



**NESİBE AYDIN EDUCATIONAL INSTITUTIONS  
GAZİANTEP CAMPUS**

**INTERNATIONAL BACCALAUREATE  
CAS HANDBOOK**



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dedicating approximately 50% of her schedule to CAS planning, supervision, and evaluation.)*



## Acknowledgement

Nesibe Aydın Educational Institutions, Gaziantep Campus, is a Candidate School for the Diploma Programme. This school is pursuing authorisation as an IB World School. These are schools that share a common philosophy—a commitment to high-quality, challenging, international education that IB believes is important for our students.

For further information about the IB and its programmes, visit <http://www.ibo.org>

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## **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 organisation works with schools, governments and international organisations 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.



### **THE MISSION OF NESIBE AYDIN EDUCATIONAL INSTITUTIONS**

With a holistic education approach, we support our students to become independent individuals who use learning as a life skill. We provide our students with universal values through our school culture, our competent staff, and the national and international programmes we implement. We support our students to become self-disciplined individuals who can fulfil their responsibilities with our guidance and assessment and evaluation services. We support our students in academic, sportive, and artistic fields and enable them to reveal their creativity. We enable our students to discover their interests and talents through our social activities and learning environments. We contribute to a better world with the responsibilities our students



take in these activities. We raise entrepreneurial individuals who are sensitive to local and global problems and can produce solutions.

### **THE VISION OF NESIBE AYDIN EDUCATIONAL INSTITUTIONS**

Our vision is to prepare our students for life as individuals who have adopted universal values are free, responsible, open-minded, sensitive, creative, inquisitive and have self-management skills.

### **THE EDUCATIONAL PHILOSOPHY OF NESIBE AYDIN EDUCATIONAL INSTITUTIONS**

Nesibe Aydın Schools believe that a nation is built through education. The philosophy of Nesibe Aydın Schools connects learning principles, real-life knowledge, and creative processes. Within this framework, the schools follow multifaceted programs built upon solid intellectual and structured foundations.

At Nesibe Aydın Schools, education in many different fields is designed to awaken curiosity in students, enabling them to ask questions, search for answers, and learn how knowledge is acquired. Within a human-centered perspective, educational freedom and individuality play a significant role.

At Nesibe Aydın Schools, social responsibility and contributing to the development of society are of great importance. We consistently encourage our students to become active participants in national and international projects, emphasizing the value of foreign languages as tools to share their intellectual ideas with the world and to communicate effectively.

As a result, while students gain confidence in facing both national and international challenges, they also develop diversified cultural perspectives that enrich their future careers in the world they live in.



# Nesibe Aydın

## Gaziantep Campus

### IB LEARNER PROFILE

**IB learner profile**

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<b>INQUIRERS</b> We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	<b>OPEN-MINDED</b> We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
<b>KNOWLEDGEABLE</b> We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	<b>CARING</b> We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<b>THINKERS</b> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	<b>RISK-TAKERS</b> We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
<b>COMMUNICATORS</b> We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	<b>BALANCED</b> We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
<b>PRINCIPLED</b> We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	<b>REFLECTIVE</b> We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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

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### LINKING CAS TO THE IB LEARNER PROFILE

CAS isn't just a requirement; it's the living expression of the IB Learner Profile. Every creative idea, physical challenge, and act of service helps students grow as principled, caring, and open-minded individuals. It transforms inquirers into thinkers, risk-takers into balanced leaders, and communicators into reflective changemakers. Through CAS, learners don't just discover who they are—they shape who they want to become.

### What is CAS?

Creativity, Activity, Service (CAS) is one of the three essential elements that every student must complete as part of the IB Diploma Programme (DP). It lies at the heart of the DP and is designed to strengthen and extend students' personal and interpersonal development through experiential learning.

**According to the IB:**

*“CAS provides students with opportunities to be self-directed and collaborative, to engage with issues of global significance, and to enjoy the satisfaction of their efforts. It helps develop students who are balanced, reflective, and open to new experiences and perspectives.”*  
*(IB Diploma Programme: Creativity, Activity, Service Guide)*

CAS encourages students to step beyond their academic work to grow as individuals and contribute positively to their communities. It is not a point-scoring system or an additional subject; rather, it is a journey of self-discovery, challenge, and meaningful action.



**CAS**  
Creativity • Activity • Service

**What is CAS?**  
CAS is one of the core components of the IB Diploma Programme.

 <p><b>CREATIVITY</b> Exploring and extending ideas leading to an original or interpretive product or performance</p>	 <p><b>ACTIVITY</b> Physical exertion contributing to a healthy lifestyle</p>	 <p><b>SERVICE</b> Collaborative engagement with the community in response to an authentic need</p>
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**Creativity**

Creativity explores and extends ideas, leading to an original or interpretive product or performance. It encourages students to engage in the arts and creative thinking to develop new skills or refine existing ones.

**Examples of Creativity:**

- Organising an art exhibition
- Writing a blog or a short story
- Learning photography or graphic design
- Developing a school magazine or podcast

**Activity**

Activity seeks to develop a healthy lifestyle by engaging students in physical exertion that contributes to their well-being. It is not about competition but about embracing physical challenges and building resilience.

**Examples of Activity:**

- Participating in a sports team
- Taking up a fitness program such as yoga or pilates
- Planning and completing a hiking or cycling expedition
- Organising a charity run

**Service**

Service involves voluntary and unpaid activities that have a learning benefit for the student. It requires students to respond to authentic community needs and take action with respect and responsibility.

**Examples of Service:**

- Assisting in a local community garden
- Volunteering with a local NGO or charity
- Tutoring younger students in a specific subject
- Organising a campaign for environmental sustainability

**The Purpose of CAS**

CAS is a core element of the IB Diploma Programme that encourages students to become well-rounded, engaged, and reflective individuals. It provides students with meaningful opportunities to:

- **Explore and develop their identity** by recognising personal strengths, discovering areas for growth, and building confidence.
- **Engage in collaborative and purposeful action** that benefits both themselves and the wider community.
- **Develop global awareness** by connecting with issues of local and international significance and understanding their role in addressing them.
- **Foster essential skills** such as creativity, critical thinking, perseverance, empathy, and leadership.
- **Reflect meaningfully on experiences** to deepen self-awareness and grow as **principled, caring, open-minded, and balanced individuals** in line with the IB Learner Profile.

### Key Features of CAS

- **CAS is an 18-month continuous journey** that runs throughout the Diploma Programme, beginning in Grade 11 and continuing into Grade 12 (including summer breaks).
- Students must participate in a **variety of experiences** across all three strands: **Creativity, Activity, and Service**, ensuring balance and breadth.
- Every student is required to design and complete at least **one sustained, collaborative CAS Project** lasting a **minimum of one month**.
- The emphasis of CAS is **not on counting hours**, but on the **quality of engagement**, the depth of reflection, and the achievement of the **seven CAS Learning Outcomes**.
- CAS promotes **student initiative and ownership**, encouraging learners to plan, organise, and lead their own meaningful experiences.
- CAS helps students make connections to the **IB Learner Profile**, nurturing qualities such as principled action, open-mindedness, and a commitment to community.

### The 7 Learning Outcomes

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

Students are able to see their strengths and work on areas where they can improve.

**2. Demonstrate that challenges have been undertaken, developing new skills in the process**

Students take on challenges and gain new skills through the experience.

**3. Demonstrate how to initiate and plan a CAS experience**

Students show that they can design, organise and begin a CAS experience themselves.

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

Students remain dedicated and continue with activities even when they are demanding.

**5. Demonstrate the skills and recognise the benefits of working collaboratively**

Students work effectively with others and understand the value of teamwork.

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

Students get involved with activities connected to real-world, global issues.

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

Students reflect on the ethical side of their decisions and behaviour.

**CAS Requirements (IBDP)**

**1. Duration**

- CAS must begin at the **start of the Diploma Programme** and continue **regularly for at least 18 months**.
- Students should be engaged in CAS **throughout** the two years, not just at certain points.

**2. Balance of Experiences**

- Students must participate in all three strands:
  - **Creativity** – arts, design, innovation, or creative thinking.
  - **Activity** – physical exertion that contributes to a healthy lifestyle.
  - **Service** – voluntary, unpaid service that benefits others or the community.

**3. CAS Project**

- At least **one sustained collaborative project** is required.
- The project must last at least one month and involve **planning, collaboration and significant engagement**.

**4. Learning Outcomes**

- Students must provide evidence of achieving the **seven CAS learning outcomes**.
- All outcomes must be addressed at least once during the CAS programme.

## 5. Reflection

- Regular **reflections** on CAS experiences are required.
- Students should show **thought, personal growth, and connection** to the learning outcomes.

## 6. Documentation

- Students maintain a **CAS portfolio** as evidence of their experiences and reflections.
- The portfolio should include descriptions, reflections, evidence (photos, videos, documents) and links to the learning outcomes.

## 7. Supervision and Guidance

- Each experience should have a **supervisor** (teacher, mentor, or community leader).
- The **CAS coordinator** and advisors will provide ongoing support and ensure requirements are met.

## 8. Completion

- CAS is a compulsory component of **the Diploma Programme**.
- Failure to complete CAS means the student cannot be awarded **the IB Diploma**.

## CAS Project Guidelines

A **CAS project** is a **collaborative, sustained** experience that integrates at least one (and often more) of the CAS strands: **Creativity, Activity, Service**.

### 1. Duration & Commitment

- The project must last for a **minimum of one month**.
- It requires **regular and consistent involvement**, not a one-off event.

### 2. Collaboration

- The project must involve **working with others** (classmates, community members, organisations, or even international partners).
- Students must contribute actively, sharing responsibility and decision-making.

### 3. Planning & Initiative

- Students must **initiate and plan** the project (not just join something pre-organised).

- Clear stages should include **investigation** → **preparation** → **action** → **reflection** → **demonstration**.

#### 4. Links to Learning Outcomes

- Projects must provide evidence of addressing several **CAS learning outcomes** (not necessarily all seven).
- Students should reflect on **growth, teamwork, challenges, ethics, and global engagement**.

#### 5. Types of Projects (Examples)

- **Creativity: Organising a school exhibition, producing a short film, running a theatre play.**
- **Activity: Setting up a fitness club, coaching younger students in a sport, organising a hiking trip.**
- **Service: Launching a recycling campaign, creating a peer-tutoring programme, collaborating with an NGO.**
- **Combined: A cultural festival (creativity + service), a charity sports event (activity + service).**

#### 6. Supervision & Safety

- Each project must have a **responsible adult supervisor** (teacher, mentor, NGO leader).
- Projects must consider **risk assessment, ethics, and student safety**.

#### 7. Reflection & Documentation

- Students must **document** the process in their **CAS portfolio**.
- Evidence should include:
  - Project proposal and plan
  - Photographs, videos, or artefacts
  - Reflections (at different stages)
  - Final evaluation connecting to learning outcomes

#### 8. Presentation / Demonstration

- At the end, students are encouraged to **present or share their project** with peers, teachers, or the wider community.
- This demonstrates **impact, learning, and outcomes achieved**.

#### Reflection in CAS

## 1. Purpose of Reflection

- Helps students **make sense of their experiences**.
- Encourages awareness of **personal growth, strengths, challenges and ethical choices**.
- Connects activities to the **CAS learning outcomes**.
- Allows students to celebrate achievements and recognise areas for improvement.

## 2. When to Reflect

- Before: **setting goals, identifying expectations and possible challenges**.
- During: **recording thoughts, feelings, and changes in perspective**.
- After: **evaluating outcomes, learning, and personal growth**.

## 3. Forms of Reflection

Reflection in CAS is flexible – it does not always need to be written. Examples include:

- Written journals or blog posts
- Photos with captions
- Short videos or voice recordings
- Artwork or poetry
- Presentations or discussions

## 4. Qualities of Good Reflection

Effective reflections should be:

- **Honest** – real thoughts and feelings, not just what teachers want to hear.
- **Personal** – focus on *your* growth, not just a description of events.
- **Connected** – link experiences to learning outcomes.
- **Analytical** – ask *why* something happened, *what* was learned, and *how* it will influence future actions.

## 5. Guiding Questions for Students

To support reflection, students may consider questions such as:

- What did I plan to do?
- What actually happened?
- How did I feel?
- What challenges did I face, and how did I overcome them?
- What new skills did I develop?
- How did this experience connect to the learning outcomes?

- What difference did I make for others (service aspect)?
- What did I learn about myself?

### Sample Reflection Snippets

The following examples show how students might connect their experiences to **feelings, skills, and CAS learning outcomes**. These are **guides**, not perfect models, and reflections should always be authentic and personal.

#### **Creativity – Drama Performance**

*"At first, I was nervous about performing on stage because I had never acted in front of an audience. During rehearsals, I realised that I was good at memorising lines but needed to improve my body language. After the play, I felt more confident and understood how collaboration makes the final performance stronger. This connects to LO1 (identifying strengths and areas for growth) and LO5 (working collaboratively)."*

#### **Service – Community Clean-Up**

*"When we planned the neighbourhood clean-up, I thought it would be simple, but convincing local residents to join was harder than expected. I learned that raising awareness is as important as the action itself. This challenged me to improve my communication skills. It made me think about LO6 (engaging with global issues such as sustainability) and LO7 (considering the ethics of choices and actions)."*

#### **Activity – Hiking Trip**

*"The hiking trip was more difficult than I imagined. I had to push myself to keep up with the group and this taught me perseverance. I realised that my physical stamina needs improvement, but also that I am more resilient than I thought. This experience connects to LO2 (undertaking challenges and developing new skills) and LO4 (showing perseverance)."*

**Key Message:** Reflections should always show **growth, challenges, and links to the CAS learning outcomes, not just describe what happened.**

### **Linking Reflection to Approaches to Learning (ATL) Skills**

Meaningful reflection in CAS not only demonstrates personal growth but also develops and reinforces the IB Approaches to Learning (ATL) skills. Through regular and thoughtful reflection, students strengthen their ability to plan, act, and evaluate themselves as independent learners.

- **Self-management skills:** Students monitor their own progress, manage time effectively, balance academic responsibilities with CAS experiences, and set achievable personal goals.
- **Communication skills:** Reflections help students articulate ideas clearly, express feelings honestly, and present their CAS projects and outcomes to different audiences.
- **Thinking skills:** Reflective analysis supports critical and creative thinking by encouraging students to

question, interpret, and draw conclusions from their experiences.

• **Research skills:** Students investigate community needs, explore global issues, and use evidence to evaluate the impact of their actions.

• **Social skills:** Reflection fosters empathy, collaboration, and open-mindedness by allowing students to consider diverse perspectives and ethical implications of their choices.

In this way, reflections explicitly connect CAS growth with the wider IB learning framework, ensuring that students not only record what they do, but also understand *how* they think, learn, and interact as lifelong learners.

## 6. Reflection and the CAS Portfolio

- Reflections are **recorded in the CAS portfolio** as evidence of learning.
- Each major experience should include at least **one meaningful reflection**.
- The **quality of reflection** matters more than the quantity.

### Non-acceptable CAS Activities

While CAS provides opportunities for a wide range of experiences, some activities do **not** qualify as CAS. These activities include:

- **Academic work** such as preparing for examinations, attending extra lessons, or completing homework.
- **Routine or passive tasks** that do not involve personal growth (e.g., daily household chores, babysitting siblings).
- **Paid work or internships** where the student receives financial compensation.
- **Religious devotion or political involvement** when the primary purpose is worship or partisan activity.
- **School-based compulsory activities** that are already part of the curriculum (e.g., physical education lessons, mandatory school trips).
- **Activities without reflection** – if there is no evidence of learning, engagement, or reflection, the activity cannot be considered CAS.

CAS must always involve **meaningful engagement, personal challenge**, and a clear connection to the **seven learning outcomes**.

### ROLES AND RESPONSIBILITIES

## 1. Students

Students are expected to:

- Engage in **CAS regularly for at least 18 months**, including the summer break, across all three strands: **Creativity, Activity, and Service**.
- Maintain a **balanced programme**, ensuring participation in all strands rather than focusing only on one.
- Complete at least **one collaborative CAS Project** (minimum duration: one month).
- Provide **evidence of all seven CAS Learning Outcomes** in their portfolio.
- **Plan, initiate, carry out, and reflect** on experiences independently and responsibly.
- Record **reflections, evidence, and documentation** in their **ManageBac CAS portfolio** on a regular basis (at least once a week).
- Ensure that each CAS experience has an **assigned supervisor** (teacher, mentor, or community leader).
- Obtain **pre-approval for CAS experiences** by submitting proposals through ManageBac.
- **Behave ethically**, always considering safety, responsibility, and the impact on the community.

## 2. CAS Coordinator

The CAS Coordinator is expected to:

- **Introduce CAS** to students, parents, and staff, ensuring clear understanding of requirements and expectations.
- **Provide guidance, resources, and continuous support** to students throughout their CAS journey.
- **Approve CAS experiences and projects** via **ManageBac**, ensuring they meet IB standards and ethical guidelines.
- **Monitor student progress** through regular check-ins, portfolio reviews on ManageBac, and scheduled CAS interviews (initial, midpoint, and final).
- **Support students in making connections** between their experiences and the seven **CAS Learning Outcomes**.
- **Organise opportunities** for students to share, present, and celebrate their CAS experiences within the school community.
- **Maintain accurate records and reports** on ManageBac for internal use and for IB Diploma Programme verification.
- **Ensure compliance** with IB ethical standards, child protection policies, safety measures, and risk assessments.
- **Provide constructive feedback** on student reflections and evidence to foster meaningful growth.

## 3. CAS Advisers

The CAS Adviser plays a key role in supporting students' growth and ensuring consistency in the implementation of the CAS programme.

Each Diploma Programme teacher serves as a CAS Adviser for a small group of approximately 6–8 students, providing individualised guidance and monitoring throughout the 18-month CAS journey.

#### **CAS Advisers are expected to:**

- Meet regularly with their assigned students to review progress, reflections, and evidence on ManageBac.
- Support students in setting realistic goals, maintaining balance across the three CAS strands, and demonstrating the seven Learning Outcomes.
- Participate in the three formal CAS interviews (initial, midpoint, and final) and conduct ongoing informal check-ins during advisory periods or homeroom sessions to ensure consistent student support.
- Promote student ownership, ethical awareness, and reflection aligned with the IB Learner Profile and Approaches to Learning (ATL) skills.
- Attend orientation and ongoing professional development sessions led by the CAS Coordinator to ensure consistency and shared understanding across the advising team.

#### **4. CAS Supervisor**

The CAS Supervisor is expected to:

- **Oversee and guide** the student during a specific CAS experience or project.
- **Provide practical support and feedback** on the student's involvement and progress.
- **Ensure the activity is safe, appropriate, and meaningful**, taking into account ethical guidelines and student well-being.
- **Confirm the student's participation, commitment, and behaviour** throughout the activity.
- **Verify completion** of the experience or project by submitting a sign-off or feedback form, either directly or via **ManageBac**.
- **Communicate with the CAS Coordinator** if any issues, risks, or concerns arise during the student's participation.

#### **5. The Role of Parents**

Parents play an important role in supporting their child's CAS journey at **Nesibe Aydın Educational Institutions – Gaziantep Campus**. While CAS is a student-driven component of the IB Diploma Programme, parental encouragement and guidance help ensure that students remain motivated, safe, and balanced throughout their experiences. Parents are expected to:

- **Encourage and Support:** Motivate their child to actively participate in CAS activities and pursue meaningful experiences across all three strands (Creativity, Activity, Service).
- **Ensure Safety:** Approve and monitor activities taking place outside of school and ensure that appropriate supervision is arranged when necessary.
- **Promote Balance:** Remind students of the importance of maintaining a healthy balance between academic responsibilities, CAS, and personal life.

- **Acknowledge Reflections:** Take an interest in their child’s CAS reflections and experiences, asking questions that foster self-awareness and growth.
- **Collaborate with the School:** Communicate with the CAS Coordinator if clarification, support, or guidance is needed regarding CAS activities.

### ***Boundaries of Parental Involvement***

- Parents should **not** complete reflections, organise activities, or manage the CAS portfolio on behalf of the student.
- CAS must remain a **student-led and student-owned journey**. Parental involvement should be **supportive, encouraging, and advisory**, but never directive.

### ***Parent Involvement – Important Note***

Parents are kindly reminded that, while their encouragement and motivation are highly valued, they must **not upload reflections, evidence, or documentation to ManageBac** on behalf of their child. The CAS portfolio must remain entirely **student-created and student-managed**.

### ***Key Message for Parents***

The CAS journey is designed to empower students to:

- Take initiative and embrace new challenges,
- Engage meaningfully in creativity, activity, and service,
- Reflect on their personal growth and achievements.

Parents provide the **encouragement, moral support, and safety framework**, but the **responsibility for planning, documenting, and reflecting always lies with the student**

### **Parent Communication and CAS Celebration**

Parents receive formal CAS updates **twice a year** through the school’s digital portal and during **parent-teacher conferences**, ensuring transparency about their child’s progress, reflections, and engagement across the CAS strands.

In addition, an annual **CAS Celebration Event** is organised to showcase students’ achievements, highlight outstanding projects, and strengthen the connection between the school, families, and the wider community.

This practice fosters a collaborative partnership between parents and the school, helping students feel supported, motivated, and recognised throughout their CAS journey.

### **Risk Assessment & Child Protection**

At **Nesibe Aydın Educational Institutions – Gaziantep Campus**, student safety and well-being are essential in all CAS activities.

- **Risk Assessment:** Before starting any CAS activity, students must consider possible risks and how to minimise them (e.g., location safety, health precautions, supervision).
- **Parental Permission:** For any off-campus or external CAS activity, written parental permission must be obtained.
- **Adult Supervision:** Every CAS activity must have a responsible adult supervisor (teacher, mentor, community leader, NGO staff member).
- **Child Protection:** Students engaging in service activities, especially with children or vulnerable groups, must act responsibly and ethically. Any concerns must be reported immediately to the CAS Coordinator.
- **Health & Insurance:** Students should not engage in activities that put their health at significant risk. The school is not responsible for injuries or accidents during non-school-sponsored activities.

### **Risk Assessment Form Requirement**

To ensure student safety and compliance with IB standards, all CAS experiences must include a completed **Risk Assessment Form** before approval.

*No CAS experience will be approved on ManageBac without a completed Risk Assessment Form.*  
This requirement applies to Creativity, Activity, and Service experiences, as well as the CAS Project.

### **CAS Budget & Resources**

The CAS budget is prepared annually by the CAS Coordinator in collaboration with the DP Coordinator and school administration. It covers transportation, materials, facility use, and community partnership expenses, ensuring the sustainability and accessibility of CAS activities for all students.

Budget planning occurs each June for the upcoming academic year as part of the overall DP budget framework, allowing for efficient resource allocation and long-term continuity of CAS initiatives.

### **Integration of School Policies with CAS**

#### **Academic Integrity & CAS**

All reflections, evidence, and documentation must represent the student's authentic work. Submissions that are fabricated, plagiarised, or completed by others will not be accepted. This expectation is in line with the **Academic Integrity Policy** of Nesibe Aydın Educational Institutions.

CAS is not about the number of activities but about genuine engagement, reflection, and learning. Students are reminded that falsifying evidence or reflections may jeopardise their IB Diploma.

### **CAS and Assessment Policy**

CAS is not formally graded; however, successful completion is a **requirement for the award of the IB Diploma**. The monitoring of reflections, learning outcomes, and interviews is part of our school's holistic assessment approach, as described in the **Assessment Policy**. Students are expected to demonstrate consistent engagement, personal growth, and achievement of the seven learning outcomes.

### **Inclusion in CAS**

In line with our **Inclusion Policy**, all students are given equitable opportunities to participate in Creativity, Activity, and Service. Adjustments or accommodations are provided when necessary to ensure access, safety, and meaningful engagement for every learner, regardless of ability or background.

### **Language in CAS**

Students are encouraged to reflect in the language in which they can best express themselves. In line with our **Language Policy**, reflections may be written in English, Turkish, or another language of comfort. However, at least some reflections must be provided in English to allow for international sharing, verification, and communication with the IB community.

### **Link to Approaches to Learning (ATL) Skills**

Effective CAS reflections demonstrate not only personal growth but also the development of **ATL skills**:

- **Self-management:** meeting deadlines, balancing academics with CAS.
- **Social skills:** collaboration, conflict resolution, leadership.
- **Communication:** expressing ideas clearly in reflections, presenting CAS projects.
- **Thinking:** analysing challenges, problem-solving, creativity.
- **Research:** identifying community needs, designing evidence-based service.

### **Examples of CAS Experiences**

#### **✿ CREATIVITY (Arts, Design, Innovation)**

Engaging in creative thinking and artistic expression.

<b>Activity</b>	<b>Description</b>
<b>School newspaper / blog</b>	<b>Write, edit, or design layout regularly.</b>
<b>Art club or exhibition</b>	<b>Create and showcase your own artwork.</b>
<b>Drama / theatre performance</b>	<b>Act, direct, or design sets/costumes.</b>
<b>Music performance or composition</b>	<b>Join a band/choir or compose original pieces.</b>
<b>Film making / editing</b>	<b>Create short films on meaningful themes.</b>

Activity	Description
Creative writing	Poetry, short stories, scripts.
Coding a website or app	Design an app or website for a real purpose.
Fashion design project	Plan and create original outfits or accessories.
Photography project	Thematic photo essays with reflection.
Designing an awareness campaign	Posters, videos, or digital campaigns.

### **ACTIVITY (Physical Exertion & Health)**

Improving strength, endurance, or coordination.

Activity	Description
School sports team	Regular training and competition.
Yoga or Pilates classes	Develop body awareness and flexibility.
Martial arts training	Develop discipline and resilience.
Learning a new sport	e.g., tennis, archery, fencing.
Dance classes / performances	Ballet, hip hop, folk dance, etc.
Hiking or biking trips	Organize or join local excursions.
Organizing a charity run	Involve planning and physical activity.
Personal fitness challenge	Set and follow a workout routine.
Swimming lessons	Learning or improving technique.
Rock climbing or rowing	Outdoor/adventure activity.

### **SERVICE (Volunteering & Community Engagement)**

Addressing real needs in your local or global community.

Activity	Description
Tutoring younger students	Volunteer in academic or language support.
Organizing donation drives	Collect clothes, books, or food for charity.
Volunteering at animal shelters	Help with care and maintenance.
Environmental clean-up	Beach, park, or neighborhood cleanup.
Assisting at elderly homes	Organize games or help with chores.
Fundraising events	For local or global causes (UNICEF, WWF, etc.).

Activity	Description
Peer mentoring	Support new or younger students emotionally or academically.
Creating educational content	Videos or materials for under-resourced schools.
Advocacy / awareness projects	Topics like climate change, equality, or mental health.
Helping at a local community	Participate in ongoing community initiatives.

### The Service-Learning Cycle

Service in CAS follows a structured learning cycle that ensures students move beyond volunteering and achieve meaningful personal and community growth:

1. **Investigation** – Identifying community needs, personal interests, and available resources.
2. **Preparation** – Planning actions responsibly, considering risks, ethics, and logistics.
3. **Action** – Implementing the service activity with active participation and collaboration.
4. **Reflection** – Recording insights, challenges, feelings, and lessons learned throughout the process.
5. **Demonstration** – Sharing outcomes, impact, and personal growth with peers, teachers, or the wider community.

This cycle helps students connect service experiences with the **CAS learning outcomes**, the **IB Learner Profile**, and issues of **local and global significance**.

### Celebrating CAS Achievements

Student CAS projects are showcased in exhibitions, assemblies, newsletters, and social media to promote the value of CAS within the school community. Outstanding projects are recognised during the annual CAS Celebration Event to inspire other students and highlight the impact of meaningful action.”

### **Timeline & Deadlines**

- **Start Date:** First week of the IB Diploma Programme (Grade 11).
- **Reflections:** Ongoing, uploaded to **ManageBac** after each CAS experience.
- **CAS Project Proposal:** Submitted on **ManageBac** by the **end of the 3rd month** of Grade 11.
- **CAS Interviews:**
  - Initial Interview – October 2026:** to discuss the student’s profile, goals, and initial CAS plan.
  - Midpoint Interview – October 2027:** to review progress, balance between strands, and learning outcomes.
  - Final Interview – March 2028:** to evaluate evidence, reflections, and progress towards completion.

### Planned Local CAS Experiences at Nesibe Aydın Gaziantep Campus

As a candidate school, Nesibe Aydın Gaziantep Campus is preparing to implement CAS projects that address both local needs and global issues. Planned examples include:

**Community Garden Project** – Students will design and maintain a sustainable garden...

**Digital Awareness Campaign** – Students will create posters and videos...

**Caps for Life** – Students will organise a recycling campaign...

**Eco-Art Exhibition** – Students will prepare an exhibition using recycled materials...

These initiatives are examples of how CAS will be contextualised in our school setting, once the Diploma Programme is fully implemented.

### Connecting Local Action to Global Issues

Each planned CAS experience is intentionally linked to one or more of the **United Nations Sustainable Development Goals (SDGs)**. By mapping every activity to a relevant SDG, students learn to connect **local community engagement** with **global challenges** such as sustainability, equality, and responsible consumption.

This approach helps students recognise the broader impact of their actions, deepen their sense of international-mindedness, and strengthen their understanding of the IB Learner Profile attributes—particularly caring, open-mindedness, and global awareness.

### Assessment & Documentation

All CAS documentation at **Nesibe Aydın Educational Institutions – Gaziantep Campus** is managed through **ManageBac**. Students are expected to use the platform to:

- **Submit Proposals**

Complete and upload **CAS Experience Proposals** and **CAS Project Proposals** before starting an activity.

Await approval from the CAS Coordinator via ManageBac.

- **Upload Reflections and Evidence**

Add meaningful reflections after each CAS experience.

Provide evidence such as photos, videos, certificates, or supervisor confirmations.

Clearly connect reflections to **CAS Learning Outcomes**.

- **Track Learning Outcomes**

Use the ManageBac system to link each reflection/experience to one or more of the **seven learning outcomes**.

Ensure that by the end of the programme, **all seven outcomes are demonstrated at least once**.

- **Receive Feedback & Guidance**

Obtain written feedback and approval from the CAS Coordinator directly on ManageBac.

Review coordinator comments to improve the quality of reflections and ensure compliance with IB standards.

- **Portfolio Completion**

ManageBac serves as the official CAS Portfolio, which will be reviewed during initial, midpoint, and final interviews.

The completed portfolio will be used for IBO verification and internal school reporting.

- **Monitoring & Advising**

Monitoring and advising are integral to the assessment process, ensuring continuous support throughout the 18-month CAS journey.

Each student will have three 20–30-minute interviews with the CAS Coordinator (**October 2026, October 2027, and March 2028**). These interviews focus on goal-setting, progress review, and evidence evaluation.

CAS Advisers also hold regular check-ins during advisory periods to ensure that students maintain balance across strands, make meaningful reflections, and demonstrate continuous growth aligned with the CAS Learning Outcomes.

## Appendices

### **1. CAS Experience Proposal Form**

*(To be completed before starting any CAS experience)*

**Student Name:**

**CAS Experience Title:**

**Dates and Duration:**

**Category:**  Creativity  Activity  Service

**Brief Description:**

.....

**Intended Learning Outcomes (LO):**

- LO1: Identify strengths and develop areas for growth
- LO2: Demonstrate challenges undertaken and new skills developed
- LO3: Initiate and plan a CAS experience
- LO4: Show perseverance and commitment
- LO5: Work collaboratively with others
- LO6: Engage with issues of global significance
- LO7: Recognize and consider ethics of choices and actions

**Planning Steps:**

.....

**Expected Outcomes:**

.....

**Student Signature / Date**

**CAS Coordinator Approval / Date**

## **2. CAS Project Planning Form**

*(For projects lasting at least one month and involving collaboration)*

**Project Title:**

**Participants:**

**Project Duration:** Start ..... / End .....

**Project Aim:**

.....

**Scope and Activities:**

.....

**Intended Learning Outcomes:**

.....

**Expected Impact / Community Contribution:**

.....

**Ethics and Safety Check:**

Parental consent obtained

Supervisor assigned

Risk and safety measures reviewed

**Signatures:** (Students + CAS Coordinator + Supervisor)

### 3. CAS Reflection Template

*(Students may submit reflections in written, visual, audio, or video format. This template serves as a guide.)*

- **Experience Title:**
- **Date:**
- **What did I do?**
- **What did I feel?**
- **What skills did I develop?**
- **Which Learning Outcomes are demonstrated?**
- **What have I learned for the future?**

### 4. CAS Student Checklist

- ✓ Completed the CAS Experience Proposal Form before starting
- ✓ Activity aligns with at least **one Learning Outcome**
- ✓ Experience follows **IB ethical guidelines**
- ✓ Reflection submitted
- ✓ Evidence uploaded (photo, video, report, certificate, etc.)
- ✓ Experience reviewed and approved by CAS Coordinator

### 5. Annual CAS Plan (Sample Timeline Template)

Month	Planned CAS Experience / Project	Category	Reflection Status	Approval
September	Volunteering in school library	Service	✓	✓
October	Art workshop	Creativity	✓	✓
November	School football team	Activity	⌚	
December	Environmental awareness campaign	Service	⌚	

Month	Planned CAS Experience / Project	Category	Reflection	Status	Approval
January	School music performance	Creativity	⌚		
...	...	...	...	...	...

### **Supervisor Sign-off**

#### **CAS Supervisor Confirmation Form**

- Student Name: \_\_\_\_\_
- CAS Experience/Project Title: \_\_\_\_\_
- Dates of Participation: \_\_\_\_\_

#### **Supervisor Statement:**

I confirm that the student has participated in this CAS experience/project as described, and has demonstrated commitment, responsibility, and ethical behaviour.

Supervisor Name: \_\_\_\_\_

Position/Role: \_\_\_\_\_

Signature & Date: \_\_\_\_\_

**CAS Risk Assessment Form**

**Student Name:** \_\_\_\_\_

**CAS Experience/Project Title:** \_\_\_\_\_

**Dates & Duration:** \_\_\_\_\_

**Category:**  Creativity  Activity  Service  CAS Project

1. Activity Description

Briefly describe the CAS experience/project:

.....  
.....

2. Potential Risks Identified

List any possible risks

.....  
.....

3. Risk Management & Safety Measures

How will risks be reduced or managed?

.....  
.....

4. Supervision & Permission

- **Supervisor Name & Role:** \_\_\_\_\_
- **Parental Permission (for off-campus activities):**  Obtained  Not required

5. Emergency Plan

What actions will be taken in case of an incident?

.....

6. Ethics & Child Protection Check

- Activity respects IB ethical standards.
- Child protection measures are in place

## 7. Signatures

- **Student:** \_\_\_\_\_ Date: \_\_\_\_\_
- **Parent (if applicable):** \_\_\_\_\_ Date: \_\_\_\_\_
- **Supervisor:** \_\_\_\_\_ Date: \_\_\_\_\_
- **CAS Coordinator Approval:** \_\_\_\_\_ Date: \_\_\_\_\_

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