



مدرسة البكالوريا - عمان
Amman Baccalaureate School

CAS

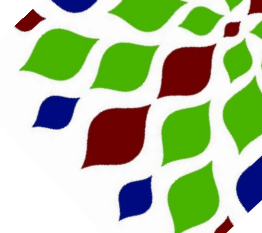
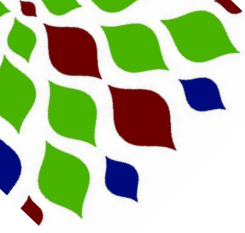


Creativity | Activity | Service

2017-2019 Student Handbook

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WELCOME

Dear Student,

This is your handbook for the Creativity, Activity, and Service program for 2017-19. Here you will find all the information you need to carry out your program successfully. Make sure you read this handbook carefully. The handbook is also available on the ABS website.

The CAS program is an experience-based personal development program designed by you, with the support of an advisor. Your CAS team are comprised of: you, your advisor and the CAS Co-ordinator.

You can approach your advisor at any time; frequent contact is to be expected above and beyond the prescribed meeting times.

Your CAS portfolio will be done entirely online via ManageBac. You will receive training on how to use it and, believe us when we say it will make your life so much easier! By the end of your CAS course you should have experienced an exciting learning process during which you should acquire new and unexpected skills and attitudes. These you can take with you into adulthood, making you a well-rounded, self-aware person.

Good luck!

The Nature of CAS



CAMBRIDGE
UNIVERSITY PRESS

Achievement
through
excellence

Theory of
Knowledge

CREATIVITY
ACTIVITY
SERVICE

Extended
Essay

What is CAS?

Creativity, Activity, Service is one of the three core components of the IB Diploma, and focuses on using experience to develop personal and interpersonal learning.

CREATIVITY

Experiences that involve creative thinking

ACTIVITY

Physical exertion contributing to a healthy lifestyle

SERVICE

A voluntary exchange that has a learning benefit

Although not formally assessed, students must reflect on the experiences and provide evidence by undertaking a CAS Project.

The project allows students to:

- Show initiative
- Demonstrate perseverance
- Develop key skills

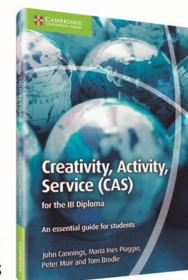
This coursebook is accessible and practical for students, offering advice and guidance on how to select a suitable CAS activity and how to approach the task: from planning and time management to what makes a successful and positive CAS experience.

This resource is also helpful for CAS Coordinators and those involved in planning student CAS projects in their school.

How do I select a CAS activity?

What makes a good CAS experience?

How do I approach CAS?

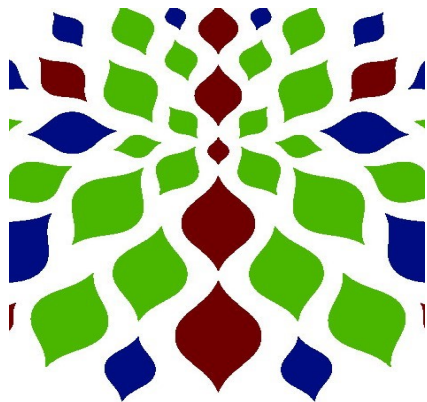


Creativity, Activity, Service (CAS)
education.cambridge.org/cas

Why do CAS?



Why is CAS required as an IB student? CAS is designed to extend learning outside of the classroom, and develop intra/interpersonal success. As IB students you are likely involved in many interesting and valuable activities outside of your school day – music, athletics, theatre, community service, etc. CAS does not ask you to abandon these other activities, but instead challenges you to consider how they help you become a better world citizen.



CAS Learning Outcomes

Get it! Successful completion of CAS is based on the achievement of these suggested 8 learning outcomes. Cool!

LO7 Recognize and consider the ethics of choices and actions:
Show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.



LO5 Demonstrate the skills and recognize the benefits of working collaboratively:
Identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

LO6 Demonstrate engagement with issues of global significance:
Identify and demonstrate understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.

LO1 Identify strengths and develop areas for growth:
Being able to see yourself with various abilities and skills, some of which are more developed than others.

LO2 Demonstrate that challenges have been undertaken:
A new challenge may be an unfamiliar experience or an extension of an existing one.

LO3 Demonstrate how to initiate and plan a CAS experience:
Be able to articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences by building on a previous experience, or launching a new idea

LO4 Show commitment to and perseverance in CAS experiences:
Demonstrate regular involvement and active engagement in CAS.

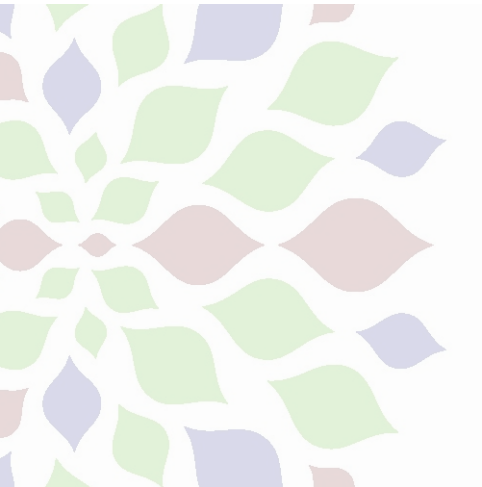
These learning outcomes articulate what you will be able to do at some point during your CAS programme. Through meaningful and purposeful CAS experiences you will *build* the necessary skills, attributes and understanding to achieve these eight learning outcomes. Some you will achieve them many times, others less frequently. Not all CAS experiences lead to a CAS learning outcome. You will need to provide the school with evidence of having achieved each learning outcome at least once through your CAS programme, and you must reach an agreement with the CAS Coordinator as to what evidence is necessary to demonstrate the achievement of each CAS learning outcome.

To be successful with CAS you must make your project your “own,” as you are the one who best knows your goals and current limitations. Your Advisor and CAS Coordinator will provide you guidance as needed, but it is ultimately your responsibility.

WHO DOES WHAT?

The Building Blocks that are required in your CAS programme are:

Finished!



Meet with your CAS Coordinator at the beginning, mid-point, and end of your CAS programme.



Communicate with your CAS Advisor at least once a month throughout the 18 months to discuss your progress.



Give a presentation on your CAS Project in G12 at a designated student assembly (maximum length 3 minutes).



Initiate and complete a CAS Project (minimum length one month) that includes two of three strands



Minimum of 50 ManageBac reflections plus evidence for all experiences, project and activities as well as demonstration of meeting the eight IB Learning Outcomes.



Plan, do, and reflect on your experiences.



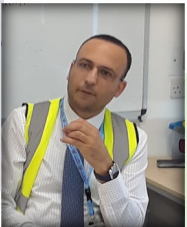
Submit a CAS plan for approval that includes at least six CAS experiences (two from each strand).

Complete a self-review at the beginning of your CAS Experience and set personal goals for what you hope to achieve during the next 18 months.

Your CAS Team

The CAS team have been trained to give you professional guidance in a range of situations. They will hold individual and group meetings to:

- * Support you in designing your CAS program
- * Help you set goals and assess your personal development needs
- * Monitor your progress online and face to face
- * Give you feedback and coach you to overcome challenges
- * Review your portfolios (in ManageBac)
- * Ensure you get the feedback you deserve from your Activity supervisors
- * Ensure that you complete the CAS programme



Mr. Majed Makhamreh, the **CAS Coordinator**, is responsible for all CAS-related issues at ABS, and provides support and guidance for you as required. He is also responsible for reporting student achievement to the IB in accordance with IB procedures and paperwork. He is your first point of contact for CAS and is there to guide you. He will provide regular support to encourage, guide and support you through your journey.



The **IBDP Coordinator** manages the entire IB Diploma Programme as well as ensuring that the rest of the IB College shares the same IB philosophy that is so central to CAS. She can also advise you.



Your **CAS advisors** are the ones who sit with you during reflective sessions and discuss your future plans as well as what you've already accomplished. They are the ones who approve your proposals and ultimately sign off on completion of your CAS programme.

You should expect to have a **CAS Supervisor** for each of your activities. He/she may or may not be an ABS teacher and is there to help support you during your activity.

Supervisors will typically:

- ✦ Check your attendance and punctuality
- ✦ Provide guidance and support
- ✦ Ensure your commitment
- ✦ Discuss attitude to activities

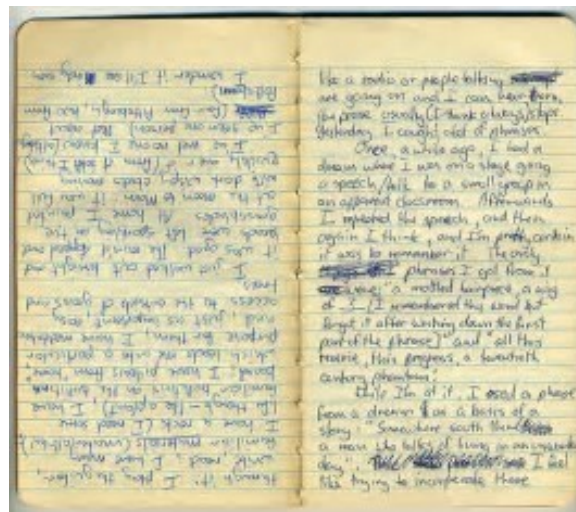
Review your performance and report to the CAS advisor



Being reflective is one attribute of the IB learner profile and is central to building a deep and rich experience in CAS. Through reflection students examine ideas and consider how they might use prior learning in new contexts. Reflection leads to improved problem-solving, higher cognitive processes and greater understanding about how CAS experiences may influence future possibilities.

The main purpose of reflection is to:

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



Reflection is:	Reflection is not:
<p>honest</p> <p>personal</p> <p>can be done in many creative ways</p> <p>sometimes difficult/easy</p> <p>building self-awareness</p> <p>necessary for learning</p> <p>helpful for planning</p> <p>done alone or with others</p> <p>about thoughts, feelings, ideas and behaviours</p>	<p>an obligation</p> <p>right or wrong/good or bad</p> <p>marked or graded</p> <p>copying what someone else said</p> <p>to be judged by others</p> <p>only a summary of what happened</p> <p>done to please someone else</p> <p>a waste of time</p> <p>only written/discussion</p>



Purposeful reflection is about quality rather than quantity. Students

Are expected to reflect on every CAS experience. The following approaches may be helpful when choosing what to reflect upon:

Identifying an important moment

When a challenge is confronted

To recognize personal growth

When a skill is mastered

When emotions are provoked

To discuss a possible learning outcome

Other key points to consider:

Students reflect at the beginning, during, and at the end of a single experience or a series of CAS experiences.

Students may engage in group reflection with their peers to discover shared insights. This enables students to deliberate on such elements as planning, opportunities, expectations, challenges, progress and personal growth.

Reflection offers students opportunities to understand the concept, process and value of CAS experiences.

Examples of Good/Bad Reflections



Volunteer at a nursing home: "Today I got to the center at 2 p.m. Talked to some old people. Passed out popcorn at the movie. Went home at 4 p.m. When you volunteer somewhere, people make you feel appreciated. It makes it worth-



"Model United Nations: "Every day, in field operations around the world, men and women serve under the flag of the United Nations, to build and maintain peace, to relieve human suffering, and to promote human rights." If you walk towards the Chagall Stained Glass at the United Nations Headquarters in New York City, you will notice a torn United Nations flag hung from a wall to your right. Underneath the flag, the words reading "Fallen In the Cause of Peace" and the caption above reminded me the reason why I chose to become proactive in MUN.

During Model United Nations activity I reflected creativity, action and service because not only did I create persuasive arguments, I also helped plan strategies and organise the whole group's actions. Moreover I reflected service because with the succession of MUN ideas we help serve the global community as well as the school community because we help give the school more significance.

Prior to MUN I hoped to become a clearer and more confident speaker, as well as a better leader, and during the activity I am a better speaker and leader. Although I faced many time clashes and other organisation issues, I overcame them through proper planning and collaboration with fellow delegates.

Through the activity I realised I can be a confident speaker through practice and proper planning prior to speaking, as well as the importance of co-operative colleagues. I can apply the skills learnt during MUN in real life as I want to be a teacher in the future, because of my improved speaking skills, I can also become a more confident teacher."

Questions to guide reflection

Before you start:

- * What areas for development do you think you have?
- * What are you most looking forward to – C, A or S? Why is this?
- * How do you feel about undertaking the CAS course?
- * What concerns or worries do you have about the course and why?
- * What specific experiences would you like to have?
- * What do you think reflection is?
- * How does it help us?
- * In eighteen months' time when you look back at your completed CAS course, what would you like to see?
- * What support do you think you will need and require?



After a CAS experience:

- What did I learn during the experience?
 - How did I learn?
 - Was I successful in completing the experience the way I envisioned it?
 - In what ways did I have to change to experience and why?
 - What challenges did I encounter while undertaking the experience, and how did I deal with them?
 - What did I learn about myself?
-
- What did I learn about other people?
 - What abilities, attitudes, and values have I developed?
 - If working with others, how did their contribution compare/differ to my own?
 - What challenges did I face when working with others?
 - How did this activity benefit other people or groups?
 - What would I change if I were to do this again?
 - How can I apply what I have learned to other situations?
 - In what ways did I meet the CAS learning outcomes?

CAS is NOT...



No!

An activity for which a student is personally rewarded either financially or with some benefit (unless this benefit is passed on in full to a worthy cause)

No!

Doing simple, tedious, and repetitive work – like returning library books to the shelves

No!

Any class, activity or project, which is already part of the student's Diplo-

No!

All forms of duty within the family

Work experience that only benefits the student

No!

Activities that cause division among different groups in the community

A passive pursuit, such as a visit to a museum, the theater, concert, or sports event unless it clearly inspires work in a related activity in which a student is already engaged

No!

An activity where there is **no leader or responsible adult on site** to evaluate and confirm student performance

No!

Anything that might be considered political or religious activity (see below)

Political activity

The IB has no view on whether or not it is appropriate for students to be involved in political activities as part of their educational experience. Views on this vary considerably in different cultural contexts, so it is a matter for decision at the local or school level. However, where such activity is locally sanctioned, the following factors should be considered:

Is the activity safe, secure and sensible, given the local circumstances?

Is it an activity that will cause, or worsen, social divisions?

What are the learning opportunities for the students involved?



"Desperate times call for desperate politicians!"

Religious activity

Some of the same concerns apply here. For example, in some parts of the world religious observance is illegal in the school curriculum; in others, it is compulsory.

It is recognized that this is a sensitive and difficult area. Nevertheless, the general rule is that religious devotion, **any activity that can be interpreted as proselytizing, does not count as CAS**. Some guiding principles are that CAS activities should enlarge students' experience, encourage them towards greater understanding of people from different social or cultural backgrounds and include service work done by a religious group in **the wider community**, provided that the objectives may qualify as CAS.



a sensitive and difficult area. rule is that religious devotion, **be interpreted as proselytizing-CAS**. Some guiding principles should enlarge students' experience towards greater understanding of social or cultural backgrounds. By these criteria, a group in **the wider community** are clearly secular,

Another key issue is whether students can make choices and use their initiative. In contrast, **service (even of a secular nature) that takes place entirely within a religious community can at best only partially meet the aims and learning outcomes of CAS**, so there would

What makes a good CAS project?

Remember that you must participate in at least one project involving teamwork that integrates two or more CAS strands and is of significant duration (at least one month).

As a general rule, if you are achieving the IB Learner Outcomes and the three CAS strands, then your CAS Project is most likely a "good" CAS Project. In reality, most ideas for CAS Projects work, or can be made to work with a few alterations. To better give you some ideas of what is and is not considered a CAS project, please read the following examples:

Project 1 – Food Donations and Packaging for Seniors: Organize and deliver boxes for the collection of canned food and other non-perishables for the holiday season to donate to our local senior citizens.

Project 2 – Teacher or appreciation either to the freshmen by fundraising Kit or Teacher Survival year. Brainstorm incidents seem to run out provide this thoughtful in some way.



Student Survival Kits: Show your appreciation to the incoming ABS staff or --if possible--the incoming to create either a Student Survival Kit at the beginning of the year. Provide the important supplies that teachers or students of that are needed in every class, and gift to give back to the ABS community.

Project 3 – Sponsor a School Team/Club: Is there a team or club that is desperately low on funds that needs to be successful? Become their sponsor for one year. Provide fundraising help. Get teachers or students in the club motivated and creative to provide low-cost and low-overhead ideas to raise money to send a team or group on a trip or provide funding for a critical

Potential CAS Experiences

PLAY!



DANCE!

WRITE!



Exercise!



Choreograph!

TRAIN!



TUTOR!



PLANT!

VOLUNTEER!



Other

ideas...

CREATIVITY

Ceramics
Chess
Choreography
Cooking
Creative writing/poetry
Drama/school plays

Drawing
Fashion Shows for charity
Foreign language
Graphic design
Model United Nations
Murals

ACTIVITY

Aerobics
Badminton
Basketball
Bicycling
Dance
Fishing

Golf
Martial arts
Swimming
Tennis
Track & Field events
Triathlon

SERVICE

Food Parcels
Field visit, families in need
Charity races
Food packaging
Helping/visiting the elderly
Raising awareness/funds for Global issues

Recycling
School Clubs (extracurricular)
Tutoring
Helping special needs children
Literacy project
Visiting orphanages

Activities that could meet more than one facet of CAS include:

- Gardening – S/C
- Renovation for less fortunate schools – S/C
- Garage sale – C/A/S
- Auction – S
- Pet Show – C
- Green Wheelz – C/A/S
- MUN Club – C/A/S
- Habitat for Humanity – C/A/S
- Elderly Visit – S/C
- Sport fundraising/mini tournament – C/A/S
- Band & Choir Concert – C/A/S
- Battle of Bands – C/A
- Plants annual project – C/A/S
- Animal Protection – C/A/S
- Sawsanah – S/A

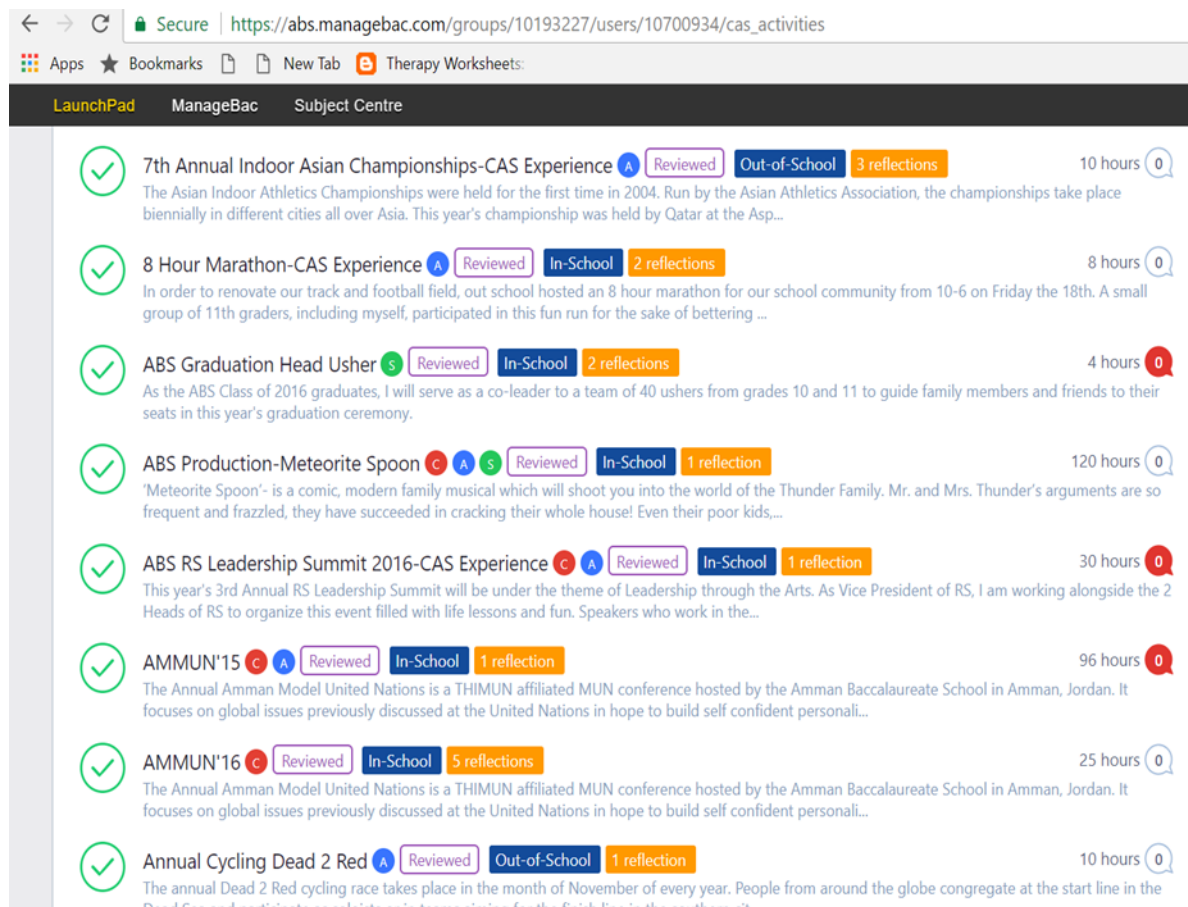
The CAS portfolio and ManageBac

You will be expected to maintain and complete a CAS portfolio that demonstrates achievement of the eight CAS learning outcomes. Your portfolio, stored electronically on ManageBac, can also reveal how you have developed the attributes of the IB learner profile.

You can use the portfolio to: plan your CAS programme; reflect on your CAS experiences and gather evidence of your involvement in CAS. It is not formally assessed, but Mr. Majed Makhamreh will ensure that you keep your portfolio up-to-date and relevant, as it is a summation of your CAS programme. It could also be a valuable addition to your CV for a prospective employer or university. During the scheduled CAS sessions the CAS portfolio is discussed and appropriate encouragement and advice is given. Notes and recommendations from these consultations should be briefly documented and included in your CAS portfolio.

ManageBac uses a three-part portfolio that includes the following sections:

“Worksheet,” “Add CAS Activity” and “Reflections & Evidence.”



The screenshot shows a web browser interface for ManageBac. The address bar displays the URL: https://abs.managebac.com/groups/10193227/users/10700934/cas_activities. The page features a navigation bar with 'LaunchPad', 'ManageBac', and 'Subject Centre'. Below this, a list of CAS activities is displayed, each with a green checkmark icon, a title, a description, a duration, and a reflection count. The activities are:

- 7th Annual Indoor Asian Championships-CAS Experience** (Reviewed, Out-of-School, 3 reflections, 10 hours)
- 8 Hour Marathon-CAS Experience** (Reviewed, In-School, 2 reflections, 8 hours)
- ABS Graduation Head Usher** (Reviewed, In-School, 2 reflections, 4 hours)
- ABS Production-Meteorite Spoon** (Reviewed, In-School, 1 reflection, 120 hours)
- ABS RS Leadership Summit 2016-CAS Experience** (Reviewed, In-School, 1 reflection, 30 hours)
- AMMUN'15** (Reviewed, In-School, 1 reflection, 96 hours)
- AMMUN'16** (Reviewed, In-School, 5 reflections, 25 hours)
- Annual Cycling Dead 2 Red** (Reviewed, Out-of-School, 1 reflection, 10 hours)

Worksheet: this is where the planning and tracking takes place. You can see all your activities, communicate with your CAS advisor and view documents relating to your CAS experiences.

The screenshot shows a web browser window with a navigation bar at the top containing 'LaunchPad', 'ManageBac', 'Subject Centre', and 'Logout Everywhere'. Below this is a secondary navigation bar with 'Overview', 'CAS', 'EE', 'Messages', 'Calendar', 'Files', and 'Members'. The main content area is titled 'Add CAS Activity' and contains the following form elements:

- Activity Name***: A text input field.
- Location**: Radio buttons for 'Out-of-School' and 'In-School'.
- Start Date*** and **End Date***: Date pickers, both set to 'September 10, 2017'.
- Activity Type**: Three buttons labeled 'Creativity' (C), 'Action' (A), and 'Service' (S). Below each button is a '0.0 hours' input field.
- Supervisor Name** and **Supervisor Title**: Text input fields.
- Supervisor E-mail** and **Supervisor Contact #**: Text input fields.
- Description and Goals**: A large text area.
- Please select your targeted learning outcomes:** A list of checkboxes including Awareness, Initiative, Commitment, Ethics, Challenge, Collaboration, Global Value, and New Skills.
- Buttons**: 'Add CAS activity' (green) and 'Cancel' (grey).

On the right side, there is a sidebar titled 'WHAT IS A CAS PROJECT?' with the text: 'An activity that involves teamwork, integrates two or more of creativity, action and service, and is of significant duration.'

2. Add CAS Activity - the image above shows how you enter your experience details. Please note that you MUST provide a supervisor name and contact details and if your experience is outside of school you MUST provide the address in the 'Description and goals' section.

You are also expected to provide some further information about your planned experience in the 'Description and goals' section. If you do not provide enough evidence that you have properly thought through the experience, your advisor will NOT approve it. You should include at least a few sentences on each of the following:

How you intend meeting the learning outcomes you have checked

What aspects of the IB learner profile this experience addresses

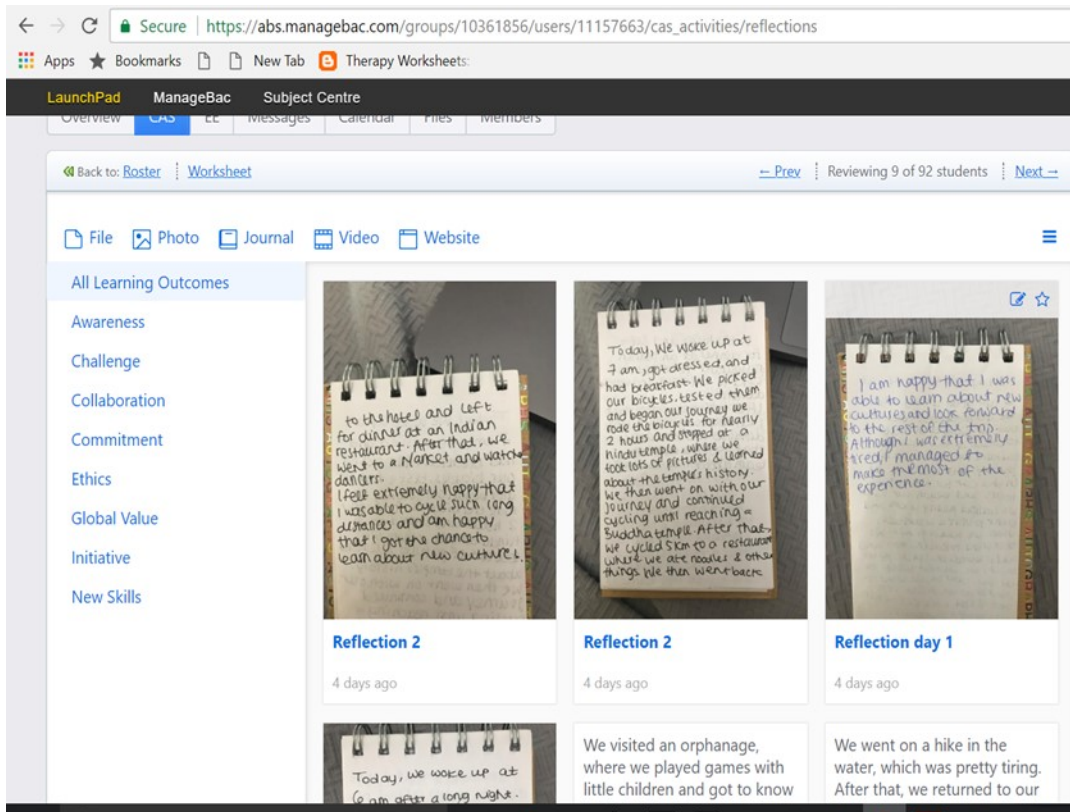
Whether you envisage any challenges and how you will overcome them

What abilities, attitudes and values you plan to develop through this experience

Who will be helping or supporting you, and how

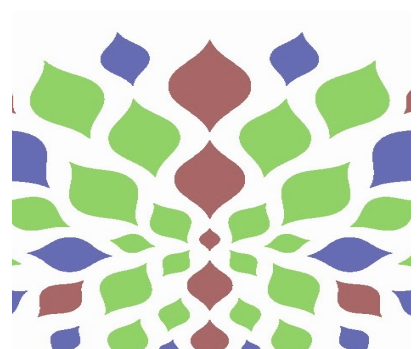
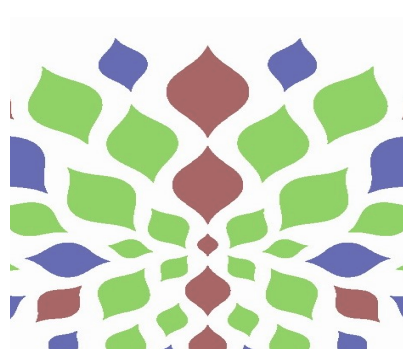
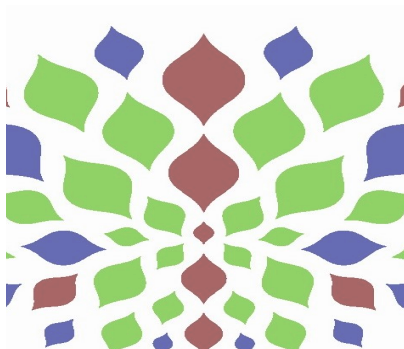
How this experience benefits others

If you are planning a CAS project then you should provide even more evidence of planning and thoughtfulness. The more you can provide, the more chance there is that your proposal will be approved by your advisor.



Reflections and Evidence: this contains all of your reflective posts, of which there should be at least one per week, and any evidence of your learning (this could be photos, videos, certificates, and more!).

It is your responsibility to log onto ManageBac every week and update/read through your current progress. It is far more beneficial to write a paragraph or two on a regular basis, than just a few pages every so often.



Deadlines and Timelines

Your CAS portfolio will be reviewed by your CAS co-ordinator on a monthly basis. You will be expected to meet with your advisor on at least four occasions during the 1st year and twice during the 2nd year of the program.



(G11):

*Sunday 1st October 2017 – to decide your CAS plan (must have completed initial reflection form and submitted by 8am)

Sunday 8th October 2017 – ManageBac orientation

Sunday 15th October 2017 – initial progress review

Sunday 10th December 2017 - 2nd progress review

Sunday 1st April 2018 – 3rd progress review

Thursday 15th June 2018 – complete all work and reflections for IB1 report

(G12):

October 2018 – 4th progress review

November/December 2018 –CAS presentations

January 2019 – final interview

March 2019 –last opportunity for CAS project presentations

April 2019 – deadline for completion of all paperwork

*All dates subject to change



It is important to keep up with your portfolio and complete it on time so that the CAS advisor has sufficient time to read through the comments on your progress. Assess what has been experienced, write your self-evaluation and upload all creative evidence in the following ways:

Write down and record your impressions. This can also be done via video, sound recordings and/or images.

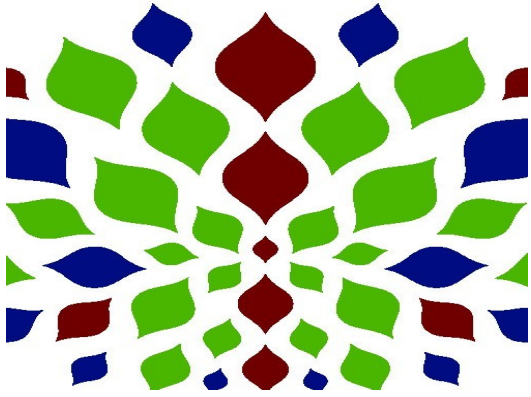
Record any comments from the people who you've been working with, most notably your supervisors.

Record any feelings about what you were doing, any special incidents you feel were important, especially any you were proud of.

Soon after you've recorded the completed activity, reflect on how you've benefitted from the experience on ManageBac.

Include visual materials such as photos, videos, programs, diplomas, newspapers etc.

Once an activity or experience is finished, ask your activity supervisor to fill out the Activity Supervisor feedback form in ManageBac.



CAS Summary Checklist

You have successfully completed CAS if you have done the following:

- ⇒ Evidence of planning a CAS programme
- ⇒ Shown regular commitment to CAS over at least 18 months
- ⇒ Demonstrated understanding and ability about how to use the CAS stages when planning CAS experiences
- ⇒ Balance between creativity, activity and service
- ⇒ At least one planned project undertaken over at least one month
- ⇒ Evidence of achieving all eight learning objectives
- ⇒ Reflections completed on significant CAS experiences
- ⇒ Supervisor reports supplied where necessary
- ⇒ CAS interview 1 completed
- ⇒ CAS interview 2 completed

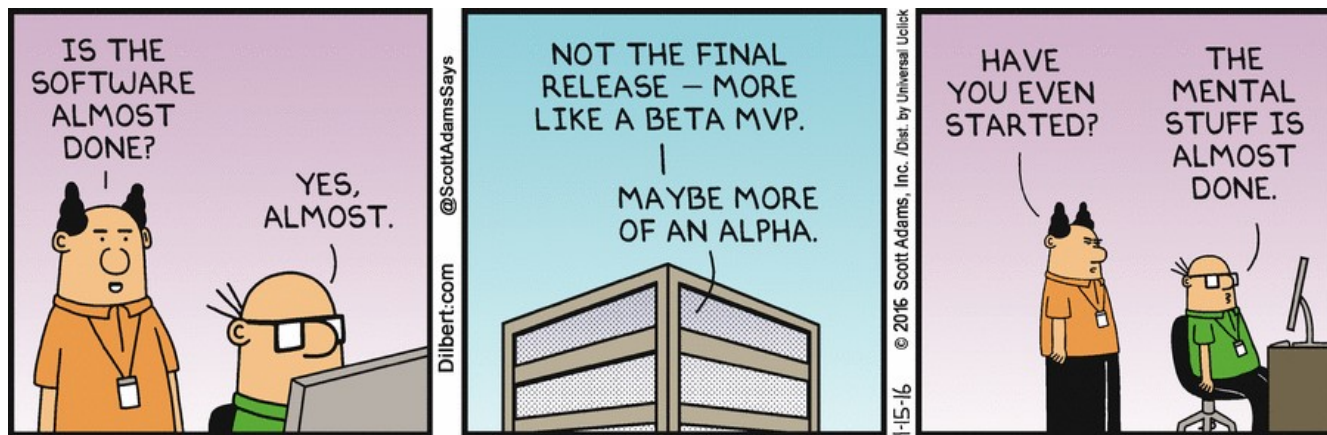
Interview Preparation



Just like any other interview, you should prepare for your CAS interviews.

Look through and ensure that you have completed all the forms in the handbook – including and most importantly, your goal setting forms.

TAKE YOUR CAS FOLDER WITH YOU TO YOUR INTERVIEW, even if it is not perfectly complete. Your folder is a work in progress documenting your CAS experience; it does not need to be a work of art, but it does need to be seen regularly so that we can view the steps you've taken along the way, your action plan, etc.



At the end of your CAS programme:

- What were my expectations at the beginning? How did I expect to feel/grow/change?
- Which of the CAS learning outcomes meant the most to you and why?
- What do you think you have gained from the CAS course?
- How have I improved mentally, physically, socially, emotionally?
- How will my experience make me a better adult or impact my life for the future?
- How have you helped others to grow?
- Are there any activities you see yourself continuing with?
- Which projects or experiences were your favourite and why?
- Which were your least favourite and why?
- Have developed any new skills or found new interests that you previously were unaware of?
- Did you learn anything from actively reflecting on your experiences?
- How has taking part in CAS helped you with the rest of your IB Diploma Programme?
- How have your preconceived notions changed?
- How well do you feel you were supported throughout the CAS course?
- What recommendations would you give to the school for improving the CAS course?



References:

International Baccalaureate Organisation. (2015, March). *Diploma Programme: Creativity, Activity, Service guide*. Cardiff: Author.

British School of Bahrain (BSB) Diploma Programme: *CAS Student Handbook*. McHugh, Daniel: Author

Appendix 1: Student CAS Contract

Please read the following agreement, check each statement indicating that you have read and understood the implications of that statement, and sign the form in the appropriate place.

Please note that both the student and a parent/guardian must sign the form before CAS work can commence.

I acknowledge that I have received this booklet and that I have read and understood the contents within.

I am a willing participant in the philosophy of CAS and will wholeheartedly support in its successful implementation.

I understand that if I am completing a service project/experience off school property I need to be clear of my responsibilities and to whom at the site I am to report (my parent cannot be my supervisor). Further, I must not participate in any experience involving the use of dangerous and potentially dangerous tools and/or equipment.

Under no circumstances should I be exposed to or perform service in an area that involves dangerous activities. I should not operate a motor vehicle and should not drive while engaged in the service experience.

I should not perform service at either unreasonably early or late hours of the day or evening. If engaged in clinical, medical, hospital or related settings, I should not attend to any duties resulting in exposure to fluids, excretions, or contaminations known to be harmful, contagious, or injurious.

My safety and supervision is of the utmost importance.

I understand I must get approval for each CAS project/experience from the CAS Coordinator for all projects both on and off school property before I can begin work on that project/experience.

I understand that if I am reported for adverse behaviour while pursuing CAS experiences, show lack of interest or sincerity, am habitually late or absent after agreeing to work on a project that I will be asked for a written explanation that will need to be signed by my parents or guardian.

I hereby agree to save and hold the Amman Baccalaureate School and any of its employees from all cost, injury and damage incurred while participating in a CAS experience on or off site, and from any other injury or damage to any person or property whatsoever.

Student Name: _____

Student Signature: _____

Date: _____

Parent Name: _____

Parent Signature: _____

Date: _____

Appendix 2: CAS Activity/Project Proposal Form



مدرسة البكالوريا - عمان
Amman Baccalaureate School

CAS Activity/Project Proposal Form

This form should be completed and approved before beginning the activity. You will upload this form in your *ManageBac* portfolio.

Part One: Description of Activity

Student's Name:

Type of Activity: Creativity, Action, Service

Dates of proposed activity: From: _____ to: _____

Estimated duration of commitment to activity/organisation (days, months, etc.):

Sponsoring organisation:

Supervisor's name:

Phone or email:

Part Two: Justification of Activity / Opportunity

Write at least one paragraph specifically stating the learning outcome(s) you plan to achieve during this CAS opportunity. Your goals should reflect your motivation for choosing this activity, and how you think this experience will affect you and/or others. How is this activity in the "spirit of CAS"? (Use the back of this form if needed.)

Student Name & Signature:

Date:

IB or CAS Coordinator's Signature:

Date:



CAS Self-Evaluation Form

To be submitted to the CAS Coordinator when the activity/project is completed.

Candidate name and class:

Date:

Type of activity:

Number of hours per type of activity:

C ____ **total # of hours** **A** ____ **total # of hours** **S** ____ **total # of hours**

Summarise what you did in this activity and how you interacted with others:

Explain what you hoped to accomplish through this activity

How successful were you in achieving your goals? What challenges did you encounter and how did you overcome them?

What did you learn about yourself and others through this activity/project? What abilities, attitudes and values have you developed?

Did anyone help you think about your learning during this activity/project? If so, who assisted you and how did they help?

How did this activity/project benefit others?

What might you do differently next time to improve?

How can you apply what you have learned in other life situations?

Candidate's signature:

Date:

