



INSIDE » IB Mission Statement • What is CAS? • CAS Learning Outcomes • A Framework for Ethical Education at School • CAS Project • CAS Reflection

Welcome TO CAS

This handbook is designed to answer questions that may arise during the course of the student's CAS experience. This document provides information taken/adapted from the IB CAS Guide as well as specific protocols students will be expected to adhere to as an IB Diploma Candidate at Manila Xiamen International School.

Students are also expected to read the CAS Guide published by IB for further information and clarification on all guidelines. If students find that their questions are not answered by either of these sources, they should schedule a meeting with the CAS Coordinator immediately.

Enjoy!



What's INSIDE

04. MXIS Mission Statement MXIS Vision

05. IB Mission Statement IB Learner Profile

06. What is CAS? AIMS of CAS Learning by Doing Cycle

08. CAS Strands Creativity, Activity, and Service Strands

10. CAS Learning Outcomes 7 Learning Outcomes of CAS

14. A Framework for Ethical Education at School

16. CAS Coordinator and Advisor Support

18. CAS Student's Responsibilities

20. CAS Project

21. CAS Project Strands

23. CAS Reflection

24. CAS Connections

25. CAS Community Partners



MISSION STATEMENT

To nurture students to be truly educated individuals with strong academic foundation, leadership skills, a scientific attitude, concern for others and that of his environment, and fluency in at least two international languages.

To promote international understanding and cooperation by organizing study-tout programs to its members, for overseas students and professionals in order for them to gain a deeper understanding and appreciation of China and its

people being the school's host country.

To ensure that the universal aspiration of every child to acquire quality education at a minimal cost.

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

VISION

We are not just a gathering of people from different countries, but, a community committed to creating a school, where the members interact together in a friendly manner while learning from each other.

We are committed to preparing our students to fully develop their potentials and personality for them to confidently join other schools either in the eastern or western settings and inculcate desirable values particularly a concern for others.

We see ourselves as partners with parents in giving special attention to the needs of migrating children in order to reduce their anxieties, and to building them an understanding, appreciation, and respect for different cultures of the new environment.

We are sensitive to the changes of the present time; thus, we will continuously increase our capability to produce the results we desire.



INTERNATIONAL BACCALAUREATE 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.



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
KNOWLEDGEABLE
THINKERS
COMMUNICATORS
PRINCIPLED
OPEN-MINDED
RISK-TAKERS
BALANCED
REFLECTIVE

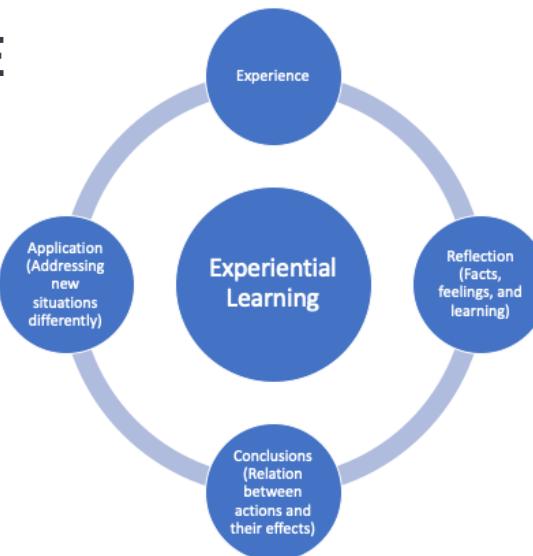
The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become more responsible members of local, national and global communities.

What is CAS?



LEARNING BY DOING CYCLE

"Tell me and I forget, teach me and I may remember, involve me and I learn." - Benjamin Franklin



AIMS OF CAS

Creativity, Activity, and Service (CAS) is one of the core requirements of the International Baccalaureate (IB) Diploma programme. As educating the person as a whole is at the heart of the CAS program, its philosophy is based on experiential education that is of learning by doing. It gives learners many opportunities to become global active citizens of the world by engaging in experiences at the local, national and/or international levels while contributing positively towards each other and the environment. It extends over a period of eighteen months to help students develop life skills to live a purposeful life while countering the balance of the rigorous DP.

Students take ownership of their own learning, pursue personal growth and play an active role in the learning process. They initiate, plan and immerse in meaningful life experiences, embrace new challenges, engage in collaborative CAS projects, and critically reflect on the undertaken experiences. They take ownership of their own learning and pursue personal growth to develop new skills and sharpen transferrable ones that are key to academic success and life while gaining new perspectives and methods of thinking. The aims of CAS fit perfectly well with the mission statement and philosophy of education of the school.

cas *STRands*

Students design a personalized balanced CAS program that meets their interests while helping achieve their own goals. They engage in a variety of life experiences that help them achieve the seven learning outcomes of the program while demonstrating critical reflection and gathering evidence of achievement. For that, they are committed to engage weekly in experiences related to one or more of the three CAS strands: creativity, activity, and service for eighteen months. An experience may be a single event or an extended series of events. In addition, they need to embark on a CAS project of at least one-month duration during which they demonstrate initiative, perseverance and develop skills such as collaboration, problem-solving, and decision making. The project may address any single strand of CAS or combine two or all three of them.

Creativity: a journey of self-discovery

This strand is crucial for the development of the critical thinkers of the 21st century. Students explore their interests, immerse themselves in their hobbies, and developing new talents. They sharpen their imagination, adapt to new situations, and develop problem-solving techniques.



Activity: a healthy lifestyle



This strand helps students enhance their physical activity while benefiting their minds and soul. Engaging in regular exercising will contribute to the well-being of the learners while minimizing stress.



Service: civic mindedness and global citizenship

This strand gives students the room to collaborate and engage reciprocally in service-learning projects that address global issues from a local perspective. They will think globally and act locally by tackling specific identified needs within their community. They will develop a sound understanding of their important role in the community, realize their role in assisting each other while contributing positively to the society and the environment, discover their self-efficacy, and sharpen the attributes of the IB learner profile while gaining values related to altruism and empathy. Some of the global issues that students may want to consider are:

- language, culture, identity
- science, technology, and society
- equality, equity, and inequality
- conflict resolution and peace, and security
- environmental sustainability.



LO

CAS SEVEN LEARNING OUTCOMES

LO1: Identify own strengths and develop areas for growth

Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

Descriptors:

- aware of own strengths and weaknesses
- open to improvement and growth opportunities
- able to propose experiences according to own interests and talents
- willing to participate in different experiences
- able to undertake a thoughtful self-evaluation
- able to see themselves as individuals with various abilities and skills, some more developed than others



LO2: Demonstrate that challenges have been undertaken, developing new skills in the process

A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.

Descriptors:

- participate in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences
- willing to become involved in unfamiliar environments and situations
- acquire new skills and abilities
- increase expertise in an established area
- show newly acquired or developed skills or increased expertise in an established area



LO3: Demonstrate how to initiate and plan a CAS experience

Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.

Descriptors:

- able to articulate and use the CAS stages including investigation, preparation, action, reflection (ongoing), and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences
- demonstrate knowledge and awareness by building on a previous CAS experience
- show initiative by launching a new idea or process
- suggest creative ideas, proposals, or solutions
- integrate reflective thoughts in planning or taking initiative
- show responsible attitude to CAS project planning
- able to develop a coherent action plan



LO4: Show commitment to and perseverance in CAS experiences

Students demonstrate regular involvement and active engagement in CAS.

Descriptors:

- demonstrate regular involvement and active engagement with CAS experiences and CAS project
- able to foresee potential changes to the initial plan and consider valid alternatives and contingencies
- demonstrate adaptability to uncertainties and changes
- get involved in long-term CAS experiences and CAS project

LO5: Demonstrate the skills and recognize the benefits of working collaboratively

Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

Descriptors:

- share skills and knowledge
- listen respectfully to proposals from peers
- willing to take on different roles within a team
- show respect for different points of view and ideas
- make valuable contributions
- responsible for participating in the group
- readily assist others
- able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences

LO6: Demonstrate engagement with issues of global significance

Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally, or internationally.

Descriptors:

- able to identify global issues in the local or national community
- show awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally, or internationally
- get involved in CAS projects addressing global issues in a local, national or international context
- develop awareness and responsibility towards a shared humanity



CAS SEVEN LEARNING OUTCOMES

LO



LO7: Recognize and consider the ethics of choices and actions

Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

Descriptors:

- recognize ethical issues
- able to explain the social influences on one's ethical identity
- take into account cultural context when making a plan or ethical decision
- identify what is needed to know in order to make an ethical decision
- articulate ethical principles and approaches to ethical decisions
- show accountability for choices and actions
- aware of the consequences of choices and actions regarding self, others involved and the community
- integrate the process of reflection when facing an ethical decision
- show awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences

A Framework for Ethical Education at the school

DP teachers, TOK teachers, CAS advisers, and the CAS coordinator collaborate at the school to:

- guide students through ethical dilemmas
- engage students in sound and relevant conversations
- enhance students' ethical reasoning skills by helping them identifying, applying ethical concepts, and evaluating considerations relevant to the situations

1. Recognizing an Ethical Issue:

Students identify the ethical aspects of the issue at hand

2. Consider the Parties Involved:

Students reflect upon the various individuals who may be affected by decisions taken positively and negatively

3. Gather all of the Relevant Information:

Before taking action, students ensure that they have gathered all relevant information, and that consulted all potential sources of information

4. Evaluate decision-making options by asking the following questions:

Which action respects the rights of all who have a stake in the decision?

Which action treats people equally or proportionately?

Which action serves the community as a whole, not just some members?

Which action leads me to act as the sort of person I should be?

Achieving the seven key learning outcomes revolves around the value added to the experiences chosen to every student. Students need to organize their timetables effectively in order to ensure that the CAS requirements are met. A weekly commitment will enable them to enjoy CAS while reducing the stress they go through while studying. For that, students are highly encouraged to attentively plan their experiences, discuss their choices with the CAS coordinator and/or advisor, review the progress of their work systematically, document their experiences, supply evidence, and report their reflections on outcomes and personal learning gradually.



5. Make a Decision and Consider It:

After examining potential actions, students consider the best action that addresses the situation while reflecting on how they feel about their choices.

6. Act: Many ethical situations are uncomfortable because students can never have all the information. Even so, students must often take action.

7. Reflect on the Outcome by asking the following questions:

What were the results of the decision?

What were the intended and unintended consequences?

Would you change anything now that you have seen the consequences?

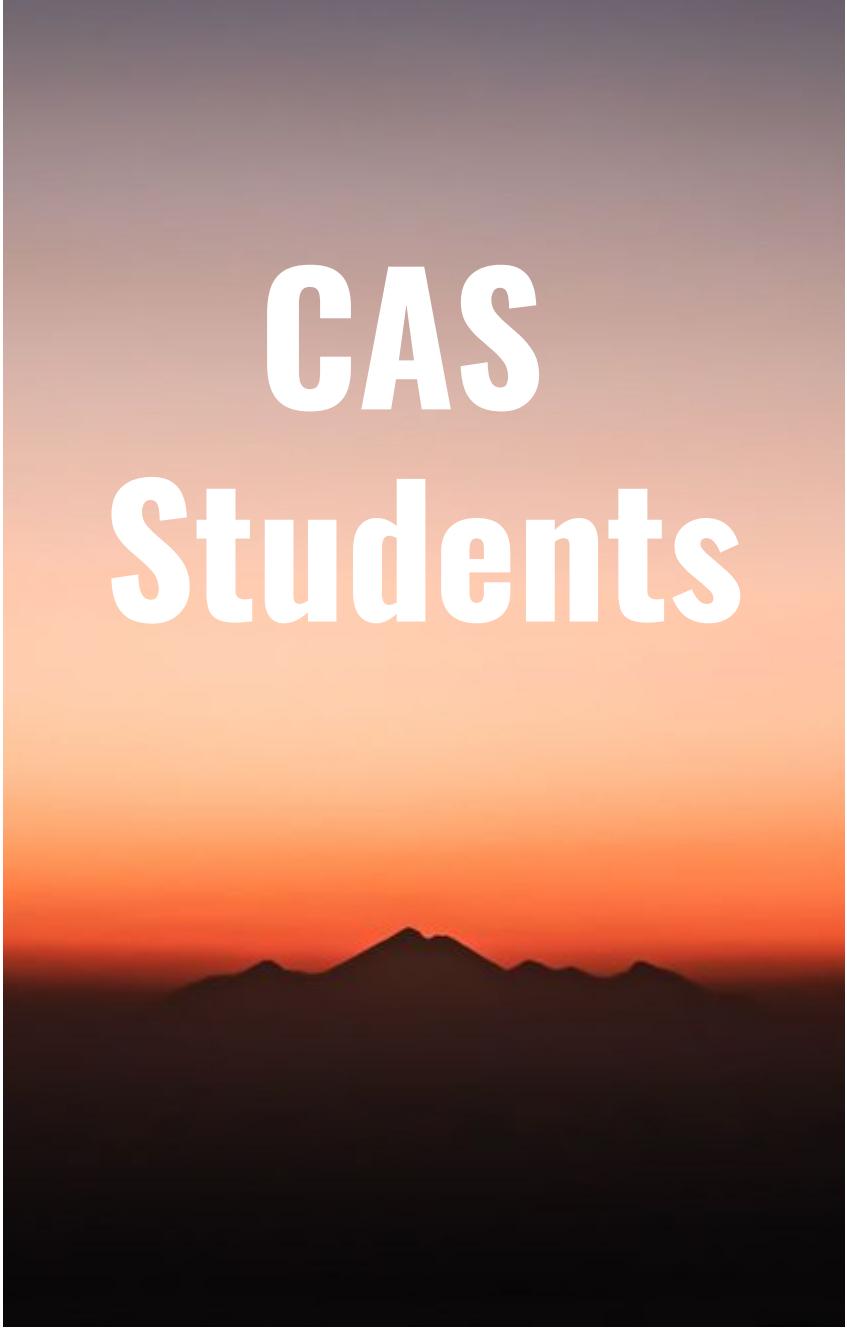
FIND OUT MORE AT <https://ibdpcreativityactivityservice.com/>



CAS Coordinator and Advisor Support

CAS COORDINATOR AND CAS ADVISOR'S RESPONSIBILITIES

- Assist students to identify their experiences' personal and social goals
- Encourage students to come up with experiences that are local and/or international in nature and that appeal to their interest
- Ensure that students maintain a balance between creativity, activity, and service
- Help students appropriately develop their reflection skills (holding group discussions or individualized meetings.)
- Support students when considering ethical issues
- Read students' CAS journals
- Keep parents informed about the CAS programme
- Publicize students' achievements
- Report students' progress to the IB regional office
- Aid students to establish valid connections between CAS and TOK
- Collaborate with teachers of various groups to highlight links to CAS



CAS Students

CAS STUDENT'S RESPONSIBILITIES

Students are responsible for:

- Initiating and designing personal experiences and projects of interest to them
- Specifying the goals of the experiences and projects undertaken
- Carefully planning, implementing, and reflect on their experiences and projects
- Attending two meetings with their CAS coordinator and advisor in their first year and one in their second year
- Initiating at least one collaborative project addressing an issue of local concern
- Recording experiences and projects
- Describing achievement
- Starting the reflection process from the first minute
- Providing evidence of achievement of the seven CAS learning outcomes

FIND OUT MORE AT <https://ibdpcreativityactivityservice.com/>

CAS Opportunity for Personal Growth – Tool for Empowerment

To maximize benefits from CAS, students are highly encouraged to choose challenging and fun activities, ones that affect their lives while triggering their sense of reflection. Students, having different objectives and needs, should develop experiences that promote volunteer work, critical thinking, and a healthy lifestyle. They need to identify personal goals for improvement, devise appropriate strategies to reach the identified goals, and determine further actions. To empower them by developing a personalized CAS program, they identify their individual needs and goals by completing the personal inventory

CAS Project

A CAS project is a collaborative experience or series of experiences between a group of students and/or members of the wider community that targets issues of significance and needs within the local community.

It:

- extends over at least one month from planning to completion
- addresses any single CAS strand or combine two or all three of them
- encourages students to step outside their comfort zone by taking initiatives and embarking on new challenges while working collaboratively
- follows the five stages of learning that sharpen students' skills while helping them demonstrate perseverance and make learning purposeful with application
- gives students the opportunity to gather evidence of achievement in the CAS learning outcomes
- students are encouraged to engage, if possible, in more than one CAS project over the period of eighteen months

CAS Project Stages

To properly define their role and responsibilities in a CAS project, students choose a cause of local and global concern. They follow the CAS stages as a framework for implementation:

1. Investigation – Inquirers and Reflective

According to their interests, skills, and talents and while referring to their areas of personal growth identified in their personal inventory, students conduct social analysis through:

- gathering information about a community need
- using media, interviews, surveys
- observations

2. Preparation – knowledgeable, thinkers and open-minded

Having identified a local need that may be connected to global issues, students collaborate to prepare an action plan that tackles the identified needs after having:

- contacted people to gather relevant and reliable sources of information
- formed a supportive group of individuals who share a common interest

3. Action – Caring, principled and risk-takers

Students will get the opportunity to address their cause while using different mediums, document the various steps of their experiences, and monitor the progress of their plan execution.

Direct: students' action will involve direct interaction with the recipients (people, animals, or the environment) "After reading an article describing the struggles of refugee families, I set up a meeting to interview a refugee worker from a local organization. He invited me to visit and spend an hour at the after-school program. I found that children needed books and art experiences and the teachers confirmed this was a real need."

Indirect: students' actions will contribute positively to the environment and/or the society without coming into direct action with the recipients.

"I remembered from a school-wide food drive that the receiving organization had a fairly undeveloped website. I had been studying issues of local and world hunger in an IB subject, and thought to address this topic, and remembered that website. After reviewing the site again, and talking with the director of the organization, they agreed I could make a written proposal of what I could offer. Since I want to study graphic design and technology, this is a great fit."



Advocacy: Students' actions will target a cause to promote positive action on an issue of public interest. *"After talking with a relative recently diagnosed with diabetes, I became curious about how diet and nutrition impact our health. I read a current nonfiction book about eating and nutrition, interviewed several people I know who seem very structured about their eating habits and learned about different approaches to health, and surveyed students in four of my classes to find out what they know or believe to be true about the relationship between food choices and health. As an athlete, this topic is important, and my investigation revealed a need: there is a lack of knowledge among youth about the importance of food choices."*

4. Research: students' action revolve around critically gathering information, selecting proper relevant sources, analyzing data and devising conclusions that may be beneficial regarding an issue of public interest.

"Our school aims to be caring about the environment, however could we do more? I decided to research how much electricity the school uses and see if reduction was possible. To do this I interviewed the school custodian, collected copies of the school electricity bills to create a graph on monthly use to see highs and lows based on time of year or events, and do an energy audit (I found existing resources for this) which involved observation, notations and documentation with photography. The findings showed the school community could be more proactive in reducing usage of electricity."

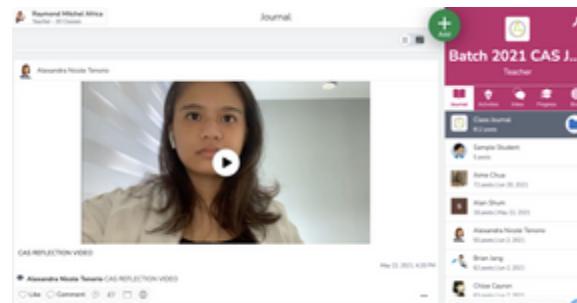
5. Reflect: Balanced and reflective

Reflection is an integral part of CAS. It starts right from the beginning of an experience and is ongoing.

Students will use it as an individual or group tool to build self-awareness, drive learning forward, update and/or modify the planned course of action, consider and discuss their thoughts, feelings, and ideas.

6. Demonstration: Reflective, open-minded, and Communication

Students will portray their thoughts, ideas, and agreed-upon solutions while using proper and engaging presentations and discussions.



CAS REFLECTIONS

Having different goals and needs, students may face difficulties while developing their reflections. For that, they are highly encouraged to adopt an approach that works best for them. For that, they may choose to reflect publicly or privately, on an individual basis or on a shared basis, and/or objectively or subjectively.

To ensure an appropriate reflection, students are encouraged to explore the following questions, before during, and after an experience:

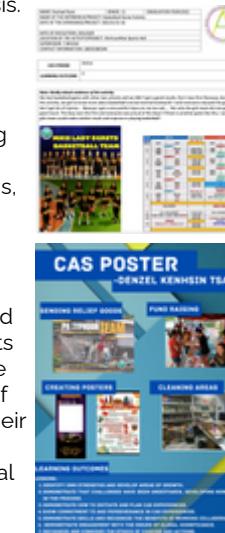
- What did I plan to do? What did I do?
- What were the outcomes, for me? The team I was working with? Others?
- How did I feel? What did I think? What impact did the activity leave?

In the case of the CAS project, students are encouraged to describe the achievements and limitations of the project. They are also encouraged to state what the experience meant to them on an individual basis.

Reflection Tools

Students may use several reflection methods including but not limited to presentations, photos, videos, weblogs, scrapbooks and journals.

During meetings, the CAS coordinator and the CAS advisor will engage in guided discussions with the students to help them understand the importance of the process of reflection and to enhance their written reflection. In case lessons learnt touch personal issues, students may reflect privately on the matter.



Students are highly encouraged to:

- keep track of their purposeful experiences using a CAS journal
- share their journey by describing: what they have planned and what they have achieved with their friends
- discuss their progress with their CAS coordinator and CAS advisor by attending two formal meetings during their IBDP1 and one formal meeting in their IBDP2
- Document the minutes of their meetings in their CAS journals



CAS CONNECTIONS: DEVELOPING COMMUNITY PARTNER RELATIONSHIPS

To build a partnership with organizations or institutions in Xiamen and nearby cities for Creativity, Activity, and Service Experiences, the following procedures are the step-by-step processes that will connect and develop professional relationships with the local community for long-term CAS engagements.

1. **Scout or contact potential partners** (e.g., sports organizations, arts and crafts center, animal shelter, centers for children with disabilities).
2. **Meet partners** face-to-face, preferably in the community, or online depending on the availability.
3. **Provide** the organization's representative with a copy of the CAS Handbook and **discuss** the aims of the program.
4. **Identify areas where CAS can be integrated** into the organization's activities. For example, if the organization is a center helping children with disabilities, the CAS coordinator/supervisor and the organization staff can recommend service experiences that students can do. (Students should identify authentic needs for the organization and demonstrate an interest in doing the CAS experience).
5. **Discuss the organization's procedures and limitations** to determine the activities that can be done within the institution and acknowledge the extent to which CAS experiences can be done.
6. **Assess risks and possible challenges** that students may encounter during the performance of any CAS-related tasks within the organization.
7. **Determine the organization's staff** who will be supervising the students, together with the CAS coordinator/adviser/supervisor.
8. To ensure that the CAS experiences will clearly articulate the learning outcomes' achievement, the **agreement will be negotiated** between the CAS aims and the organization's objectives to meet desired expectations.
9. A **formal agreement should be prepared and signed** by the CAS Coordinator and the organization's representative/s and duly noted by the IBDP Coordinator. CAS community partners will be considered official, and CAS experiences will commence upon the approval of the agreement of the School's Chairman and Headmaster.
10. **Regular communication** with CAS community partners for the update of ongoing CAS experiences, identification of areas to be improved in the program, and provision of other experiences that students can engage and participate in.
11. Continuously **evaluate the success** of the CAS program by including community partners as evaluators and the students by soliciting ideas for improvement.

MXIS CAS COMMUNITY PARTNERS

Creativity

Apple Xiamen SM Lifestyle (Coding, Photography)
SLYS Music Training Center
Mucho Tango

Activity

Amoy Life - Outdoor Activities (Hiking, Surfing, Biking, Camping)
Jump 360 - Trampoline Activities
Pacific Sports - Soccer
Xiamen International Football Club - Soccer
Xiamen Typhoons - Rugby
Owl Bilingual Outdoor Education

Service

Guanren Community Center
Xiamen AFU Dog Shelter
The Children of Promise
Xiamen She Fang Emergency Rescue





Mr. Mitchel Africa
IBDP CREATIVITY, ACTIVITY AND SERVICE
COORDINATOR