

**FMV AYAZAĞA IŞIK HIGH SCHOOL**  
**INTERNATIONAL BACCALAUREATE**  
**DIPLOMA PROGRAMME**

**MAY 2021 EXAM SESSION**

**CAS BOOKLET**

## **PURPOSE OF THE GUIDE**

This guide is intended to lead the planning and organization of CAS in our school. The Diploma Program (DP) CAS Guide 2017, Handbook of Procedure for the Diploma Program and OCC are taken as fundamental sources for this guide.

It is prepared as a reference source to inform the students and parents about CAS procedures and activities in our school for coordinators, administrators and advisors (teachers).

## **IB 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 programs of international education and rigorous assessment.

These programs 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

**Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## **International Dimensions**

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.

*IB learner profile booklet (March 2006)*

Creating “a better and more peaceful world” is a large aim. Working towards it should be seen as involving many small steps, which may be taken locally, nationally or internationally. It is important to see activities in a broader context, bearing in mind the maxim “Think globally, act locally”. Working with people from different social or cultural backgrounds in the vicinity of the school can do as much to increase mutual understanding as large international projects.

## **CAS Aims**

We aim to develop students who are;

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

## **Mission of the School and CAS Aims**

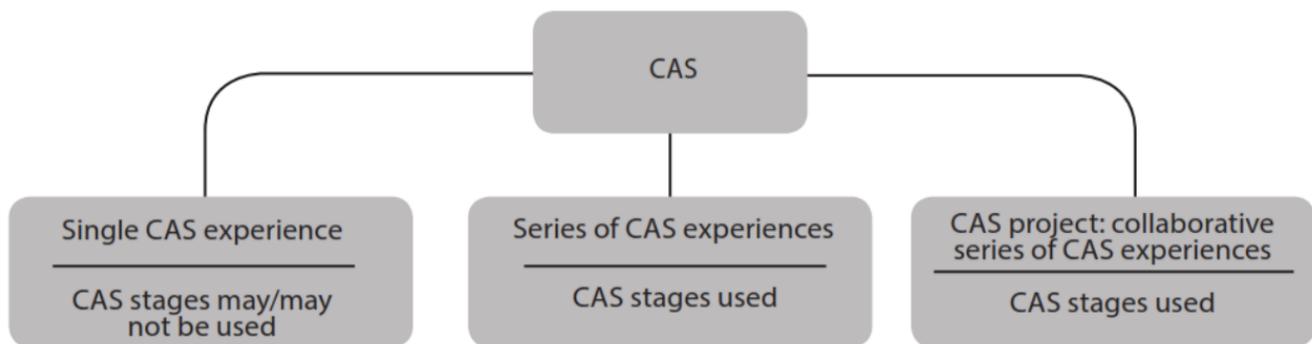
Our mission as FMV Özel Ayazağa Işık Lisesi is to educate students who benefit their society, integrate their identity with their cultural heritage, learn throughout life, through their own experiences, know the importance of learning other languages, embrace cultural and ethical values, nurture a principled, self-confident and successful self-view and think globally.

The aim of CAS is to create “a better and more peaceful world”. CAS helps develop open-mindedness, lifelong learning, discovery and self-reliance. It also encourages the development of new skills such as creative, physical and social skills on many levels. CAS inspires a sense of responsibility toward all members of the community.

The mission of our school is to educate students in the fundamental knowledge and academic subjects that students need to become capable, responsible and self-reliant citizens. Considering these, the aims of CAS in our school are very close to each other. They emphasize that it is important to develop productive and responsible citizens of the world in the 21<sup>st</sup> century. In addition to these, thinking globally, applying experiences and ideas locally are crucially important for being a citizen who is totally aware of issues and events both in the world and in their own country.

## What is CAS ?

CAS is one of the three elements of the IB Diploma Programme core, along with Theory of Knowledge and the Extended Essay. Through CAS, students strengthen the approaches to learning they develop in their classes, and “are encouraged to grow both personally and socially, developing skills such as cooperation, problem-solving, conflict resolution and creative and critical thinking as well as developing their own identities.



CAS is a compulsory part of the International Baccalaureate that involves students taking part in various activities and give them the opportunity for experiential learning. It is individualized according to your interests, skills and values and provides opportunities for **self-determination, collaboration, accomplishment and enjoyment**.

CAS involves learning by experiencing which differs in many ways to learning in a classroom. You have the opportunity to challenge yourself and learn in a completely different way than you would in the classroom. CAS allows you to take the knowledge you have gained in the classroom and apply it to local and/or global community. Through CAS you have the opportunity to give your time and skills to benefit other people who may need help or are less fortunate. The ultimate goal of CAS is to foster your awareness and appreciation of life outside the academic arena.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service.

**A CAS experience** is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events. It must fit within one or more of the CAS strands, be based on a personal interest, skill, talent or opportunity for growth, provide opportunities to develop the attributes of the IB learner profile and not be used or included in the student’s DP course requirement

Students must be involved in at least one **CAS project** during IB CAS. A CAS project is a collaborative “team” effort with other students or members of the community. It should be a series of sequential CAS experiences lasting at least one month from planning to completion and involve one or more of the three strands of CAS. Students should use **the CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework. A CAS project should challenge students to show initiative, demonstrate perseverance/commitment, develop skills of cooperation, problem solving and decision making.

Being reflective is one attribute of the IB learner profile: Students reflect on CAS experiences to deepen and develop the experiential learning process. **Reflection** is a dynamic means for self-knowing, learning and decision making. Through Reflections students describe what happened, retell their memorable moments, identify what was important or influential, what went well or was difficult, obstacles and successes, express feelings, articulate emotional responses to their experiences, generate ideas, rethink or re-examine choices and actions increases awareness about self and situations, ask questions about people, processes or issues prompt further thinking and ongoing inquiry.

Typically a student has three formal **interviews** with his or her coordinator; The third interview is a summative interview that is meant to reflect on the student’s engagement with CAS and his or her achievement of the outcomes. After each interview, the CAS coordinator logs a brief summary of the discussion and any recommendations given in the student’s CAS portfolio.

All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. Reflections of CAS experiences and CAS projects together with the necessary evidence are collected in the CAS portfolio. A CAS portfolio is not formally assessed. Completion of CAS is based on student achievement of the seven CAS learning outcomes mentioned in the reflections. Here at Ayazağa Işık, your CAS portfolio is electronic through Managebac - For more information about Managebac, please go to <http://help.managebac.com/support> To login, please go to <https://new.managebac.com/login>.

The CAS coordinator will communicate with students through Managebac and it is the student’s responsibility to regularly check it for updates. In addition, students must consistently keep their reflections and evidence up to date in their Managebac portfolios.

CAS is organized around the three strands of creativity, activity and service. Through CAS, IB aims to help students to develop their skills beyond the academic setting.

## **CREATIVITY**

Exploring and extending ideas leading to an original or interpretive product or performance Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression. Creativity will come from the student’s talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. Students are encouraged to engage in creative endeavours that move them beyond the familiar, broadening their scope from conventional to unconventional thinking.

- **Ongoing creativity**, as a part of a club or school group
- **School-based creativity**, as a part of a timetabled activity (dance, film clubs)
- **Community-based creativity**, for example, students could be encouraged to join a community based theatre group, contribute towards a community art gallery, create a sculpture for the community park, take cooking classes, or other opportunities
- **Individual creativity**, where a student engages in solitary creativity experiences such as composing music, developing a website, writing a compilation of short fiction stories, designing furniture, creating arts and crafts, or painting a series of portraits. Such projects must be under the supervision of a qualified supervisor approved by the CAS coordinator and CAS adviser.

## **ACTIVITY**

Physical exertion contributing to a healthy lifestyle The aim of the “Activity” strand is to promote lifelong healthy habits related to physical well-being. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit.

- **Ongoing activity**: as a part of a club or school group
- **School-based activity**: as a part of a timetabled sports session (lifetime sports)
- **Community-based activity**: experience at a community-based fun run, students could be encouraged to join a community-based running club, a dance class, an aerobics class or an out-of-school sports group
- **Individual activity**: A student engages in solitary activity experience such as attending a gym, bicycling, roller-skating, swimming, or strength conditioning. Such activity experiences are of most benefit when they take place over an extended duration of time. Such projects must be under the supervision of a qualified supervisor approved by the CAS coordinator and CAS adviser.

## **SERVICE**

Collaborative and reciprocal engagement with the community in response to an authentic need The aim of the “Service” strand is for students to understand their capacity to make a meaningful contribution to their community and society. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. Service is often seen as one of the most transforming elements of CAS. Use of the CAS stages in developing a service experience is recommended for best practice.

## **Four types of service:**

- **Direct service:** Student interaction involves people, the environment or animals. For example, this can appear as one-on-one tutoring, developing a garden in partnership with refugees, or working in an animal shelter.
- **Indirect service:** Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment. For example, this can appear as re-designing a non-profit organization's website, writing original picture books to teach a language, or nurturing tree seedlings for planting.
- **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest. For example, this may appear as initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.
- **Research:** Students collect information through varied sources, analyse data, and report on a topic of importance to influence policy or practice. For example, they may conduct environmental surveys to influence their school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

## **Service can be:**

1. **Ongoing service:** students investigate a need that leads to a plan of action in the future
2. **School-based service:** While students are encouraged to participate in meaningful service that benefits the community outside school, there may well be appropriate service opportunities within the school setting. In all cases an authentic need must be verified that will be met through student action.
3. **Community-based service:** This type of service needs to go beyond single incidents of engagement, in order to arrive at sufficient depth and meaning.
4. **Immediate need service:** In response to a disaster, students often want to move towards immediate action.

5. **Fundraising:** Students develop their understanding of the organization they choose to support and the issues being addressed before starting to raise funds. Students can draw from their interests, skills and talents to plan the method and manner of fundraising. Ideally, students directly communicate with the organization and establish accountability for funds raised.

6. **Volunteerism:** Students often volunteer in service experiences organized by other students, the school or an external group.

7. **Service arising from the curriculum:** Teachers plan units with service learning opportunities in mind, students may or may not respond and act.

### **CAS Project**

- A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service
- CAS students must be involved in at least one CAS project during their CAS program and document it with any kind of reflection and evidence in their portfolio.
  - A CAS project involves collaboration between a group of students or with members of the wider community
  - Students can work as part of a team, with all members being contributors
  - All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met
  - a CAS project can address any single strand of CAS, or combine two or all three strands.

A minimum of one month is recommended for a CAS project, from planning to completion. CAS projects of longer duration can provide even greater scope and opportunities for all participants. Students should aim to undertake their CAS project locally and, if possible, engage in more than one CAS project over the duration of their CAS programme.

All CAS Projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS project. Students will likely identify more outcomes, or modify expected outcomes during the CAS project and/or at its completion.

#### **Examples:**

- Creativity: A group of students plan, design and create a mural.
- Activity: Students organize and participate in a sports team including training sessions and matches against other teams.
- Service: Students set up and conduct tutoring for people in need.
- Creativity and activity: Students choreograph a routine for a marching band.

- Service and creativity: Students plan and participate in the planting and maintenance of a garden with members of the local community.

## THE FIVE STAGES OF CAS

The CAS Stages are always used with the CAS Project and CAS Service Projects, and may be used with other CAS experiences. The five CAS stages are as follows:

- **Investigation**: Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
- **Preparation**: Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience. • **Action**: Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.
- **Reflection**: Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
- **Demonstration**: Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

<h2>CAS LEARNING OUTCOMES</h2>
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Student completion of CAS is based on the achievement of the seven CAS learning outcomes realized through the student's commitment to their CAS programme. While it is strongly recommended that students devote about 3 hours a week to CAS, a student's focus should be on choosing meaningful experiences. Some learning outcomes may be achieved many times, while others may be achieved less frequently. Students demonstrate their achievement through the reflections and evidence included in their portfolios.

### 1. Identify own strengths and areas for growth

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

**2. 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.

**3. 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 a 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.

**4 Show commitment and perseverance in CAS experiences**

Students demonstrate regular involvement and active engagement in CAS

**5. Demonstrates 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.

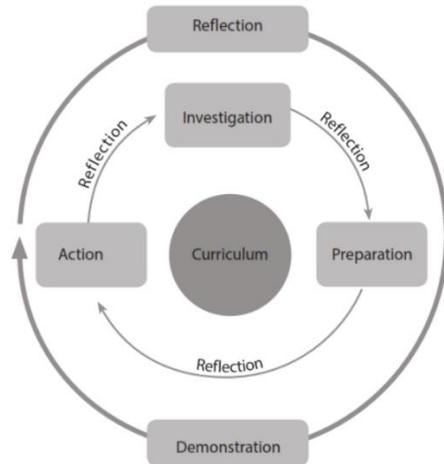
**6. Demonstrates engagement with issues of global significance.**

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.

**7. Recognize and consider the ethics of choices and actions.**

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

## REFLECTION



Students reflect on CAS experiences to deepen and develop the experiential learning process. Elements of reflection Reflection is a dynamic means for self-knowing, learning and decisionmaking. 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.

### What is NOT CAS ?

A CAS experience should be an interesting variety of activities that you find worthwhile and rewarding, and which is mutually beneficial to you and to your community. Generally, CAS is not taking place when you are in a passive rather than an active role. There should be interaction. If you are passive, nothing of real value, either for you or for other people, results from what you are doing, and no real reflection is possible. Examples of activities which are inappropriate are listed below;

- any class, activity or project that is already part of the student's Diploma Program
- any activity for personal reward, financial or benefit-in-kind

- simple, tedious and repetitive work
- a passive pursuit, e.g. museum, theatre, exhibition, concert visits
- all forms of duty within the family
- religious devotion or activity
- work experience that only benefits the student
- activity or fundraising with no clearly defined end in sight
  - an activity where there is no responsible adult on site to evaluate your performance
- activities that cause division amongst different groups in the community
- working in an old people's or children's home or NGO (non-governmental organization) when the student: - has no idea of how the home or NGO operates - has no contact with the old people/children or management and staff at the institution - actually does no service for other people or the community.

**Ask yourself these questions to help you decide if an activity counts as a CAS experience or not:**

- Will the experience be enjoyable?
- Does the experience allow for development of personal interests, skills and/or talents?
- What new possibilities or challenges could the experience provide?
- What might be the possible consequences of your CAS experience for you, others and the environment?
  - Which CAS learning outcomes may be addressed?

**Further guidance:**

1. CAS experiences need a supervisor.
2. CAS experiences should have clear goals and be planned so as to achieve these goals.
3. CAS experiences should be challenging but achievable.
4. Long-running CAS experiences are preferable to one-off experiences.
5. CAS experiences should be real and purposeful with significant outcomes.
6. CAS experiences should involve collaboration with others.
7. CAS experiences should be student initiated as much as possible.
8. Students cannot be paid for CAS experiences.
9. Activities that are family chores or are primarily concerned with helping family members are not CAS experiences.
10. The CAS coordinator must approve CAS experiences.

## CAS Portfolio

All CAS students are expected to maintain a CAS portfolio as evidence of engagement with CAS and achievement of the seven CAS learning outcomes. The CAS portfolio is used to plan your CAS programme, reflect on your CAS experiences, and gather evidence of involvement with CAS. It is also used to showcase your CAS achievements and should be a source of pride. Here at Ayazağa Işık your CAS portfolio is electronic through Managebac - a system that was actually developed by former IB students! it is the student's responsibility to regularly check it for updates. In addition, students must consistently keep their reflections and evidence up to date in their Managebac portfolios.

The CAS portfolio is used by students to plan their CAS programme, reflect on their CAS experiences and gather evidence of involvement in CAS. The portfolio itself is not formally assessed but is used as an indicator throughout a student's involvement with CAS to indicate to their supervisor their participation and growth. In our experience, it is also a valuable resource for students when applying to postsecondary institutions, employment opportunities or putting themselves forward for scholarship consideration.

During the three scheduled interviews with the CAS coordinator, the student's portfolio is discussed and the supervisor may recommend changes or further steps the student needs to take in order to ensure that the portfolio meets the requirements for CAS. Students are expected to update their portfolio at least once a month and make any revisions recommended by their supervisor. After each of the three interviews, the CAS supervisor will write a brief report in the student's portfolio commenting on their progress and any further steps that need to be taken.

### MANAGEBAC

Students should think about their experiences in three sections, all of which are recorded in Managebac:

**1. Profile:** Before engaging in an experience, students should set goals for themselves in relation to the outcomes - students should consider what they hope to accomplish as part of the experience and ways that the experience help them in their personal growth.

**2. Experiences:** After participating in experiences, students will incorporate a variety of reflections, learning moments, personal achievements, and how they have utilized the CAS stages. This section demonstrates that the student has actively engaged in his or her individual CAS programme and thus should be updated monthly.

**3. Evidence:** In this section, students collect evidence of their involvement and achievements. This could include (but is not limited to): planning documents, letters, emails, certificates, photos, videos, audio recordings, etc.

## CAS Interviews

The CAS interviews are a means for students and their supervisors to assess progress throughout the 18 months. Supervisors provide encouragement and advice in order to help guide the student through successful completion of the outcomes. Typically a student has three formal interviews with his or her supervisor; however, they may contact their supervisor to ask questions or update their progress at any time. The third interview is a summative interview that is meant to reflect on the student's engagement with CAS and his or her achievement of the outcomes. After each interview, the CAS supervisor logs a brief summary of the discussion and any recommendations given in the student's CAS portfolio.

**First Interview:** This interview is conducted at the beginning of the CAS program. Your supervisor is going to ensure that you understand the purpose of CAS and the CAS outcomes, discuss your interests and goals and review the CAS stages. Students should ask any initial questions they may have at their first interview and discuss plans for up-coming experiences with their supervisors.

**Second Interview:** This interview is normally held towards the end of Year 1. The main purpose of this interview is to assess your progress up until that point and discuss what still needs to be done. Your supervisor will be looking for your portfolio and discussion to reflect: a range of CAS experiences, progress towards the CAS outcomes, relative balance between creativity, activity and service and that reflection is being done on a continuous basis. By this point, you should also be finished your CAS project and should be prepared to discuss it in relation to the outcomes and your personal growth.

**Third Interview:** This is the summative interview for CAS. In preparation for this interview, you will be asked to provide your supervisor with a CAS Completion Form, indicating the reflections you feel best represent your achievement towards each of the CAS outcomes. In the interview, students outline how they have achieved the learning outcomes for CAS and evaluate their overall CAS programme.

Once the third interview is complete and the supervisor feels that the student's portfolio adequately reflects that the demands of the CAS programme have been met, the student will be graded as having passed CAS.

## ASSESSMENT

CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved the seven learning outcomes.

- Students do not receive a CAS grade. CAS is pass or fail and you cannot receive an IB diploma without passing CAS.
- All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.
- Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

## **CAS and Ethical Education**

There are many definitions of ethical education. The more interesting ones acknowledge that it involves more than simply “learning about ethics”. Meaningful ethical education—the development of ethical beings—happens only when people’s feelings and behaviour change, as well as their ideas. Because it involves real activities with significant outcomes. CAS provides a major opportunity for ethical education, understood as involving principles, attitudes and behaviour. The emphasis in CAS is on helping students to develop their own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. Various ethical issues will arise naturally in the course of CAS activities, and may be experienced as challenges to a student’s ideas, instinctive responses or ways of behaving (for example, towards other people). In the context of CAS, schools have a specific responsibility to support students’ personal growth as they think, feel and act their way through ethical issues.

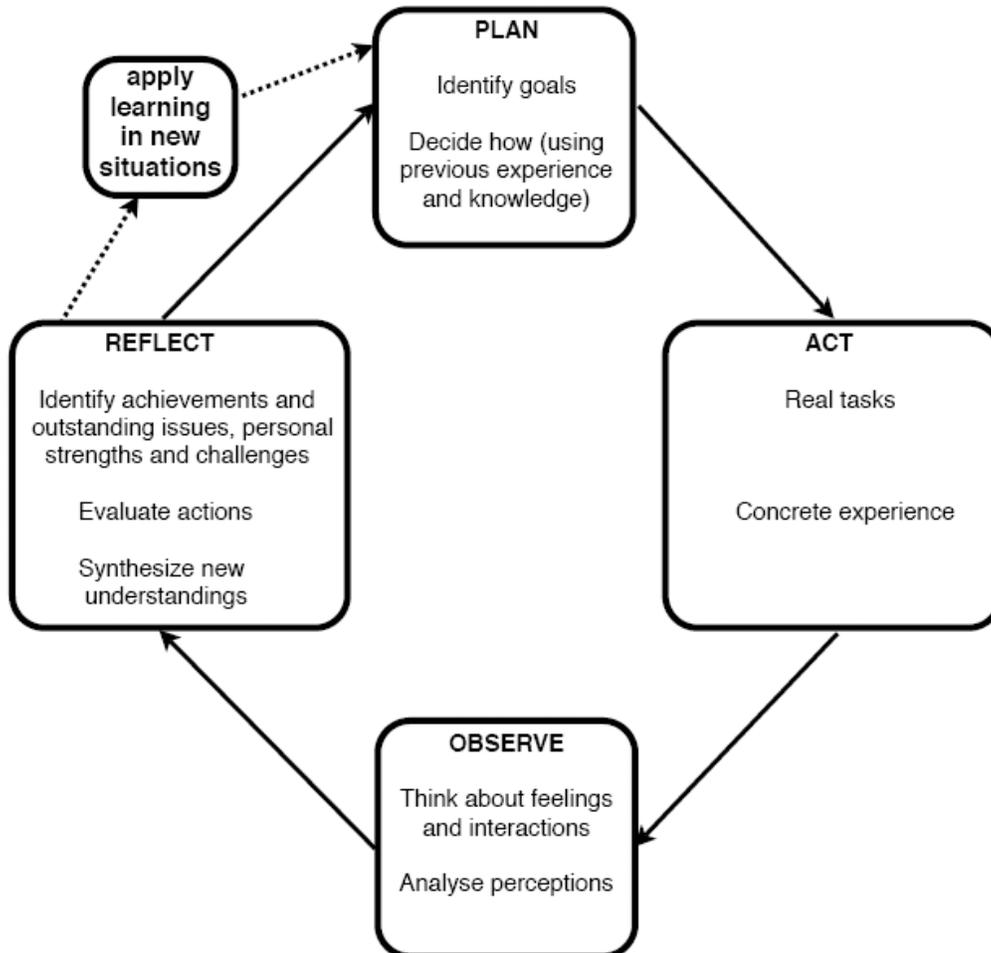
## **CAS and Theory of Knowledge**

Both CAS and theory of knowledge (TOK) emphasize the importance of reflection and developing self-awareness. CAS reflection flows from experience, from thinking about how an activity feels and what it means to everyone involved. In TOK the approach to knowledge issues tends more towards the abstract and theoretical. The links can nevertheless be very close. For instance, a difficult decision about how to behave towards another person or group in a CAS activity might be informed by a TOK consideration of analogous situations; conversely, such a decision might provide a concrete example to illustrate an ethical dilemma in the context of a TOK discussion.

## EXPERIENTIAL LEARNING

The cycle of experiential learning gives you a basic idea of the approach you will be taking with each activity that will be contributing to your CAS experience.

### The cycle of experiential learning



## DEFINING THE RESPONSIBILITIES

The key to the success of the CAS program is to fulfill the responsibilities of students, school-administrators, coordinators, advisors and supervisors. If students need help for their CAS experiences, a team approach can be essential.

### **Students are required to:**

- Thoroughly familiarise yourself with the CAS handbook and timelines.
- Meet with your CAS coordinator according to the timeline, at least three times over the duration of your CAS programme. Be sure to come prepared.
- Base your choices on your interests, skills, talents and areas for growth to stay motivated. Challenge yourself!
- Balance your experiences between creativity, activity and service.
- Initiate or engage in at least one CAS project in collaboration with others that extends over at least one month.
- Use the CAS stages as much as possible when considering, planning and undertaking your CAS experiences. Be sure to apply these to service and to the CAS project.
- Ask questions along the way when you need assistance or clarification.
- Keep your portfolio in Managebac up to date.
- Participate in meaningful reflection in Managebac as a way to capture your experiences and summarise your evidence linked to the learning outcomes.
- Enjoy CAS! That is most important—to participate in experiences which assist your personal growth and offer you a world of possibilities.

## CAS AT FMV AYAZAĞA IŞIK HIGH SCHOOL

CLUBS IN OUR SCHOOL	POSSIBLE WAYS OF IMPLEMENTATION
<b>Visual Art Works</b>	Learning oil, pastel or watercolor painting.
	Learning different style and techniques of visual art such as sculpture, ceramic, stained glass etc
	Wall and landscape painting.
	Painting walls for schools in need.
	Opening exhibition which includes students visual arts. Selling them, they can donate their earnings to disadvantaged people or charity associations.
	Teaching painting to disadvantaged people or people in charity association such as TEGV
<b>Performance in Music</b>	Learning to play any instrument
	Teaching any instrument playing to disadvantaged people
	Being participant in the school chorus during ceremony days
	Writing a song and composing it
	Exhibiting their music performances for charity organizations such as orphans, older homes etc.
<b>Performing Arts (Theatre)</b>	Acting in drama in school?
	Performing in a play in the school theatre
	Performing a play for disadvantaged people such as orphanages, retirement communities.
<b>Model United Nation (MUN)</b>	Researching any global issue.
	Preparing position and resolution paper for issues, preparing opening statements and speeches.
	Participating in debates for national or international conferences and presenting their works
	Negotiation, lobbying,
<b>Football, volleyball and basketball</b>	Joining a school volleyball, football or basketball team.
	Organizing any sport tournament and participating in it. Also inviting students from different parts of Turkey, who need to be supported.
	Preparing brochures and posters for sport organizations
	Responsible for taking photographs during the sport organization.
	Writing on article about sport organization for the school newspaper
<b>Dance Literature</b>	Learning to dance in different styles such as capoeira, hip hop, step, folk dance
	Preparing choreography and presenting their performances for ceremonies
	Preparing choreography and presenting their performances for a charity association
	Publishing the school newspaper regularly
	Writing an article and/or poetry for a journal.

<b>CLUBS IN OUR SCHOOL</b>	<b>POSSIBLE WAYS OF IMPLEMENTATION</b>
<b>Cinema and photography</b>	Learning how to record a short film
	Learning photography
	Design a web site which regularly informs about movies and upcoming films.
	Regularly writing a critique about a film for the school newspaper and web site.
<b>Nature and Trip</b>	Organizing a skiing trip every year and participating in it.
	Planting trees
<b>Public Speaking and Debate Club</b>	Learning to speak in public, take active part discussions,
	Be a part of the debate society and join in national and international tournaments
<b>Young reporters (PALA)</b>	Raising awareness about environmental problems showing videos, movies and other displays
<b>Yoga</b>	Raising awareness of increasing concentration span and physical and mental improvement
<b>EYP</b>	European Youth Parliament, research global issues and speak up in various national and international meetings
	Improving the awareness about the environment and global issues.
	Producing and applying the projects to protect the environment
	Informing the community about the environment
<b>Social Charity/ INTERACT</b>	Realizing the organic agriculture and informing others.
	Working voluntarily in orphanages nursing homes and associations such as LÖSEV, TEGV, TOG, AÇEV etc.
	Visiting orphanages and planning some activities for children.
	Planning a campaign for a school in need ( painting, setting up a library)
	Teaching math, English or any subject to younger disadvantaged people who need help
	Reading books to the visually impaired
	Recording their readings on CD
Reading daily newspapers to disabled and elderly people	

<b>OTHER POSSIBILITIES TO SUPPORT CAS IN THE COMMUNITY</b>	
Working in all associations they need to support such as; LÖSEV,TEMA, TEGV, UNICEF, Altı Nokta Blind People Association, Rehabilitation Centers, Hospitals, Nursing Homes ,Orphanages.	Reading a book or newspaper, writing a letter, playing and chatting with disadvantaged people
	Recording the book on to CD
	Designing or updating their web page
	Teaching different kinds of sport, dance and drama

	Teaching any subjects (such as math, English etc.) for associations that need support
	Organizing any raising fund activities and doing different kind of activities for these associations

**Appropriate CAS activities both in and out of the FMV Özel Ayazağa Işık Lisesi might include:**

- training for and participating in a brand new sport (P.E classes are exempt)
- a structured series of visits to a home for orphans
- helping with rehabilitation at one of many local hospitals or nursing homes
- teaching students at the Primary School, basic literacy or computers
- establishing and coaching a sports team for disadvantaged youngsters
- establishing and leading a musical ensemble for visually impaired people
- involvement in a theatrical production to which refugee children are invited
- teaching the use of computers
- environmental restoration and protection
- participating in the Model United Nations/ Debate Club
- helping set up the annual art exhibition
- helping administer and learning to coach a new sport (**being part of the sports leaders programme**)
- participating in a workshop of a brand new activity
- translation in a number of different contexts
- peer teaching to a learning support student
- providing entertainment at any school sports events or other student social occasion

## HOW TO START CAS?

	Step	What to do
<b>Approval Stage</b>	<p>Proposing an experience This is done in consultation with your CAS coordinator, but is also done formally on ManageBac</p>	<p>Add CAS experience to ManageBac.</p> <ol style="list-style-type: none"> <li>i) Log onto <a href="https://ayazagaisik.managebac.com">https://ayazagaisik.managebac.com</a></li> <li>ii) Click CAS &gt;&gt; click Activities &gt;&gt; click Add CAS Experience</li> <li>iii) Complete online form, identifying learning outcomes and providing an outline of the proposed activity, as well as anticipated hours, and the strand to which the activity belongs.</li> <li>iv) If the experience(s) constitute a project, then click that option</li> </ol> <p>Click Add CAS Experience button (at bottom of the page)</p>
	<p><b>Approval</b> Once you have approval, you can include the experience as part of your CAS portfolio.</p>	<p>CAS coordinator will use ManageBac to approve or reject the experience, or will ask for clarification.</p>
<b>Experience in progress stage</b>	<p><b>Investigation and planning</b> You need to investigate or explore your own strengths, weaknesses, interests, priorities, skills, and goals as you plan your CAS journey. You must also plan individual experiences, or series of experiences, as well as your project.</p>	<p>You can submit evidence of investigation and planning the same way you log evidence, as detailed below.</p> <ol style="list-style-type: none"> <li>i) Log onto <a href="https://ayazagaisik.managebac.com">https://ayazagaisik.managebac.com</a></li> <li>ii) Click CAS &gt;&gt; click Activities &gt;&gt;click on the name of the activity in the Activities box &gt;&gt;on the right-hand side click on the link that says Evidence</li> <li>iii) Upload PDFs, emails, interviews, research summaries, brainstorm, mindmaps, and any other artefacts documenting your investigation and planning</li> </ol> <p>You will need to upload your planning documents.</p>
	<p><b>Evidence</b> You must supply evidence of the learning outcomes for the experience. Evidence can include a digital journal, blog, website, YouTube file, photos, or any other digital file. The evidence is all stored on ManageBac and can be accessed from anywhere with Internet access.</p>	<ol style="list-style-type: none"> <li>i) Log onto <a href="https://ayazagaisik.managebac.com">https://ayazagaisik.managebac.com</a></li> <li>ii) Click CAS &gt;&gt; click Activities &gt;&gt;click on the name of the activity in the Activities box &gt;&gt;on the right-hand side click on the link that says Evidence</li> <li>iii) Select type of evidence and add evidence</li> </ol>

	We also recommend retaining your own copies.	When complete click the Add Evidence button at the bottom.
	<p><b>Ongoing Reflection</b> Reflection is a critical part of active learning, and essential to the satisfaction of the learning outcomes.</p> <p>Reflections can be written, verbal or video, or could involve collages, mindmaps, poetry, or any other form which captures the experience, reflects on feelings and thoughts, and attends to the learning outcomes.</p> <p>Reflections can and ought to be written regularly and at any stage, especially significant junctures.</p>	<p>You can type reflections straight into ManageBac.</p> <p>i) Log onto <a href="https://ayazagaisik.managebac.com">https://ayazagaisik.managebac.com</a> ii) Write a reflection under Reflection and Evidence You can also upload audio or visual files and PDFs.</p>
Experience completion stage	<p><b>Summative reflection</b> It is especially important that students reflect at the end of experiences, using the models provided and meaningfully engaging with the learning outcomes.</p>	<p>You can type reflections straight into ManageBac.</p> <p>i) Log onto <a href="https://ayazagaisik.managebac.com">https://ayazagaisik.managebac.com</a> ii) Write a reflection under Reflection and Evidence You can also upload audio or visual files and PDFs.</p>
	Complete the CAS Supervisor Completion Form and have it signed by yourself and the experience supervisor, upload and submit it to the CAS Coordinator.	<p>i) Log onto <a href="https://ayazagaisik.managebac.com">https://ayazagaisik.managebac.com</a> ii) Click CAS &gt;&gt; click Files iii) Download CAS Activity Supervisor Completion Form Print out the form. Then upload it to the Managebac.</p>

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