

## **Ibn Khuldoon National School**

### **Creativity Action Service (CAS) Programme**

#### What are the 3 strands of CAS: C, A and S?

**Creativity** is investigating and broadening ideas that direct the students to the production/presentation of a new product or a new understanding of the product. Examples include learning a challenging piece of music/dance or starting a debate team.

**Activity** is physical work that leads to a healthy way of life. Examples include training for an upcoming running race or joining a tennis club.

**Service** is working cooperatively with others in response to a certain need in the community. Examples include organizing a beach clean-up with your friends or tutor at a local elementary school.

#### Why is CAS important for the student?

CAS allows students to show the “attributes of the IB learner profile” in real-life situations and to develop as individuals who understand their worth. “Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives.” CAS balances with the challenges that the student faces in his/her IB academic subjects and contributes to the well-roundedness of the student by focusing on the student’s autonomy, teamwork, achievement and pleasure. For many students, CAS is insightful and “life-changing”. Every student has a different “starting point” and different desires and aims. This makes the CAS program of each student unique and tailored to the student’s desires, talents, significance and environment.

#### What are the 5 CAS stages?

CAS is organized around five CAS stages that help and support the process of learning:

**Investigation** of desires, needs and talents that are worth experiencing in CAS.

**Preparation** of a plan with specification of resources needed as well as a timeline.

**Action** or implementation of the plan, individually or in a group.

**Reflection** on what happened that may lead to a new action phase.

**Demonstration** of what students learned through their CAS portfolio. This contributes to a better and more solid understanding of their experience.

#### What are the 7 learning outcomes?

For CAS completion, students should reflect and provide evidence of seven learning outcomes that demonstrate that the student has

... **identified his/her own strengths and developed his/her areas for growth**

... **demonstrated that “challenges have been undertaken, developing new skills in the process”**

... demonstrate how “to initiate and plan a CAS experience”

... showed “commitment to and perseverance in CAS experiences”  
... demonstrated the skills and recognized “the benefits of working collaboratively”  
... demonstrated “engagement with issues of global significance”  
... recognized and considered “the ethics of choices and actions”  
... developed new skills

#### When should the student engage in CAS activities?

The student’s CAS program should start at the beginning of Grade 11 and continue on a regular basis for at least one year and a half. There should also be some balance between activity, creativity, and service.

#### How is CAS assessed?

Students should maintain a portfolio and complete it. The CAS portfolio is a compilation of evidence of CAS experiences and reflections. CAS completion means that the student has achieved all the CAS learning outcomes described previously and this achievement should be demonstrated in their CAS portfolios.

#### Are there different levels of CAS experiences?

There are single events such as a one-time beach cleanup. There are also a series of events such as visiting the orphanage every month. Another CAS experience is getting involved in a CAS project for at least one month. This experience challenges students and lets them initiate activities showing their motivation and perseverance. The CAS project can address one strand of CAS, or more. In single events, series of events or CAS projects, the student is expected to use the CAS stages.

#### How many times does the CAS coordinator interview the student?

Three interviews are conducted and documented: one at the beginning of Grade 11, the second at the end of Grade 11 or the start of Grade 12, and one at the end of Grade 12.

#### Are reflections important in CAS?

Reflections are essential to growing and developing as a result of one’s CAS experiences. Reflections allow the student to check his/her own learning and areas of growth by allowing him/her to see his/her strengths and weaknesses. So, reflections are at the heart of CAS. Reflections allow students to grow more out of CAS.

The Information above is adapted from the CAS guide, IBO

## Examples of CAS activities at IKNS

### **Example 1: Hypertension/Obesity workshop**

In this activity, we attended a workshop/lecture in the Bahrain Specialist Hospital held to educate students on Hypertension. We learned the boundaries for normal and abnormal blood pressure, as well as learned how to measure blood pressure. This workshop aimed at educating students on this topic which, has become a huge epidemic in the world, and helping them make lifestyle changes if necessary. Some learning outcomes we got from this activity include having **increased awareness of our strengths and areas of growth** as we learnt a **new skill** and valuable information. We also got an opportunity to engage with **issues of global importance** and thus help in bringing about change in terms of a big health issue.

Fatima Al Sammak



## Example 2: English Tutoring at Government Schools

In the photograph, I was teaching a young Bahraini child some basic English phrases. The little boy I was tutoring was named Mohamed. I taught Mohamed how to introduce himself, and communicate with his friends and family. I was able to teach him how to have a proper conversation by the end of the session. I really enjoyed tutoring Mohamed as I felt like I was giving back to the community. Some learning outcomes I achieved from this activity include having **increased my awareness of my strengths and areas of growth** as well as the **skill of cooperating** with my teammates.

Khaled Abdulrahman Al Khalifa



### Example 3: Tradequest

Tradequest was a unique opportunity for me to participate in. It not only taught me **new skills** in how to analyze and operate the stock market but also how to deal effectively with team members and **cooperate** to achieve our team goal. At home and at school, Tradequest needed **commitment** constantly checking prices of stocks in the Bahrain Bourse in the morning and the New York Stock Exchange at night. Overall, it was a **challenging** experience getting to know and understand the ways of the stock market while agreeing on what to do through **collaboration** with fellow team members.

Fahad Al Khaja



#### Example 4: The Go-Green Club

The “Go-Green Club” organises beach clean-ups every year, such that members in both secondary and middle school are welcome to participate. Last year, our members and supervisors went to Karbabad beach on a Saturday morning in an effort to clear the coastal area of litter. It was refreshing to see so many students volunteering to take part in the activity. During our trip, We learned a lot about the importance of taking care of our environment by disposing of garbage responsibly. It is also an opportunity to engage with issues of global importance.

Lulwa Mohamed Al Khalifa



### «ابن خلدون» كمدرسة منتسبة إلى اليونسكو تنظم فعالية تنظيف شاطئ كرباباد

الذي أسسه كلية من المرحلة الثانوية، وتطور حتى شمل كلية المدرستين الابتدائية والمتوسطة منذ العام الماضي، ويسعى هذا النادي إلى توعية الطلبة بأهمية البيئة الطبيعية من حولنا وطرق الحفاظ عليها وعلى روائها.

واحدة من ضمن الفعاليات التي شاركت فيها مدرسة ابن خلدون الوطنية كمدرسة منتسبة إلى اليونسكو في إطار المحافظة على البيئة. وعادة ما ينظم تلك الفعاليات نادي الحفاظ على البيئة

نظمت مدرسة ابن خلدون الوطنية رحلة إلى شاطئ كرباباد وذلك يوم السبت الموافق 15 نوفمبر 2015، حيث اشترك 50 طالباً من المرحلتين الثانوية والمتوسطة بإشراف مجموعة من المعلمين في تنظيف الشاطئ، وتعد هذه الفعالية

### **Example 5: IKNS Model United Nations Conference - IKMUN**

Ibn Khuldoon Model United Nations, or IKMUN, was a student-run conference held over two days in March 2016. Over 100 students from private and public schools in Bahrain and Saudi Arabia participated in a simulation of the United Nations and debated topics of international importance, from the Syrian Conflict to the Zika Virus and gender equality. During the lunch break of the last day, the administrative team and delegates from IKNS huddled to take a group picture, extremely proud of the work they had done over the last 5 months to make the conference a reality. This photo then became an icon of sorts for the conference and was featured vastly across social media, and remains one of the conference's fondest memories. Some learning outcomes we got include having increased awareness of our strengths and areas of growth and engaging with issues of global importance.

Alya Al Ammari



### Example 6: Supporting Children at the Hope Institute

During the February break of 2016, I visited Hope Institute with the aim of giving back to the Bahraini community. This photo shows me playing with the kindergarten class of the Institute. Some learning outcomes of this activity include having an **increased awareness of my strengths and areas of growth** as well as **cooperation, commitment and perseverance**.

Khalifa Hmood Al Khalifa





## Example 7: National Walkathon/ Raising Awareness on Hypertension and Obesity

At the beginning of the 2015-2016 school year , I had an idea for a CAS project. I wanted to host a National Walkathon to raise awareness on Hypertension and Obesity among young adults and teens since it's becoming more and more serious, causing a very high death rate in Bahrain and the middle eastern countries and reached the top 10 causes of death. After a training session on how to diagnose the disease, Rayyan, Maryam and I then worked day and night, in school and after school to make this event become a reality. All Bahraini schools were invited, the target audience being grades 10 and 11 and then the real hustle began. We called sponsors, restaurants, hospitals, schools, made tickets and posters and shirts. Finally on Dec 11 2016, the day of the event, over 100 students from 10 different schools came, along with hospitals, nurses, sponsors, football tournaments, games, activities and endless bursts of laughter and fun combined together to make the event a success.

Jessica Shenoda



### Example 8: Animal Welfare

Tony the Dog-father's kennel is an animal shelter where the owner, Tony, takes in abandoned, injured, or stray animals in the area of Saar in the Kingdom of Bahrain. Many people volunteer to provide the animals with the required care such as donating food and money, as well as cleaning and feeding the animals during the weekends. Students bathed dogs, combed cats' hair, and gave them the love and affection that they were deprived from. It was an eye-opening experience for them because they had to deal with handicapped or wounded animals that were abused by their previous owner, which made them aware of how animals should be treated with the proper care.

Natalie Hanna



### **Example 9: The Composting Club**

On Tuesday 8 March, grade 11 IB students Lulwa Al-Khalifa and Lilian Abdel-Nour conducted a planting activity for grade 3 students with the goal of educating the younger generation on the value of composting.

The girls, along with a team of 20 high school Go Green club members, took 100 elementary school students for the length of one period. The students were quizzed on their knowledge of composting while bananas and apples were passed around. Then the students chose to plant either parsley or barbeer (a local Bahraini herb) in plastic bottles using compost made in school.

The activity was very environmentally friendly; trash from the fruits was taken to the composting bins and bottles were used to encourage reusing materials.

Every student got to plant in their own bottle, even some of the Go Green team members took home their own plants.

Lilian Abdel-Nour

