



上海市位育中学  
Shanghai Weiyu High School

# CAS HANDBOOK

IB Diploma Programme

*Last updated March 2018*

## **IBO Mission Statement**

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

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Education for Life

## **Weiyu IBDP Mission Statement**

Weiyu High School seeks to provide students with a variety of challenging educational experiences. These experiences will enable our students to become thoughtful, well-informed, and productive national and global citizens. Intellectual, emotional, and social growth will be fostered and provision made for a range of individual needs, interests, and abilities.

## **The 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.

## CAS Handbook

### Content

#### I ALL ABOUT CAS

1. Introduction.....	7
1.1 The Aims of CAS.....	9
1.2 What is CAS?.....	9
1.3 What is not CAS?.....	13
2. The 7 Learning Outcomes.....	15
3. CAS Project.....	19
4. CAS Stage.....	20
5. CAS Reflection.....	21
6. CAS Interview.....	31

#### II GETTING STARTED

7. CAS procedures.....	32
8. CAS possibilities at Weiyu High School.....	36
9. CAS Traditional Events at Weiyu High School.....	37
10. CAS Calendar 2018 Autumn.....	38

#### III CAS REGULATION

11. CAS Scholarship regulations.....	39
12. Organizing and closing a school-based community process..	40
13. Requirement for community financial management.....	41
14. Requirement for Community Finance.....	42
15. Other requirements.....	42

#### IV Attachments

a. Project Plan Example.....	44
b. Letter to supervisor (for off-campus activity).....	48
c. Budget Application Form.....	52
d. Checklist for accomplishment.....	54

## I ALL ABOUT CAS

### 1. INTRODUCTION:

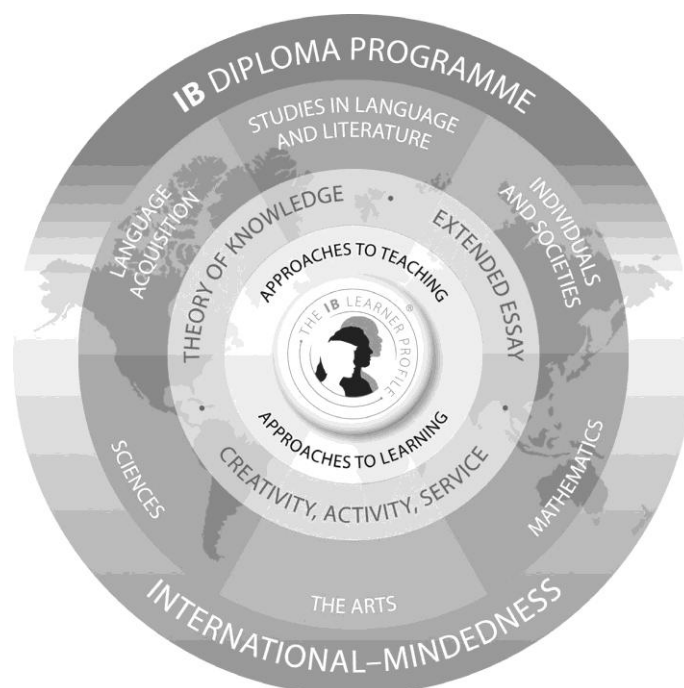


Figure 1 Diploma Programme model<sup>1</sup>

The Creativity, Activity, Service component of the International Baccalaureate is an integral part of the Diploma. Participation in the IB CAS requirement encourages students to be involved in creative pursuits, physical activities and service projects in the local, national and international context.

It takes seriously the importance of life outside the world of scholarship, requiring students to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others.

CAS extends students. It develops a spirit of open-mindedness, lifelong learning, discovery and self-reliance. It inspires a sense of responsibility towards all member of the community. It encourages

<sup>1</sup> IBO: *Creativity, activity, service guide*, March 2015; P2

the development of attitudes and traits that will be respected by others, such as determination and commitment, initiative and empathy.

The three elements (Creativity, Activity and Service) of CAS are interwoven. The service element is the most significant, but the other two are very important as they provide access, balance and flexibility to meet individual students' interests and preference. It is the interaction of them all that creates the richness of CAS.

The whole of CAS is greater than the sum of its parts.



## 1.1 The Aims of CAS

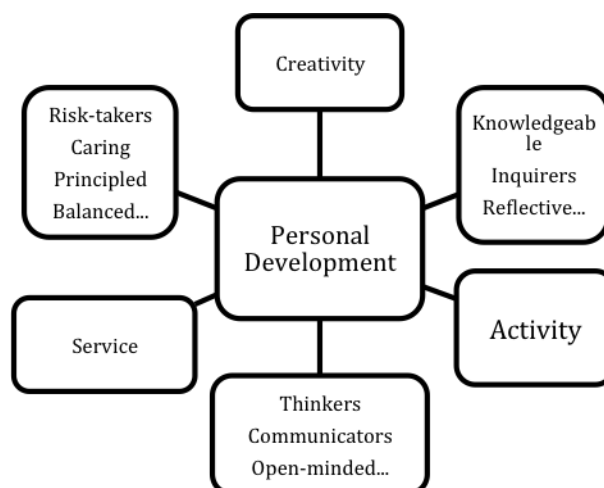


Figure 2 The Aims of CAS<sup>2</sup>

CAS aims to develop students who are:

- Reflective—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 member 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

## 1.2 What is CAS?

“Creativity, activity, service (CAS) should involve:

- Real purposeful activities, with significant outcomes
- Personal challenge—tasks must extend the student and be achievable in scope
- Thoughtful consideration, such as planning, reviewing process, reporting
- Reflection on outcomes and personal learning

<sup>2</sup> James S. Anderson, Ed.D: *International Baccalaureate-An Introduction to CAS Category 1*, November. 2017. P101

CAS is an experiential learning process. The emphasis is on learning by doing real tasks that have real consequences and then reflecting on these experiences over time.

The most meaningful CAS experience comes from spending time with others to build relationships and develop the self-worth of both server and served.

“The activities should be undertaken gradually, be appropriately adapted to the circumstances, and take into account the student’s aptitudes and preferences. Your activities should be rewarding and enrich all involved. When well carried out, your CAS experience should build your self-esteem, self-confidence and self-reliance.”<sup>3</sup>



**CREATIVITY** – “Exploring and extending ideas leading to an original or interpretive product or performance”<sup>4</sup>

in CAS is interpreted as creative as possible to cover a wide range of arts and other activities outside the normal curriculum, which includes creative thinking in the design and carrying out of service projects.

This could involve doing yearbook, newspaper, dance, theatre, music (learning an instrument, participation in a musical production, choir, orchestra, band), art (both personal and community), or designing a coaching, outdoor education or service programme.

Students should be engaged in group activities, and especially in new

---

<sup>3</sup> James S. Anderson, Ed.D: *International Baccalaureate-An Introduction to CAS Category 1*, November. 2017. P101

<sup>4</sup> IBO: *Creativity, activity, service guide*, March 2015; P18

roles, wherever possible. Nevertheless, individual commitment to learning an art form is allowed where it respects the requirements for all CAS activities, which are setting up goals, carrying out experiences and students' reflecting on the whole progress.

**Reminder: Creativity in CAS is not met by the appreciation of the creative efforts of others, such as attending a concert or art exhibition.**



**ACTIVITY** – “physical exertion contributing to a healthy lifestyle”<sup>5</sup>

Activity includes participation in expeditions, individual and team sports, and physical activities outside the normal curriculum; it also includes physical activity involved in carrying out creative and service projects.

Activity could involve participation in sport or other activities requiring physical exertion such as expeditions and camping trips, coaching, self-defence classes, peer tutoring, environmental concerns groups, student council led projects, backstage team, and leadership roles in outdoor education or service trips endeavours. The key to suitability of action is setting up goals, carrying out and reflecting experience on their progress.



**SERVICE** – “collaborative and reciprocal engagement with the community in response to an authentic need”<sup>6</sup>

---

<sup>5</sup> IBO: *Creativity, activity, service guide*, March 2015; P19

<sup>6</sup> IBO: *Creativity, activity, service guide*, March 2015; P20

“The aim of the “Service” strand is for students to understand their capacity to make a meaningful contribution to their community and society.”<sup>7</sup>

Service involves interaction, such as the building of links with individuals or groups in the community. The community may be the school, the local area; it may exist on national or international levels.

Service activities should not only involve doing things for others but doing things with others and developing a real commitment with them. The relationship should therefore show respect for the dignity and self-respect of others. Students must set up goals for these tasks, carry out and reflect upon their progress.

“CAS service experiences are unpaid.”<sup>8</sup>

### **Four types of service action**

“It is recommended that students engage with different types of service within their CAS programme. These types of action are as follows.

- **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

---

<sup>7</sup> IBO: *Creativity, activity, service guide*, March 2015; P20

<sup>8</sup> IBO: *Creativity, activity, service guide*, March 2015; P20

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, analyze 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.”<sup>9</sup>

### 1.3 What is not CAS?

CAS is not a point-scoring or hour counting practice. It should be an interesting variety of activities that you find intrinsically 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 the student is passive, nothing of real value, either for the student or for other people, will achieve from what the student is doing, and no real reflection will be taken place.

Examples of activities, which at first sight, would appear to be **not** appropriate:

- ☒ Any class or activity or project which is already a part of the student’s Diploma Programme course.
- ☒ An activity for which a student is personally rewarded financially.
- ☒ Doing simple tedious and repetitive work, like returning school

---

<sup>9</sup> IBO: *Creativity, activity, service guide*, March 2015; P22

library books to shelves.

- ☒ Working in an elderly or children's home when the student:
  - Has no idea of how the home operates
  - Is just preparing food
  - Has no contact with the elderly or children
- ☒ A passive pursuit such as a visit to a museum, the theatre, art exhibition, concert or sports event, unless it clearly inspires work in a related activity in which a student is already engaged
- ☒ All forms of duty within the family
- ☒ Religious devotion and any activity which can be interpreted as proselytizing
- ☒ Work experience which only benefits the student
- ☒ Fundraising with no clearly defined end in sight
- ☒ An activity where there is no leader or responsible adult on site
- ☒ Activities that cause division amongst different groups in the community

## 2. The 7 Learning Outcomes

As result of your CAS experience as a whole, including your reflections, student should provide the evidence of achieving the 7 learning outcomes.

- Identify own strengths and develop areas for growth
- Demonstrate that challenges have been undertaken, develop new skills in the process
- Demonstrate how to initiate and plan a CAS experience
- Shown commitment to and perseverance in CAS experience
- Demonstrate the skills and recognize the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognize and consider the ethics of choices and actions

Students should note that **not all CAS experiences lead to a CAS learning outcome.**

The completion of CAS is based on the achievement of the 7 CAS learning outcomes attained through the student's CAS programme. Some learning outcomes may be achieved many times while others may be achieved less. However, each learning outcome should be achieved **at least once** by the end of the CAS programme.

To demonstrate the learning outcomes have successfully been achieved, students need to provide sufficient evidence. Evidence could be in a variety of forms, such as written reflections, photos, video, pod casts etc. Student could upload the evidence to their personal CAS portfolio on Managebac, give presentation to their peers, and have a panel interview with the CAS team.<sup>10</sup>

Focusing on learning outcomes emphasizes that it is the quality of a

---

<sup>10</sup> James S. Anderson, Ed.D: *International Baccalaureate-An Introduction to CAS Category 1*, November. 2017. P103

CAS activity (its contribution to the student's development) that is of most importance.

### CAS learning outcomes

#### **Learning outcome 1: Identify own strengths and develop areas for growth**

Suggested descriptors The student:

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

#### **Learning outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process**

Suggested descriptors

The student:

- participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences
- is willing to become involved in unfamiliar environments and situations
- acquires new skills and abilities
- increases expertise in an established area
- shows newly acquired or developed skills or increased expertise in an established area.

#### **Learning outcome 3: Demonstrate how to initiate and plan a CAS experience**

Suggested descriptors

The student:

- is able to articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or



series of CAS experiences

- demonstrates knowledge and awareness by building on a previous CAS experience
- shows initiative by launching a new idea or process
- suggests creative ideas, proposals or solutions
- integrates reflective thoughts in planning or taking initiative
- is aware of roles and responsibilities when designing an individual or collective CAS experience
- shows responsible attitude to CAS project planning
- is able to develop a coherent action plan taking into account the aim or purpose, activities and resources.

#### **Learning outcome 4: Show commitment to and perseverance in CAS experiences**

Suggested descriptors

The student:

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

#### **Learning outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively**

Suggested descriptors

The student:

- shares skills and knowledge
- listens respectfully to proposals from peers
- is willing to take on different roles within a team
- shows respect for different points of view and ideas
- makes valuable contributions
- is responsible for participating in the group

- readily assists others
- is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences.

**Learning outcome 6: Demonstrate engagement with issues of global significance**

Suggested descriptors

The student:

- recognizes the global implications of local issues
- is able to identify global issues in the local or national community
- shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
- gets involved in CAS projects addressing global issues in a local, national or international context
- develops awareness and responsibility towards a shared humanity.

**Learning outcome 7: Recognize and consider the ethics of choices and actions**

Suggested descriptors

The student:

recognizes ethical issues

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

### 3. 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. Student must be involved in **at least one** CAS project during your CAS programme.

All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met.

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 and should be encouraged. 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.”<sup>11</sup>

---

11 IBO: *Creativity, activity, service guide*, March 2015; P24

## 4. CAS Stage

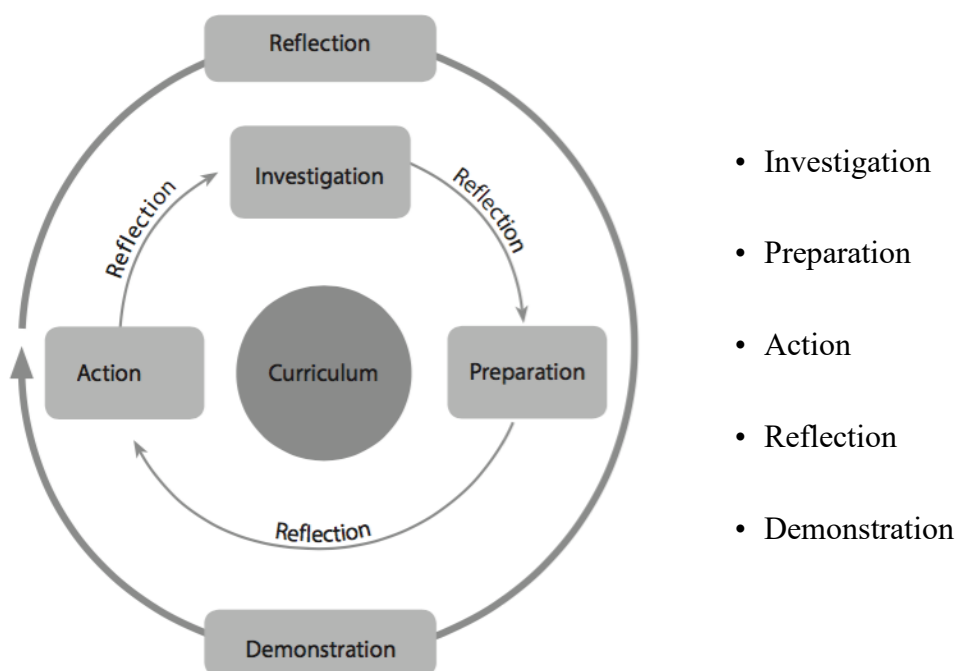


Figure 5 The CAS stages for service learning<sup>12</sup>

“The CAS stages offer a helpful and supportive framework and continuum of process for CAS students as they consider what they would like to do in CAS, make plans, and carry out their ideas. The CAS stages are applicable to the three strands of creativity, activity, service, and the CAS project.”<sup>13</sup>

12 IBO: *Creativity, activity, service guide*, March 2015; P21

13 IBO: *Creativity, activity, service guide*, March 2015; P16,17

## 5. CAS Reflection

“Reflection is central to build a deep and rich experience in CAS.”<sup>14</sup>

### Three parts of CAS reflection

- a. Description-What I have done during the certain period of CAS activity?
- b. What did I think and feel?
- c. Evidence for CAS outcomes accomplished in the certain CAS time.

### Time for reflection

- a. Purposeful reflection is about quality rather than quantity.
- b. Students choose significant moments as the basis for reflection.
- c. Students reflect at the beginning, during, and at the end of a series of CAS experiences.<sup>14</sup>

### Forms of reflection

Reflection should be honest, forthcoming and expressive. Students are encouraged to identify the proper forms of expression that have personal meaning and best enable students to explore their experiences. For example:

- Two students could compose a song describing how they helped children.
- A student could produce a short video summarizing a CAS experience.
- A group of students create a poster highlighting aspects of a shared experience. <sup>15</sup>

Students should include reflections in their CAS portfolio that give evidence to achieving each of the seven CAS learning outcomes. However, students should note that not all reflections should or must discuss learning outcomes.

---

14 IBO: *Creativity, activity, service guide*, March 2015: P26

15 IBO: *Creativity, activity, service guide*, March 2015: P28

### **Some guided questions to help you in your reflection writing**

- ✧ Describe the activity. What did you do at each stage? Include the dates where they are important.
- ✧ What did you hope to accomplish by doing this activity? What did you actually achieve?
- ✧ What difficulties did you encounter?
- ✧ Did you feel at any stage that you are unable to achieve the goal you have set up?
- ✧ What did you hope to learn from this activity, about yourself, about others, or about academic subjects? (For example: self-confidence, modesty, respect, awareness, responsibility, curiosity, honesty, objectivity, commitment, initiative, determination, new skills and the ability to meet new challenges.)
- ✧ Did anyone help you during this activity? If so, describe the help you have received.
- ✧ How did this activity benefit other people or communities?
- ✧ What would you change if you did this same activity again?
- ✧ What would you like to do next if you could continue with this activity?

**CAS Proposals to Reflections sample: on Managebac**

**2014 CAS camp to Liuyang village,hunan province(Class 3) ▶ 20 hours Service In-School**

**(--activity description 活动计划描述)**

3 days service in a village school in Liuyang, Hunan province. the students will be in 12groups, which means 6 group in one village school, giving 6 lessons to 6 grades in the primary school. The lessons will be based on the themes of painting, sports, geography, etc.

**Who has arranged this activity? what is this activity about? what is your work? what is your detailed goal?**

This activity is arranged by our Weiyu international division. This activity is about teaching the students in Liuyang different kind of knowleges. And our group is going to teach them daily English. I am responsible for teaching the second grade in that primary school. And I will give each of the students an English name and teach them how to read their names. I will also advertise my activities of LovePostcard group in Liuyang and encourage the studnets there to send postcards with us. From this activity, I want to improve my teaching skills and make friends with at least 10 students there. What is more, I want to get the communication method of the students there to carry on our futhur plans about the postcards.

October 27, 2014 to October 27, 2014

**Supervisor:** tiancong sun [sun\\_tiancong@126.com](mailto:sun_tiancong@126.com)

Supervisor evaluation last sent on **November 3, 2014**

**Learning Outcomes:**

1. Increased awareness of your strengths and areas for growth
2. Undertaking new challenges
3. Planned and initiated activities
4. Working collaboratively with others

5. Engaged with issues of global importance
6. Consider ethical implications
7. Develop new skills

Supervisor Review



**Please comment on the student's progress, effort and commitment:**

She did a lot of work for their teaching, including planning, organization, communication, modification, teaching and reflection. Through this activity, she learned a lot, and achieved many goals in the CAS activities.

### **Reflections**

**2014 CAS camp to Liuyang village, hunan province(Class 3) ▶ 20 hours Service **In-School****

**FRIDAY, 31 OCTOBER 2014**

**AWARENESS CHALLENGE COLLABORATION ETHICS GLOBAL VALUE INITIATIVE NEW SKILLS**

After finishing the main part of our camp, teaching, we had a little farewell party with the students in Pengshan Primary school on October 31, 2014. Today, I had to give a speech about our postcard project and encourage them to write postcards with us. And also, an important thing is to say goodbye with the children. ( --description

描述做了什么)

Just after I came into the school, tons of students shouted 'Sister Rabbit' and rushed to me. Then they dragged me into the classroom and hugged me a lot. Just at that moment, I felt that I already loved them so much and really don't want to say goodbye to them. Then we entered the hall and had the party. Even in the hall, many students still held my hands so tightly and the teachers had to come and help me to separate from them. Then we enjoyed the well- prepared



performance prepared by the pupils and our classmates. To my surprise, the pupils really danced perfectly and I really enjoyed the performance. And my favourite dance was the dance performed by Grade 6, actually, they had the ability of really good children dancers. And when I came onto the stage and gave out the speech with Qiao Shuang, the pupil started to shout at me again and they didn't really listen as the speech was a little bit long. However, I still felt really happy that I was so popular among the children. When we had to leave the school, all the children don't want to just say goodbye to us and gave a lot of little gifts such as sweets to us and let us to write down our QQ numbers and phone numbers. When I was on the train, several children even called me by mobile and said goodbye to me. To tell you the truth, I was so moved that time, and I even wanted to cry. (**--reflection 反思**)

Till now, our teaching camp has almost finished completely., I have to say ' thank you to all the children in Pengshan Primary School. They provided me with a chance to experience real teaching and take the challenge of teaching. This experience really improved my communication skills with children a lot. What is more, my partners are also really great. Next time, I will absolutely discussed with them more and avoid being too aggressive. In addition, I am utterly evoked about events about ethical value and global importance. I hope in the future, our friendship can continue in the future. If I ever get a chance to come back here, I will bring more gifts for the children and prepare something interesting such as a little performance for them. In addition, I will try to avoid long boring speech for such young children. (**--cas outcome 与成长相关的证明或说明**)

**FRIDAY, 31 OCTOBER 2014**

**AWARENESS CHALLENGE COLLABORATION ETHICS GLOBAL  
VALUE INITIATIVE NEW SKILLS**

After preparing for 2 months and a really long train trip, we finally arrived at Liuyang successfully. In the evening of October the 29th, we arrived in Liuyang and had a break for the rest of the day. Then, on the next day, we started the real teaching project. We have to teach 6 classes in total, one for each grade. The subject of our group is Daily English. ( --descriptio 描述做了什么)

Our first class is for the 3rd grade. Actually, the students in Grade 3 were really nice. Geng Ruijie taughted them how to read several words of colors. They followed us perfectly and they all loved the little gifts that we gave them. Then we taught Grade5 and 6. Our details are teaching a famous song 'yellow submarine'. As they are the oldest children in this school, their expression was also really good. In class, I helped our group members teaching as well as took photos. By the way, all the children called me 'Sister Rabbit'. However, although the pupils were all really nice, we were still exhausted after the morning lessons. Then we had a lunch break and prepared our class for the afternoon. We were all so tired so we all slept a little bit. But Qiao Shuang and I finished discussing with the teacher about our Love Postcard project even though we were really tired. To our surprise, the lesson for Grade 1 became a totally disaster in the afternoon. Just after I entering the classroom, all the children gathered around me ( I still don't know why only me!). And they shouted even after we promised them to play a game together. Therefore, the class totally ended in chaos. Then in the class for Grade 2 which I was responsible for, I had to altered my plan a little bit, I borrowed Gao Teng's plan which was supposed to be used for Grade 1 and we taught them simple English words such as ' Hello', 'Goodbye', 'How do you do' .....And then we sang the simplest part of 'yellow submarine' with them. Thanks to the fact that the teacher stayed in our classroom, this class ended peacefully and nicely. After one day's class, all the children already missed us and didn't want to let us go. I was really

moved when they gave me lots of candy and stuck on me and asked me for the candies they gave me by themselves! ( --reflection 反思)

This teaching experience is really unique for me. I improved my teaching skills a lot as it is almost the first time for me to have the chance to teach young children. Also, I succeeded in dealing with the challenge that the children were so warm-hearted to me. And all of my partners helped me so much, without them, I believe all the classes would end up in disasters. In this experience, we had the chance to really feel what teaching students in rural areas is like, this is really an event with ethical consideration and global value. And I am also very proud that we could start and complete the project by ourselves. In addition, I also found out that I was actually quite good at teaching, and maybe teaching can be an area I can try to work in in the future. However, next time, the things we should consider are that we should firstly prepare enough little gifts because this time, after the chaos of the children, the gifts were not enough in the end. What is more, I think I should discuss more with my partners as I became a little to aggressive after I becoming so welcomed by the children. I hope we could have the chance to come back again and I will really miss the children here. ( --cas outcome 与成长相关的证明或说明)

FRIDAY, 31 OCTOBER 2014

AWARENESS CHALLENGE COLLABORATION INITIATIVE NEW SKILLS

The contents of the CAS camp to Liuyang village, hunan province are to teach the young pupils in primay school there (6 classes in total, 1 class for each grade). And our group consists of 5 people, Feng Dongyi, Gao Teng, Geng Ruijie, Wei Chenming and I. Our subject is simple English. ( --description 描述做了什么)

In September, we began to start our preparation. First, we had several meetings and decided our teaching contents roughly. Then we separated our jobs and went to write our detailed plans for our lessons. My job is to take charge of the lesson for Grade 2. I decided to give each of them a English name and teach them how to read their names. Then I helped our group leader, Diana, to arrange our plan totally. After that, our teacher began to supervise our plan. They told us that the students in Liuyang don't start learning English until Grade 3. We were a little bit surprised, so we discussed together and decided to change our details easier. Then I add a small class activity into my plan, which contents are dividing students into groups and let them get used to each other's names. After finish the detailed plan, we began to buy little gifts for the students. I took part of this job together with Wei Chenming and Geng Ruijie. Therefore, I bought lots of small notebooks and erasers online. Fortunately, those little gifts were all with both good qualities and cheap prices. ( --reflection 反

思)

After all those exhausting works, we almost finished all of our preparation jobs. From this experience, I developed my skill of preparing how to teach. What is more, I was aware that I am pretty good at preparing teaching works. Although, I am really thankful to my 4 partners, we worked really well together and the process was really pleasant. What is more, it is really a great challenge for us as it was the first time for us to initiate a teaching project by ourselves. After all the preparing job, I was really looking forward to the actual CAS camp to Liuyang. And I thinks next time when we are preparing for such a event, we should firstly researched about the bacground of the education in Hunan so thay we will not have the problems of planning with too high expectation. ( --cas outcome 与成长相关的证明

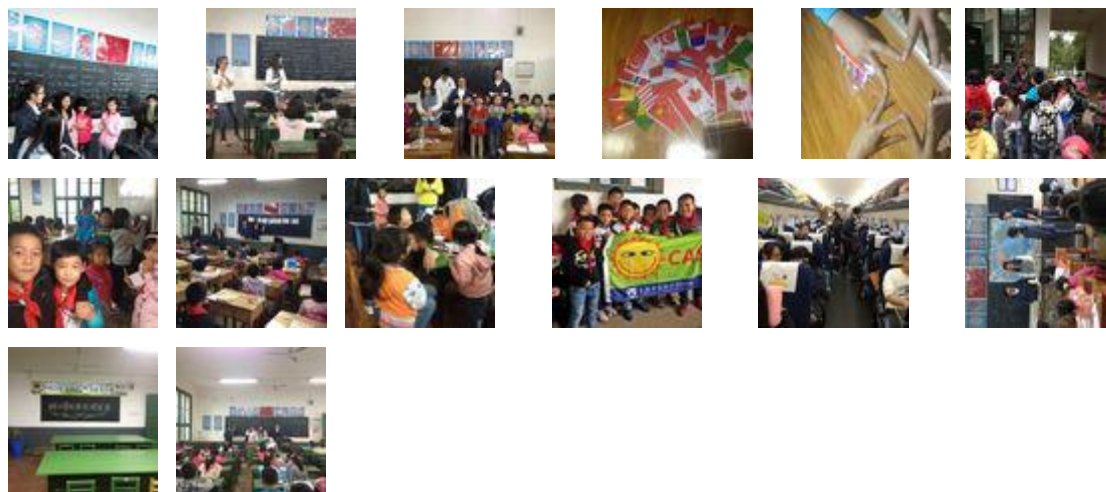
或说明)

---

THURSDAY, 30 OCTOBER 2014

---

**AWARENESS CHALLENGE COLLABORATION ETHICS GLOBAL  
VALUE INITIATIVE NEW SKILLS**



### Service Activity

**ETHICS PERSEVERANCE**

As one of my service activities I wanted to help an elderly person as I realized that their problems are sometimes neglected or forgotten. That is why I turned to an environmental 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 problem). 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. Sometimes I wondered if my visits and help were bringing her anything good. Surprisingly, as time was passing by and we came to know each other better, I noticed a change in her and a change in the character of our interaction. I was very happy when on one day she confessed to me how grateful she was for my help. The activity gave me fulfillment and made me conceive how serious is the problem of loneliness in life and I realized the importance of attention that needs to be paid to lonely people.

***(Suggestion: One reflection should only focus on at most 2 learning outcomes.)***

## 6. CAS Interview

“There must be **a minimum of three interviews** between a student and the CAS coordinator where student progress is discussed and appropriate encouragement and advice is given.

The interviews should occur at least twice in the first year of the Diploma Programme and once in the second year. Feedback from these interviews is recorded by the CAS coordinator.”<sup>16</sup>

---

<sup>16</sup> IBO: *Creativity, activity, service, teacher support material*. 2016, Page 9-10

## II GETTING STARTED

### 7. CAS procedures

#### 7.1 CAS PROCEDURES AT SHANGHAI WEIYU HIGH SCHOOL

AT SHANGHAI WEIYU HIGH SCHOOL the focus of our programme will be on the quality of your creativity, activity, service and the projects you initiate and your reflections on them. The majority of your CAS requirement should be achieved in the year of Grade 11, with some activities ongoing into Grade 12, which facilitates completion of course deadlines and exam preparations.

It is your responsibility to complete the CAS component of the IB using planning skills and self-discipline, including maintaining the personal CAS portfolio on managebac by the school deadline. CAS coordinator and supervisors will monitor your progress and give advice.

#### 7.2 GUIDED QUESTIONS FOR CHOOSING CAS ACTIVITIES

The following questions will help you to determine whether an intended activity can be a qualified CAS.

- a. What's my interest and strength?
- b. Is the activity a new role for me?
- c. Is it a real task that I am going to undertake?
- d. Dose it have real consequences for other people and for me?
- e. What do I hope to learn from getting involved?
- f. How can this activity benefit other people?
- g. What can I reflect during this activity?

You may choose activities for your own CAS programme beyond those which the school offers (See attachment Page 27). You can also initiate your own activities and projects based on your interest.

Remember that the CAS coordinator must approve all activities before they start. If it's an individual or community-based activity



(supervisor is not in SHANGHAI WEIYU HIGH SCHOOL), you need submit the letter from the supervisor with signature and provide the detailed contact information (phone and email-address) on Managebac.

For activities arranged by SHANGHAI WEIYU HIGH SCHOOL, you will also be expected to demonstrate initiative in planning.

### **7.3 MANAGING YOUR CAS PROGRAMME AT SHANGHAI WEIYU HIGH SCHOOL**

#### **➤ STEP1 PLANNING AND SUBMITTING CAS PROPOSAL FORM**

- Plan to set aside 3-4 hours a week (at least 18 months with a reasonable balance between creativity, activity, and service), or more concentrated periods when working on a particular project, finishing in April in your last IB year.
- Make an appointment with CAS coordinator to set up your file (on CAS meeting)
- Before you begin an activity, consult with a potential supervisor, add “CAS experience” as activity proposal on Managebac. You cannot assume that the activity will be counted as CAS; it needs to be approved before the start of the activity.
- The supervisor must know your plan and the information of supervisor should be filled in activity proposal on Managebac. Give all off-campus supervisors the “Dear Potential Supervisor” letter that outlines their responsibilities. They must understand that they will be asked to evaluate your performance and validate the number of hours you have spent on the activity. CAS is not a programme unsupervised. It is essential that a teacher, coach, adult or the CAS coordinator guide you. A non-teaching adult supervisor needs to be easy to telephone or visit. Family members are NOT accepted as supervisors for their own children.
- Submit proposal as “CAS experience” on Managebac required.

It is important that your CAS file (on Managebac) is updated on a regular basis.

- Submit new proposal for each semester (within 6 school weeks) or for each project (at least **2 weeks in advance before** the project).

➤ **STEP2 YOUR REFLECTIONS**

- Add your reflection on time after completing **every 5 hours of each** activity on Managebac. One group of photos can be regarded as one reflection when there're more than two reflections in total. Other forms of reflection such as photos, videos (with subtitle), audios are encouraged.
- Each reflection should consist **3 parts**:
  - activity description-what the student has done during the 5 CAS hours
  - reflection (feeling)
  - evidences for CAS outcomes (**A CAS outcome will not be considered achieved without clear evidences. Please DO NOT tick the outcomes which have no evidence to support**) Consider your achievement, difficulties and feelings connected with this activity.
- Reflections do need to be thoughtful and insightful. Refer to the reflection questions for direction.
- You need submit reflections as required before deadline. For special case you need submit the EXTRA application to CAS coordination.
- Reflections fail to meet the above requirements are not acceptable, which supervisor will mark it as uncompleted.

➤ **STEP3 INTERVIEWS**

- Be ready with your reflections on Managebac updated for CAS interviews.
- Sign up the interview time slot as required in the first and second term and the last term of IB

- Have an idea of how your program is fulfilling the 7 CAS learning outcomes.

**7.4 EVALUATION OF YOUR CAS PROGRAMME WILL BE BASED ON:**

- a. Your activity proposals and the quality of your activity reflections.
- b. A comment report by your supervisor for each activity.
- c. Your interviews and your completion of the 7 CAS learning outcomes.

## 8. CAS possibilities at Weiyu High School

CREATIVITY	ACTIVITY	SERVICE TO SCHOOL COMMUNITY	SERVICE TO LOCAL COMMUNITY	SERVICE IN THE INTERNATIONAL COMMUNITY
Art-Photography	Soccer	Maintaining School Library	Befriending the home for the elderly	Teaching Chinese to foreign children
Magic-performance	Basketball	Dormitory management team	Befriending the home for SEN students	Working in kindergartens and aged home
Debating	Volleyball	Student Council	Environmental protection projects-battery collection	Running home-stay for European student visitors
School orchestra band membership	Coaching of junior students	Backstage team for school New Year Assebling	Coaching of children in summer and winter vacation	Making directions in surviving Shanghai for foreign students
Choir/A Cappella	Yoga	Managing website-e.g. posting a students' website	Volunteer guide for the Huangdaopo Monument site	Working with Wokai-the fundraising org
Learning a new instrument	Tennis/Table Tennis	Computer- room managing	Promoting directions to safely using fireworks in spring festival	
Learning Graphic design	Expedition Camping trips	School open day assistants	Volunteering in the train station for the new year rush	
Culturing Plant Tissue	Badminton	Environmental concerns groups-leadership in Green Teams' projects	Play music or performing at local festivals	
Music composing with digital media	WOTAGAI	Peer Support Programme	Environmental protection projects-rubbish classification	
School newspaper team	Curling	Red Cross First Aid Training	Assist-teaching in kindergaten	
Junior Achievement	Swimming	Preparing books for camp donations		
Learning Jananese	Cross-country	Guides and assistants in		

	Orienteering	school functions		
Learning Korean	Radio orienteering			
For more activity details please refer to the CAS plan of the new term.				

### 9. Traditional CAS Events at Weiyu High School

Sep.	CAS Workshop & Carnival
Oct—Nov	Liuyang CAS Project
Nov	International Week
Dec	School NEW YEAR EVENING
Jan	CAS GALAXY (AUTUMN)
Mar	DRAMA NIGHT
Mar	Chi—Jan Research exchange workshop
Apr	Nanjing project
May	HEAL CONCERT
Jun	HEAL ART FESTIVAL
Jun	CAS GALAXY (SPRING)

## 10. CAS Calendar 2018 Autumn

No	Year Group	Item	DDL
1	DP2	Students submit all reflections of this school year and sent review request	2018-7-1
2	DP2	Supervisors complete the feedback	2018-7-5
3	DP2	Students submit the Proposal of summer holiday activities	2018-8-5
4	DP2	CAS experience review	2018-8-15
5	All	Group leaders finish the activity plan& proposal & Outline with two required demonstrated activities	2018-9-15
6	DP1	1 <sup>st</sup> Interview	2018-10
7	DP1&2	Students complete <b>All</b> proposal planned to be done in this semester on Managebac	2018-10-15
8	All	CAS Workshop	2018-9-19
9	All	CAS Carnival	2018-9-26
10	DP1	CAS Liuyang Project	2018-Oct to Nov
11	All	CAS International Week	2018-Mid of Nov
12	All group leaders	Mid-term CAS group review	Mid-term
13	All	CAS Galaxy Stars application and evaluation	2018-Mid of Dec
14	All group leaders	CAS group leader meeting	On 5 <sup>th</sup> each month
15	DP1&2	Students submit all reflections of this term and sent review request	2019-1-15
16	DP1&2	Supervisors completes the feedback	2019-1-26
17	DP1&2	CAS experience review	2019-2-1

### **III CAS REGULATION**

#### **11. CAS Scholarship regulation**

##### **11.1 Rating criterion**

- All CAS groups can apply for the scholarship.
- The attendance remains above 90%.
- Each group should organize weekly-based activity.
- Submit the proposal on time every month, and invite supervisor to participate in each activity.
- Group leader has the responsibility to remind the members to write proposal and reflection on time.
- Organize at least two activities to be demonstrated in a semester, and invite more than two CAS teachers (supervisor or advisor) to participate in the activity.
- Submit summary video and effective evidence at the end of semester.
- The CAS group with awards has the priority to be considered as a CAS star candidate.
- Candidates should have recommendation from supervisor and CAS teachers.

##### **11.2: CAS GALAXY Award setting**

CAS SUN AWARD: 1

CAS MERCURY AWARD: 2

CAS VENUS AWARD: 3

NEW CAS STARS: 2-3

##### **11.3 Selection process**

- The CAS group meets the 1-5 criteria above will be considered as the candidate of “CAS STAR”, when the applications are submitted.
- The top 15 candidates will be chosen by voting in CAS meeting, and then participate in the second round voting - teacher

evaluation.

- The nomination will be announced after approved by school management.
- The Selection process should be fair and transparent.

## **12. Organizing and closing a school-based community process**

**12.1 New school-based communities are encouraged to be established. If you're going to start a new school-based community, you could refer to the guide below:**

- The number of group members should be more than 2.
- Complete the CAS Group Plan (including group description, vision, mission, funds, budget, outline, detailed activity plan, risk assessment) as required.
- Choose your potential supervisor for Signature, and get access from student management office.
- Make an appointment with CAS coordinators at least three days in advance. A face-to-face interview will be held to evaluate the feasibility of the proposal. Some challenging questions will be asked during the interview, which could help you to make a better preparation.
- Once passing the interview, there will be a 6-week probation for the new group. During this period of time, CAS coordinators should be invited at least once to attend your activity.
- The CAS time can be counted after final approval.

**12.2 If you consider closing running school-based community, you need follow guide below:**

- All the members agree to close the community and sign the document as required.
- AS group leader, you need submit the application form (close-reason, reflection and the financial statement) and previous activity document file one month in advance to CAS



coordinator

- CAS time of this semester is subject to the Supervisor's recording time.
- After approval (both of supervisor and CAS coordinator), the community can be officially closed.

### **12.3 Your community might be closed in the following case:**

- Activities are not arranged twice for no solid reasons.
- The attendance rate is below 50%.
- The quality of activity is poor.
- The activity is not true.
- The supervisor takes the initiative to close the community.

### **13. Requirement for community financial management**

- Each school-based community should submit the financial statement at beginning of semester and financial report at the end of semester.
- The activity funds application should be transparent.

If your club need apply for the activity funds, please refer to the following guide:

- a. It is the activities approved by the CAS Coordinator and listed in CAS outline at the beginning of the semester can apply for the funds.
- b. Submit the activity funding application to CAS coordinator one month in advance (the application form must be approved by supervisor and have supervisor's signature, attached with detailed plan and the budget) The expense application will be not accepted.
- c. Activities need to apply for funds must be recognized by both CAS coordinator and school management.
- d. Submit the budget (plan and actual expenditure) and invoices to the CAS coordinator within 10 days after the activity completed and apply for the reimbursement.

#### **14. Requirement for Community Finance**

- Submit financial statements at both beginning and the end of the semester.
- Each community is suggested to have a person in charge of financial management and reports the financial situation to members regularly.

#### **15. Other requirements**

- Community structure: set up staff chart, reduce the number of management team and clarify responsibilities and obligations.
- Authenticity of the activity: Once the activity is found to be untrue, it will be treated as a breach of IBO academic integrity.

## IV Attachments

### a. Project Proposal Example (Author: Alina Mi)

#### “HEAL”位育国际部音乐会策划书

“HEAL”音乐会致力于支持和丰富学生的课外活动，为学生的课外活动提供展示的平台；为学校之间的交流提供一些契机；同时也为中学生环保事业做一些贡献。诚挚期待贵校及贵校社团的加入！

#### 一. 活动主旨

音乐，是生活中不可或缺的一部分，可以放松大脑，促进脑细胞生成，从而增加学习的效率。

位育国际部有许多音乐相关的社团和个人音乐能力突出的同学，音乐类型也很多，国乐，西洋乐，击打乐，声乐，合奏类乐等等。特别是从自去年开始，位育成立了多个新的音乐社团，例如电音社、WOTA 艺和 semi-soul。他们的演出风格有了新的突破，所能够带来的表演是高质量的、调动人心的。

我们希望能够联合四校办一场音乐会来让同学们体会不同音乐种类的美感，在参与的过程中让同学们更加投入到音乐中，为繁忙的学习生活增加一点乐趣。同时是一个分享校园文化以及学生们展现成果的良好平台。

整场音乐会会融入众多环保元素，音乐会所有收入将建立“HEAL” Crowd-funding，主要致力于赞助与支持高中生环保项目的推进和环保事业的发展。

#### 二. 活动形式

我们的活动形式是音乐表演，有乐器，唱歌，乐队，合奏等各种类型的音乐带来的混合型演出。位育的音乐社团会与合作学校的音乐社团进行节目穿插，主持人由位育国际部同学担任，会邀请来自不同学校的老师嘉宾，演出嘉宾以及位育中学演出学生的家长参与观演。签到处由 SMC 提供环保类周边产品：环保袋，环保杯。

#### 三. 合作学校：交大附中，七德，尚德

**赞助商：**三立徐传达工作室

**目标观众及预估人数：**位育所有国际部教师及学生，预估人数是 300 人左右；

**嘉宾学校老师及演出人员及随行人员：**100 人左右；

**各校环保社团老师及学生代表**

## 四. 节目表

序号	社团	节目名称	时间	负责人
1	位育室内乐团	《He's a Pirate》中西演奏同一首曲子	5 Min.	刘穆清
2	SMC	联盟创始人讲话 ReX 计划	5Min.	钱济宇
3	WYJA "HEAL"	基金会成立仪式	5Min.	盛煜棋&各校 环保社团代表
4	semi-soul	《21guns》& 《夜空中最亮的星》	10 Min.	韩新铭
5	WOTA 艺表演	《shape of you》& 《打上花火》	5 Min.	施育言
6	RED 舞社	《Hate》& 《SAMSARA》& 《BBOOMBBOOM》	6Min.	糜语
7	电音社	待定	15Min	李摺宁
8	激情对视乐队	《Perfect》	5Min.	惠千夏
9	交大附中	舞蹈串烧	7 Min.	FlashBoom 许昕婷/ 王璇
10	位育老师组	《听是谁在唱歌》	4Min.	陈似岚邹诗雨
11	Weiyu Store	Weiyu Store T-shirt 发布会	5Min.	陈聿珊
12	Beats 乐队 (尚德)	《一路向北》& 《let her go》	10min.	张开
13	Ceal&Lavender (尚德)	Salute Amour Op.12 (Violin and Piano)	3min.	李泽鸿&石锦 硕
14	独唱 (七德)	Castle on the hill	5Min.	吴雨桐
15	Queens&Defener 乐队 (七德)	Creep	5Min.	吴雨桐
16	Party (All)	Seve 鬼步+海草舞	3Min.	林凯莉+张艺 达

主持人：高一 赖宇婧 姚欣晨；高二 江雨露 余江山。

注意做好 plan B 方案

## 五. 活动预算

1. 音乐会总计：1169 RMB (不含音响设备)

物品	价格	数量	金额/单位 (元)
签名墙	500 元	*1	500

工作人员胸牌	3 元/个	*20	60
电子邀请函及签到软件 1 个月	199	*1	199
海报	60 元/张	*6	360
签到印章	50	*1	50
(音响设备)			10000

2. 经费来源确认：三立徐承达工作室赞助

3. 门票说明：对位育国际部，新疆部学生及老师，演出嘉宾及老师免费入场

## 六. 活动时间及地点

1. 嘉宾签到时间：5 月 31 号（周四），16:00-18:00 点

2. 音乐会在 600 人礼堂举行，时间 5 月 31 号（周四），18:00-20:00（下午 4 点开始可排练）

彩排安排	时间	地点	场次	参加人员
5 月 17 日	15: 30~19:30	600 人会场	校内第一次彩排	(仅位育社团)
5 月 24 日	15: 30~19:30	600 人会场	校内第二次彩排	(仅位育社团)
5 月 30 日	16: 30~20:30	600 人会场	最后集体彩排	(所有参加社团)

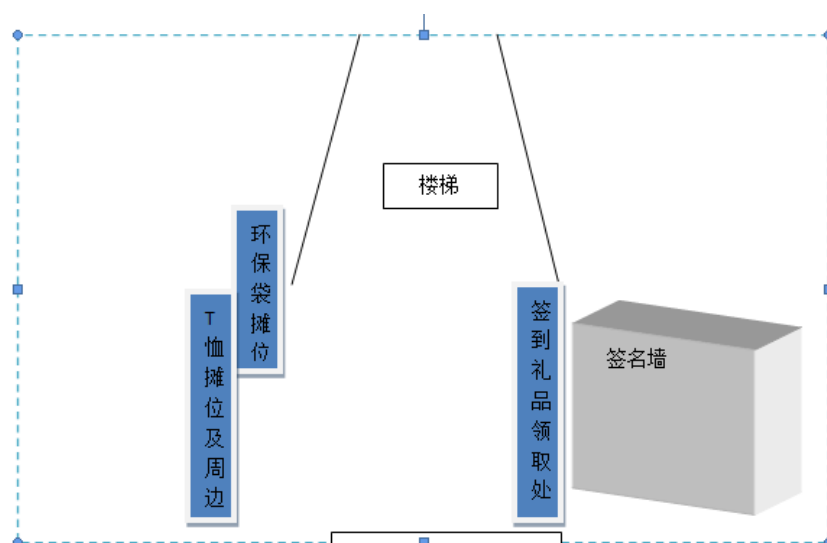
3. 彩排安排：

日期 5.17&5.24/ 15:30~19:30	社团	负责人
15:30~15:50	位育室内乐团	刘穆清
15:50~16:00	SMC 联盟创始人讲话	钱济宇
16:00~16:10	基金会成立仪式	盛煜棋
16:10~16:40	Semi-Soul	韩新铭
16:40~17:00	WOTA 艺	施育言
17:00~17:30	Red	糜语
17:30~17:50	电音社	李据宁
17:50~18:10	激情对视	惠千夏
18:10~18:20	老师组	陈似岚邹诗雨老师
18:20~18:40	Weiyu Store	陈聿珊

18:40~19:00	Seve	林凯莉
-------------	------	-----

日期 5.30, 16:30~20:30	社团	负责人
16:30~16:40	位育室内乐团	刘穆清
16:40~16:50	SMC	钱济宇
16:50~17:00	WYJA	盛煜棋
17:00~17:20	Semi-Soul	韩新铭
17:20~17:30	WOTA 艺	施育言
17:30~17:50	Red	糜语
17:50~18:00	电音社	李掬宁
18:00~18:10	激情对视	惠千夏
18:10~18:20	老师组	陈似岚邹诗雨老师
18:20~18:30	Weiyu Store	陈聿珊
18:30~18:50	FlashBoom 乐队（交附）	许昕婷/ 王璇
18:50~19:10	Beats 乐队（尚德）	张开
19:10~19:20	Ceal&Lavender（尚德）	李泽鸿&石锦硕
19:20~19:30	独唱（七德）	李泽鸿&石锦硕
19:30~19:50	Queens&Defener（七德）	吴雨桐
19:50~20:20	SEVE 鬼步+海草	林凯莉+张艺达

## 4. 签到处示意图



## 七. 注意事项

1. 至少提前 10 分钟提前到达音乐厅，使您可以从容不迫的找座位，不会因为迟到而打扰其他听众的观赏。
2. 迟到观众应从座位席后面绕道座位处坐下。如果您准备提前退场，应当在一个节目结束之后离开。
3. 音乐会开始后要保持安静，严禁吸烟、吃零食、嗑瓜子或嚼口香糖。不要让您手中的节目单、纸包装或塑料袋等物品发出声响。
4. 在音乐会演出中，请不要多次走动或大声喧哗。
5. 来去路上所有学生都要注意个人财物保管

### 备注:

1. 搬运责任说明：位育提供钢琴，其他乐器及演出服装需要演出嘉宾自行准备。
2. 位育礼堂提供多媒体可接入 USB 接口，演出嘉宾可提前两小时到达现场彩排演出。
3. 会场收尾工作说明：在音乐会结束后听从主持人安排，携带好随身物品和垃圾从最后一排开始撤离。待所有听众离开后，每位志愿者负责打扫 3 排座位（预计招收至少 5 名志愿者），最后由总负责人确认会场打扫完毕，电源全部关闭后方可离开。
4. 用餐说明：位育场会签到处将给演职人员提供食堂的饭票，将根据具体人数为演员发放饭票。（交附乐队 5 人；尚德待确认；七德待确认；环保类社团）

**b. Letter to supervisor (for out-of-school activity)**

尊敬的活动导师：

您好。\_\_\_\_\_同学是上海市位育中学 IBDP 课程班的学生。CAS 作为 IBDP 课程中的核心课程，要求每个学生计划、执行、反思一些能够发挥他们的创意、运动能力和体现服务他人精神的的活动。

非常感谢您接受成为学生校外活动的指导老师。请您在学生活动过程中给予他们指导、监督他们完成活动，并给出客观、公正的评价。你的评价将不会影响学生的在校成绩，但对于他们将来的活动发展会发挥积极的影响。

感谢您对学生们成长所给予的意義重大的帮助！

CAS 协调员

上海市位育中学 IBDP 课程

64960808\*235 64960808\*204

Email: weiyucas@163.com



## 活 动 证 明

我已了解\_\_\_\_\_同学的活动计划,并同意担任他/她的活动导师,监督其完成活动计划。

活动评价

\_\_\_\_\_同学在\_\_\_\_\_ ( ) 年 / 月 / 日), 已完成  
\_\_\_\_\_活动。

活动起止时间: \_\_\_\_\_ 有效活动小时数:

请在以下几方面对学生活动作出评价 (在对应的数字上打圈)

	差	合格	中	良	优
守时、坚持	1	2	3	4	5
发展个人优势	1	2	3	4	5
勇于接受挑战	1	2	3	4	5
团队合作	1	2	3	4	5
组织策划	1	2	3	4	5

请简要评价学生活动:

\_\_\_\_\_  
\_\_\_\_\_

导师姓名: \_\_\_\_\_

职务: \_\_\_\_\_

联系电话: \_\_\_\_\_

电子邮箱: \_\_\_\_\_

导师签名: \_\_\_\_\_

日期: \_\_\_\_\_

Dear Supervisor,

CAS, which stands for Creativity, Activity and Service, is one of the core subjects of the IB Diploma Program. Successful completion of CAS is a requirement for the award of the IB Diploma. Students are required to participate in activities regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity and service.

An adult supervisor is required for each activity students undertake. The role of a supervisor is to assist, offer guidance, oversee the students' CAS experiences when needed and evaluate students' performance in the activity. You will be asked to sign the student's Activity Proposal Form before they begin the activity, confirming your role as supervisor. When the activity is completed, the student will give you an evaluation sheet to complete. Once the evaluation is completed, please have the student bring the sheet to the school CAS coordinator.

Should you have any question or concern, please contact us on 64960808\*235 64960808\*204 or via email: [weiyucas@163.com](mailto:weiyucas@163.com)

Thank you for your understanding and support.

Sincerely,

CAS Coordinator team

Shanghai Weiyu High School

## CAS Experience Certificate

Before implementation

I have fully understood \_\_\_\_\_'s (student name) activity plan and agreed to be his /her activity tutor to supervise the completion of the activity.

Activity Evaluation Sheet

Duration of Activity: \_\_\_\_\_ Activity Hours \_\_\_\_\_

Please evaluate the student's performance according to the following aspects( circle the corresponding number)

	Concerned	Satisfactory	Good	Very Good	Excellent
Perseverance &commitment	1	2	3	4	5
Developing strength	1	2	3	4	5
Undertaking challenges	1	2	3	4	5
Team work	1	2	3	4	5
Organization and planning skills	1	2	3	4	5

Further comments \_\_\_\_\_

This activity is  successfully completed.

not successfully completed.

Supervisor's name: \_\_\_\_\_ Title: \_\_\_\_\_

Contact number: \_\_\_\_\_ Email: \_\_\_\_\_

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

### c. Budget

Category	Details	Estimated	Actual	Difference
<b>Income</b>		<b>4,500</b>	<b>0</b>	<b>4,500</b>
Own funding		500		
Sponsorship	From XXX institute	4,000		
Other				
<b>Expenses: Venue</b>		<b>2,100</b>	<b>0</b>	<b>2,100</b>
Venue rental	¥ 500/day, 2 days	1,000		
Venue staff (security, tech support)	¥ 200/day, 2 days	400		
Equipment rental		100		
Furniture rental		-		
Entertainment (DJ, moderator etc.)		200		
Photographer/video shooting		200		
Decoration/preparation		100		
Cleaning (post-event)		100		
Other				
<b>Expenses: Catering</b>		<b>300</b>	<b>0</b>	<b>300</b>
Food		200		
Beverages		100		
Services		-		
Other				
<b>Expenses: Promotion</b>		<b>300</b>	<b>0</b>	<b>300</b>
Concept & design		200		
Production (print, etc.)	posters	100		
Other				
<b>Expenses: Speakers</b>		<b>350</b>	<b>0</b>	<b>350</b>
Transportation (air/ground)	taxi fee	100		
Accommodation (hotel)		-		

Meals & entertainment	¥ 50/person, 4 people	200		
Thank you gifts		50		
Speaker fees		-		
Other				
<b>Expenses: Participants</b>		<b>150</b>	<b>0</b>	<b>150</b>
Stationery	Note pads, pens, name tags, document folders, bags	50		
Prizes		100		
Other				
<b>Expenses: Project management</b>		<b>350</b>	<b>0</b>	<b>350</b>
Project Manager		-		
PR Executive		-		
Logistic Staff		-		
Paper/printing/postage		100		
Communication		200		
Transportation		50		
Other				
<b>Expenses: Contingency 10%</b>		<b>355</b>	<b>355</b>	<b>—</b>
<b>Total revenue (income–expenses)</b>		<b>595</b>	<b>(355)</b>	<b>—</b>

#### **d. Checklist for accomplishment**

“Successful completion of CAS is a requirement for the award of the IB Diploma.

1. 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.
2. All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS.
3. 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.
4. Students engage in **CAS experiences** involving one or more of the three CAS strands.
5. students undertake a **CAS project** of at least one month’s duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making.
6. Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.
7. There are three formal documented **interviews** students must have with their CAS coordinator. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme.
8. CAS emphasizes **reflection** which is central to building a deep and rich experience in CAS. Reflection informs students’ learning and

growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.”<sup>17</sup>

### A Student Checklist for CAS <sup>18</sup>

Creativity	Activity	Service	
Exploring and extending ideas leading to an original or interpretive product or performance	Physical exertion contributing to a healthy lifestyle	Collaborative and reciprocal engagement with the community in response to an authentic need	
My CAS Programme		Y/N?	Notes Date
Evidence of planning of a CAS programme			
Regular commitment over at least 18 months to CAS			
Understanding and ability 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 seven learning outcomes		—	
Evidence of identification of strengths and areas for personal growth			
Evidence of undertaking new challenges and developing new skills in the progress		—	
Evidence of initiating and planning a CAS experience		—	
Evidence of commitment and perseverance in CAS experiences		—	
Evidence of demonstrating the skills and recognizing the benefits of working collaboratively			
Evidence of engagement with issues of global significance		—	
Evidence of recognizing and considering the ethics of choices and actions			
Reflections completed on significant CAS experiences			
Supervisor reports supplied where necessary		—	
CAS interview 1 completed		—	
CAS interview 2 completed			
CAS interview 3 completed			
<b>CAS portfolio completed</b>			

17 IBO: *Creativity, activity, service guide*, March 2015: P8-9

18 IBO: *Creativity, activity, service, teacher support material*. 2016, Page 26

## References

1. International Baccalaureate Organization. January 2014. *Programme standards and practices*. Cardiff, UK. IB Publishing.
2. International Baccalaureate Organization. 2016. *Creativity, activity, service, teacher support material*
3. James S. Anderson, Ed.D: *International Baccalaureate-An Introduction to CAS Category 1*, November 2017
4. SHEN YI: *CAS Handbook*, version 2015. Shanghai Weiyu High School