

IB CAS HANDBOOK

CREATIVITY • ACTIVITY • SERVICE



International School of Kenya

Empowering Students to Create Solutions for Tomorrow's Challenges

PASSION • CREATIVITY • AMBITION



EDUCATIONAL AIMS

We strive to develop globally minded students who actively learn, create, solve and engage in the world.



IB CAS

Creativity | Activity | Service

STUDENT HANDBOOK

IBO CAS GUIDE 2016 ONWARDS
FOR IB DIPLOMA & IB COURSE (CERTIFICATE) STUDENTS

“There is more in you
than you think” **Kurt Hahn**



ROUND SQUARE

Round Square schools share a passion for experiential learning. Together we work hard to ensure that our students have every opportunity to achieve in ways and to levels beyond their perceived limits. We also believe that in order to prepare for adult life, young people must be encouraged to discover and embrace the similarities and differences between cultures and nationalities in ways that promote meaningful and lasting understanding, tolerance and respect.

The Round Square approach does not focus on what is taught but rather how learning takes place. It recognizes that learning is most effective when it is practical, cross cultural and collaborative, and when it is infused through a broad spectrum of co-curricular activities.

At Round Square we care passionately about what happens in the future to our world and to the fascinating variety of cultures and communities it supports. We want those communities to thrive and prosper and care about each other in mutual cooperation. As educators we believe that we have a responsibility to shape the way in which the next generation of business, political and community leaders understand, prepare for and respond to this challenge.

IDEALS

Round Square schools are characterized by a shared belief in an approach to education based on six pillars, our IDEALS.

INTERNATIONALISM

Students learn to seek out, discover and embrace the similarities and differences between cultures and nationalities in ways that promote meaningful and lasting understanding and respect.

ENVIRONMENTALISM

Students are encouraged to understand our place in the universe, the forces that shape our surrounding and the impact we have on those surroundings.

LEADERSHIP

Leadership recognises that successful leaders are driven by a desire to be of service to others and to nurture, guide, develop and help them no improve and succeed.

DEMOCRACY

Students are encouraged to develop a spirit of equality, fairness, justice and a desire to do what is right for the greater good.

ADVENTURE

A spirit of adventure is characterised by those who push themselves beyond their perceived limit, cross boundaries and discover that they are capable of more that they thought.

SERVICE

An approach to teaching and learning that addresses an authentic need through active engagement in our local and global communities.

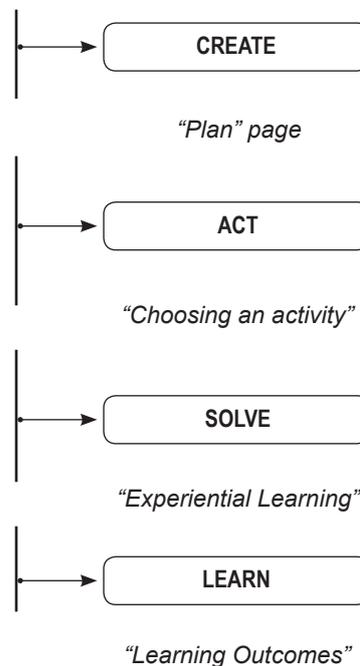


EXPERIENTIAL LEARNING

Students are **required** to:

- Plan and set personal goals for what they hope to achieve through their CAS program
- Take part in a range of activities, including at least one project, some of which they have initiated themselves (***You must do CAS during the whole duration of the diploma***)
- **Plan, do and reflect** (plan activities, carry them out and reflect on what they have learned)
- Keep records of their activities and achievements through reflective writing
- Undertake at least one interim review and a final review with their CAS advisor.
- Show evidence of achievement of the seven CAS learning outcomes.

Please refer to:



CHOOSING A CAS ACTIVITY

Creativity, Activity, Service

Creativity is interpreted broadly to include a wide range of activities that involve creative thinking. Creativity provides students with the opportunity to explore their own sense of original thinking and expression.

Activity is focused on getting involved in physical exertion that contributes to a healthy lifestyle. The aim of Activity is to promote lifelong healthy habits related to physical well-being.

Service is an approach to teaching and learning that addresses an authentic need through active engagement in our local and global communities.

MINIMUM REQUIREMENTS

Over the year, students will be required to undertake;

- a) At least one sustainable service-learning project (approximately 9 visits per semester), and
- b) At least one action activity, and
- c) At least one creative activity, and
- d) ManageBac blog, which is updated **twice a month for each activity and reflects learning outcomes.**

DUE DATES:

Semester One,

Fill in ManageBac Profile (<https://iskenya.managebac.com>)

October 4th

Completed reflections due in Managebac

November 22nd

Semester Two,

Final reflection uploaded to Managebac (Grade 12 students only)

March 23rd

Completed reflections due in Managebac (Grade 11 students)

April 27th

STUDENT RESPONSIBILITIES

CREATE, ACT, SOLVE, LEARN, COMMUNICATE

You have 3 main responsibilities between now and October 4th:

- **Create** - a CAS activity and add your CAS activities
- **Act** - Complete your program activities
- **Solve / learn** - Reflection writing

1. Create a CAS activity

Log on to ISK ManageBac site on <https://iskenya.managebac.com> and fill in your profile. Your Managebac password will be sent to your ISK email address.

2. Add your CAS activities

Watch this video to learn how to add your CAS activities in Managebac.

<https://www.youtube.com/watch?v=V7Si0HvGcLc>

3. Complete your program activities

Reflect twice a month for each activity.

Once your CAS activity has been approved, you can start uploading reflections by clicking Add New Reflection in the sidebar. You can also add journals, websites, YouTube videos, photos, and files to your reflections. Reflections must be linked to one or more of your targeted learning outcomes.

ROUND SQUARE ACTIVITIES AT ISK

ACT

The following school-based activities are all suitable for CAS. This is not, however, a full list and new opportunities appear every year. A list of updated activities to choose from each semester will be published on the website. **Your own initiatives for activities outside school are also strongly encouraged.**

You are expected to undertake a minimum of three activities, for the duration of your IB CAS programme.

CREATIVITY	ACTIVITY	SERVICE
Creative Writing	Zumba	Greenhouse
Composers Club	President's Award	Hearts
Drama Productions	Track and Field	Construction by Design
Learn a new instrument	Football	Students for Environment
Model United Nations (MUN)	Dance activity	Handout
Artsco	Golf	Interact Club
Book Club	Tennis	Global Issues Network
Dance	Yoga	Plastiki Rafiki
Spanish Newspaper Club	Basketball	KSPCA
Photography	Rugby	Karura
Chess Club	Swimming	Operation Cure
Acapela	Volleyball	Round Square



COMMUNICATE

Reflection

Reflection is central to building a deep and rich experience in CAS. Reflection is a dynamic means for self-knowing, learning and decision-making. Four elements assist in the CAS reflective process. The first two elements form the foundation of reflection.

Describing what happened: Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.

Expressing feelings: Students articulate emotional responses to their experiences. The following two elements add greater depth and expand perspectives.

Generating ideas: Rethinking or re-examining choices and actions increases awareness about self and situations.

Asking questions: Questions about people, processes or issues prompt further thinking and ongoing inquiry.

1. Written and verbal reflections

Written and verbal reflections are the most common ways students reflect. These are important methods; however, keep in mind that meaningful reflection can be expressed in various ways. Often, written reflection cannot express the depth of an experience in the way that visual, auditory or kinesthetic means of reflection can. Examples of student written reflection are included in this document.

2. Visual reflection can be accomplished through:

- photography
- painting
- animation
- sculpting/ceramics/mosaic
- prints
- textile and needlework.

3. Kinesthetic reflection can be accomplished through:

- dance
- theatre
- mime
- role play

4. Auditory reflection can be accomplished through:

- lyrics
- rap
- jingle
- melodies.

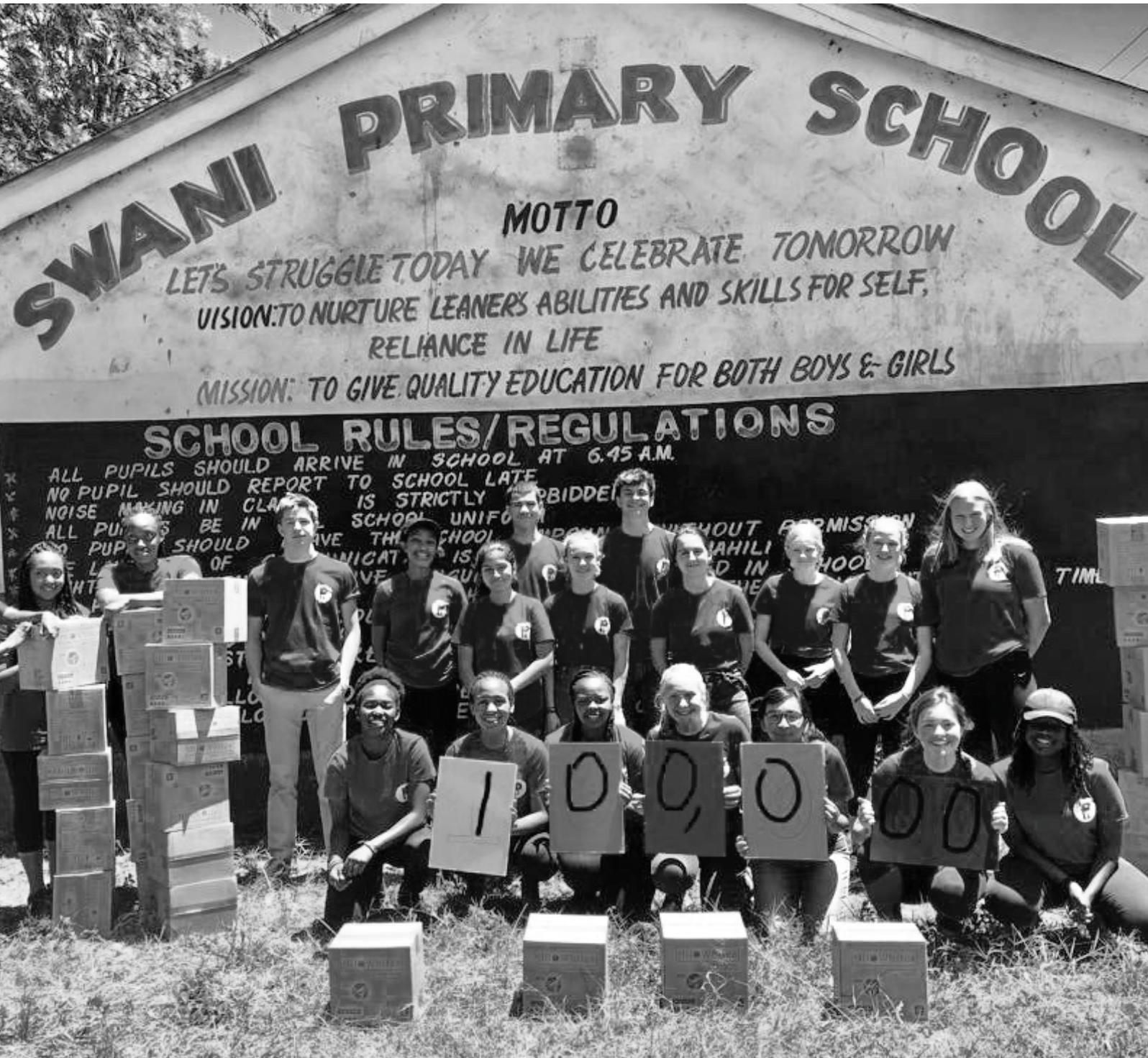
By engaging in diverse forms of reflection, students may discover their preferred ways to reflect and integrate reflection by choice into their daily lives.

EXPERIENTIAL LEARNING & REFLECTIVE WRITING

Reflect bi-monthly in Managebac.

You will have some time during advisory to work on and discuss your diary, but you will also need to record your thoughts in your own time as well. ADD PHOTOS, LINKS TO FILM FOOTAGE OR SOUND. Be as creative as you like.

1. What is your aim? What do you wish to accomplish? (prior to commencing your activity)
2. How is your service project related to classroom learning? What skills have you used? Give examples.
3. Did you plan or initiate any activities?
4. How successful have I been in collaborating with others? What difficulties were encountered and how did I overcome them?
5. What did you learn from this activity about yourself or about other people? (Examples might be: self-confidence; risk taking, respect; responsibility; curiosity; honesty; objectivity; commitment; initiative; determination; new skills, the ability to meet challenges, the ability to solve problems?)
6. What would you change if you did this same activity again?
7. What have you learnt from your involvement in CAS about real life experiences?
8. What did I learn about myself? What did I learn about other people?
9. Identify a person, group or community that you have gotten to know. What are the challenges facing them that particularly got to you? What is one way in which you allowed yourself to be changed as a result of knowing these people?
10. How did this experience reflect the ISK educational aims?



YEAR 12 CAS – LEARNING OUTCOMES FINAL REFLECTIVE ESSAY

All year 12 students need to complete final essay in your blog by March 23rd

IB CAS students 1200 words

Before you begin your final essay ensure you have completed the following,

1. Make sure your blogs for each activity are up to date in ManageBac.
2. Complete the final essay reflecting on your whole experience and refer to the seven learning outcomes below.
3. Ensure your CAS Advisor has written a comment in your program planner each semester.

FINAL ESSAY

Your final essay must demonstrate how the **seven learning outcomes** were achieved or not achieved.

LEARNING OUTCOMES

What have you learnt from your participation in CAS activities?

- **Identify own strengths and develop 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.
- **Demonstrate that challenges have been undertaken, developing new skills in the process**
A new challenge may be an unfamiliar activity, or an extension to an existing one.
- **Demonstrate how to initiate and plan a CAS experience**
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.
- **Shown commitment to and perseverance in CAS experiences**
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.
- **Demonstrate the skills and recognize the benefits of working collaboratively**
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.
- **Demonstrate the engagement with issues of global significance**
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).
- **Recognize and consider the ethics of choices and 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.

Student Reflection Samples

A SAMPLE SERIES OF WRITTEN REFLECTIONS BY ONE STUDENT

17 November: I wouldn't say my football ability is terrible but I would like to improve on the skills I already have. During secondary school, I would occasionally play football, however, in my opinion, there was no real passion behind it. I played football just because I had to, however, over the given two year period, I've grown to the sport and began watching a lot more on television. This has driven me forward into building upon the skills I have into a better player overall. Also, this would help me keep fit and healthy while studying the IB. The first week, I filled in the midfield role to push for a 3-1 victory over the opposing team. Good start to a promising future I thought.

24 November: I decided I wanted to play the same role as I did during the first week. My reason for this was I knew some of the mistakes I had made during my debut match. For instance, in an attempt to pass the ball to one of the strikers as they were in on goal, I accidentally passed it off the pitch. This led to the opposing team getting a throw in and led to them getting a goal. Therefore, this time round, my aim for this week was to play the role I was 100% sure of and knew the limits to my abilities.

2 December: As I started the match on both first and second week, I did not want to be greedy and continue to be first pick. The main reason I believe I was first pick was purely based upon knowing friends that attended football on Friday. I took this time to stand on the side and observe those who played in the role midfield that I would normally be playing to see if they are doing anything different in comparison to me. I know that in any team sport it is essential to be cooperative and have good communication with the team. Saying this, I wanted to explore how important it was to be a communicative player in a team and therefore, at the beginning of next week, I shall be asking if I can play manager of the team rather than playing. This will allow me to see how the team interacts and able to communicate good strategies I may have come across

A SAMPLE OF EXPRESSIONS OF OBSERVATIONS, THOUGHTS AND FEELINGS BY A STUDENT

"I was just in town and standing in front of a store. A bearded man came by and politely asked another man who was passing by, 'Excuse me, can you help me?' This other man, much more affluent by the look of his clothes, replied in a very rude and abrupt tone, 'I don't have time for that right now!' and kept walking. I suppose he thought the bearded man was going to ask him for money. But that wasn't the case. After he stomped off this man turned to me and asked the same question. It turned out all he wanted was for someone to unclip a watch that was clipped to the back of his pack so he could go in and buy

a battery for it. Not a huge request. I was glad to be able to help after the first man had treated him so rudely. This experience reminded me how important it is to stop, look, and listen. "As one of my service experiences I wanted to help an elderly person as I realized that their problems are sometimes neglected or forgotten. That is why I turned to a nurse so that she could find a person in need of help and willing to be helped. I stayed in contact with the nurse and after a while she gave me the name and address of an old lady whom she described as lonely and having problems with walking. I was happy that I found the opportunity to offer my help to a person in need. On one day the nurse and I visited the elderly lady in her flat. Beforehand, the nurse informed me that the lady used to work physically and retired early (at the age of 45 due to health problems). I got acquainted with her and from that day on I started visiting her regularly once a week. "I went for walks with the lady and every week we went shopping to the nearest supermarket. However, the most important task turned out to be far more difficult than I had expected. I made the greatest effort to make the woman cheerful, to create a friendly warm atmosphere, but I noticed how reserved and depressed she was. She mentioned the fact that she had been lonely for a long time and it stuck in my memory. It made me realize how loneliness affects human psyche. "At the beginning I found it very difficult to make her smile, because she was only saying how miserable her life was and complained about the problems that she faced. I tried to show my understanding and convince her that life is worth living regardless of the difficulties one faces, but it seemed to me that it did not speak to her.

STUDENT REFLECTION THROUGH POETRY

Let me not forget the memory of reunion.
Let me not forget the time, space, place, or the embrace.
The passing sound of suitcase wheels, interrupting
announcements,
The ever growing feeling of relief, and love.
Let me not forget the moment when nothing else
mattered,
Responsibilities, expectations, standards, pressure,
Slipping through my fingers as they wrap themselves in
this reality.
Let me not forget the peaceful bliss as the tears glided
down my cheeks;
Tears of joy, of content, of ecstatic happiness.
Let me not forget the fulfillment of those anticipating
months.
Let me not forget that despite the previous distance,
everything was renewed.
A friendship not worn by separation, but rather solidified
in faith.
The faith that this moment would come, and would come
many times again.
Let me not forget that some things can never be broken.
Let me not forget.

ISK INSPIRES & NURTURES PASSION, CREATIVITY & AMBITION IN PURSUIT OF A BETTER WORLD

ISK inspires and nurtures passion, creativity & ambition in pursuit of a better world.



Accredited fully by the Middle States Association of Schools in the United States and the Council of International Schools in Europe.



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