Blue, Red, Green) when you click the timeline button on students CAS Managebac page.

VIII. ADVISORS - EXPECTATIONS AND RESPONSIBILITIES

- Each advisor at ERV will be responsible for maximum 2 students

- Advisors are responsible for encouraging and ensuring/supporting the uploading of ManageBac entries

- Advisors are to ensure the following rules are followed by their student/s for each experience on managebac:
 1. Descriptions and Goals box: The student writes a description of what they are about to do. They must write here a description of the experience, what they will be doing and why they want to do it. They then set themselves a goal/target of what they want to achieve. (This must be written in the pre-tense - as if planning to do it in the future.)

 2. It is the advisors (your) responsibility to decide whether you approve the experience/project and whether it is acceptable for CAS - ie it follows (at least) one of the three strands - C.A.S.
(As a general rule, religious activities promoting a religion will not be allowed. The same rule applies for political activities.) If any doubts please contact the CAS Coordinator.

 3. Once you have approved, please ensure the student is regularly completing the experience and gathering evidence. This can be done by meeting regularly and having a simple chat.

 4. All evidence must be uploaded on managebac by the student

 5. Reflections must also be uploaded on managebac by the student. If it is a simple experience then only a single reflection is required. If the

experience runs over a period of time then multiple reflections, at different stages, may be required. There is no maximum, but please use your own judgement.

6. Once an experience/project is completed and you are happy that the student is finished, you must write a supervisor report commenting on their effort, commitment and progress. If they were working with another teacher or department, then it is your responsibility to obtain the supervisor report from that other teacher or department.
7. Finally, once all the above steps are completed, click the "completed" button on managebac. At this point, no amendments can be made.

IX. INTERVIEWS

Over the 18 months of CAS, students will be formally interviewed about their CAS. This is because CAS requires this and this will be uploaded to managebac. It is also an opportunity to find out about the student and how they are getting on. Are there issues? Do they need extra support with something?

A. Interviews in CAS

- Initial Interview - Beginning of course
- 1st Interview - halfway through Year 12
- 2nd Interview - Beginning of year 13
- Final Interview - End of CAS course

An initial interview at the start of the course will be completed by the CAS Coordinator. Advisors are then expected to conduct and document interviews with students on at least 2 occasions during the 18 month CAS course. A final Interview will then be completed by the CAS Coordinator for the students.

The interviews that you will be conducting have already been written by the CAS Coordinator. Therefore, please just ask for a copy.

X. STUDENT DEADLINES

A. Year 12 students

- October Initial CAS Interview (with coordinator) + CAS discovery, group projects, understanding LOs
- November Planning and developing experiences, projects
- February 1st CAS Interview with Supervisor

Experiences and projects will be ongoing throughout all of year 12

B. Year 13 students

- October 2nd CAS Interview with supervisor
- December CAS Project completed
- February All CAS experiences completed
- February/March CAS Portfolio submission (managebac)
- March Final CAS Interview (with coordinator)
- May – June CAS Presentation/Final reflective writing to school