Sagesse High School - Mission Statement
Sagesse High School is a Catholic, Anglophone, co-educational school that educates and motivates students from diverse backgrounds to become life-long learners and responsible citizens with strong ethical values. The school provides various enriched educational opportunities and operates in an environment that instigates empathy and compassion..

International Bacculreate 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 programme 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.

CAS – Aims
Creativity, Activity, and Service (CAS) is one of the core requirements of the International Baccalaureate (IB) Diploma programme. As educating the person as a whole is at the heart of the CAS programme, its philosophy is based on experiential education that is of learning by doing. It gives learners many opportunities to become active citizens of the world by engaging in experiences at the local, national and/or international levels while contributing positively towards each other and the environment. It extends over a period of eighteen months to help students develop life skills to a live a purposeful life while countering the balance of the rigorous requirements of the Diploma Programme. Students take ownership of their own learning, pursue personal growth and play an active role in the learning process. They initiate, plan and immerse in meaningful life experiences, embrace new challenges, engage in collaborative CAS projects and critically reflect about the undertaken experiences. They take ownership of their own learning and pursue personal growth to develop new skills and sharpen transferrable ones that are key to academic success and life while gaining new perspectives and methods of thinking. The aims of CAS fit perfectly well with the mission statement and philosophy of education of Sagesse High School.

CAS – Learning by Doing Cycle
"Tell me and I forget, teach me and I may remember, involve me and I learn." Benjamin Franklin
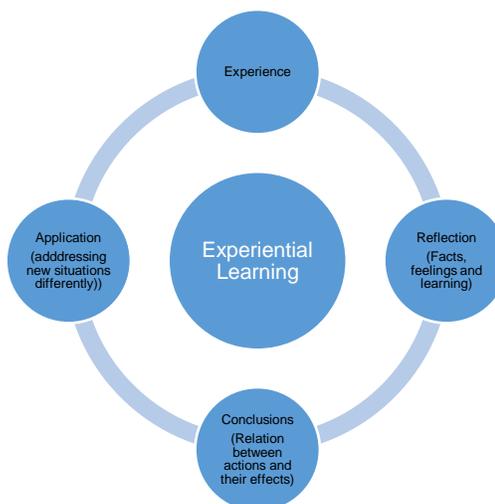
CAS – Strands
Students design a personalized balanced CAS programme that meet their interests while helping them achieve their own goals. They engage in a variety of life experiences that help them achieve the seven learning outcomes of the programme while demonstrating critical reflection and gathering evidence of achievement. For that, they are committed to engage weekly in experiences related to one or more of the three CAS strands; creativity, activity and service for eighteen months. An experience may be a single event or an extended series of events. In addition, they need to embark on a CAS project of at least one-month duration during which they demonstrate initiative, perseverance and develop skills such as collaboration, problem-solving and decision making. The project may address any single strand of CAS or combine two or all three of them.

1. **Creativity: A Journey of Self-discovery**
This strand is crucial for the development of the critical thinkers of the 21st century. Students explore their interests, immerse in their hobbies and develop new talents. They sharpen their imagination, adapt to new situations and develop problem-solving techniques

2. **Activity: A Healthy Lifestyle**
This strand helps students enhance their physical activity while benefiting their mind and soul. Engaging in regular exercising will contribute to the well-being of the learners while minimizing stress.

3. **Service: Civic Mindedness and Global Citizenship**
This strand give students the room to collaborate and engage reciprocally in service learning projects that address global issues from a local perspective. They will think globally and act locally by tackling specific identified needs within their community. They will develop a sound understanding of their important role in the community, realize their role in assisting each other while contributing positively to the society and the environment, discover their self-efficacy, and sharpen the attributes of the IB learner profile while gaining values related to altruism and empathy. Some of the global issues that students may want to consider are:
- language, culture, identity
- science, technology, and society
- equality, equity and inequality
- conflict resolution and peace, and security
- environmental sustainability

CAS – Seven Learning Outcomes (CAS guide, 2015, p. 11) (CAS TSM, 2015, pp. 42 -44)

LO	Descriptor
LO1	Identify own strengths and develop areas for growth: - aware of own strengths and weaknesses - open to improvement and growth opportunities - able to propose experiences according to own interests and talents - willing to participate in different experiences - able to undertake a thoughtful self-evaluation - able to see themselves as individuals with various abilities and skills, some more developed than others
LO2	Demonstrate that challenges have been undertaken, developing new skills in the process: - participate in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences - willing to become involved in unfamiliar environments and situations - acquire new skills and abilities - increase expertise in an established area - show newly acquired or developed skills or increased expertise in an established area
LO3	Demonstrate how to initiate and plan a CAS experience - able to articulate and use 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 - demonstrate knowledge and awareness by building on a previous CAS experience - show initiative by launching a new idea or process - suggest creative ideas, proposals or solutions - integrate reflective thoughts in planning or taking initiative - show responsible attitude to CAS project planning - able to develop a coherent action plan
LO4	Show commitment to and perseverance in CAS experiences. - demonstrate regular involvement and active engagement with CAS experiences and CAS project - able to foresee potential changes to the initial plan and consider valid alternatives and contingencies - demonstrate adaptability to uncertainties and changes - get involved in long-term CAS experiences and CAS project
LO5	Demonstrate the skills and recognize the benefits of working collaboratively - share skills and knowledge - listen respectfully to proposals from peers - willing to take on different roles within a team - show respect for different points of view and ideas - make valuable contributions - responsible for participating in the group - readily assist others - able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences
LO6	Demonstrate engagement with issues of global significance. - able to identify global issues in the local or national community

	- show awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally - get involved in CAS projects addressing global issues in a local, national or international context - develop awareness and responsibility towards a shared humanity
LO7	Recognize and consider the ethics of choices and actions. - recognize ethical issues - able to explain the social influences on one's ethical identity - take into account cultural context when making a plan or ethical decision - identify what is needed to know in order to make an ethical decision - articulate ethical principles and approaches to ethical decisions - show accountability for choices and actions - aware of the consequences of choices and actions regarding self, others involved and the community - integrate the process of reflection when facing an ethical decision - show awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences

CAS – A Framework for Ethical Education at Sagesse High School
DP teachers, TOK teachers, CAS advisers and the CAS coordinator collaborate at Sagesse High School to:
- guide students through ethical dilemmas
- engage students in sound and relevant conversations
- enhance students' ethical reasoning skills through helping them identifying, applying ethical concepts and evaluating considerations relevant to the situations

1. **Recognizing an Ethical Issue:** Students identify the ethical aspects of the issue at hand
2. **Consider the Parties Involved:** Students reflect upon the various individuals who may be affected by decisions taken positively and negatively
3. **Gather all of the Relevant Information:** Before taking action, students ensure that they have gathered all relevant information, and have consulted all potential sources of information
4. **Evaluate decision-making options by asking the following questions:**
   Which action respects the rights of all who have a stake in the decision?
   Which action treats people equally or proportionately?
   Which action serves the community as a whole rather than some members?
   Which action leads me to act as the sort of person I should be?
5. **Make a Decision and Consider It:** After examining potential actions, students consider the best action that addresses the situation while reflecting on how they feel about their choices.
6. **Act:** Many ethical situations are uncomfortable because students can never have access to all information. Even so, students must often take action.
7. **Reflect on the Outcome by asking the following questions:**
   What were the results of the decision?
   What were the intended and unintended consequences?
   Would you change anything now that you have seen the consequences?

Achieving the above seven key learning outcomes revolves around the value added of the experiences chosen to every student. Students need to organize their timetable effectively in order to ensure that the CAS requirements are met. A weekly commitment will enable them to enjoy CAS while reducing the stress they go through while studying. For that, students are highly encouraged to attentively plan their experiences, discuss their choices with the CAS coordinator/adviser, review the progress of their work systematically, document their experiences, supply evidence and report their reflections on outcomes and personal learning gradually.

CAS – Coordinator/Adviser Support
The CAS coordinator/adviser provide students with a continuous support and guiding system. They:
- Assist students identify their experiences' personal and social goals
- Encourage students to come up with experiences that are local and/or international in nature and that appeal to their interest
- Ensure that students maintain a balance between activity, creativity and service
- Help students appropriately develop their reflection skills (holding group discussions or individualized meetings…)
- Support students when considering ethical issues
- Read students' CAS journals
- Keep parents informed about the CAS programme
- Publicize students' achievement
- Report students' progress to the IB regional office
- Aid students to establish valid connections between CAS and TOK
- Collaborate with teachers of various groups to highlight links to CAS

CAS – Students' Responsibilities
Students are responsible for:
- Initiating and designing personal experiences and projects of interest to them
- Specifying the goals of the experiences and projects undertaken
- Carefully planning, implementing and reflect on their experiences and projects
- Attending **two** meetings with their CAS coordinator and advisor in their first year and **one** in their second year
- Initiating at least one collaborative project addressing an issue of local concern
- Recording experiences and projects
- Describing achievement
- Starting the reflection process from the first minute
- Providing evidence of achievement of the seven CAS learning outcomes

CAS – Opportunity for Personal Growth – Tool for Empowerment
To maximize benefits from CAS, students are highly encouraged to choose challenging and fun activities, ones that affect their lives while triggering their sense of reflection. Students, having different objectives and needs, should develop experiences that promote volunteer work, critical thinking and a healthy lifestyle. They need to identify personal goals for improvement, devise appropriate strategies to reach the identified goals and determine further actions. To empower them by developing a personalized CAS program, they identify their individual needs and goals by completing the personal inventory below.

Interests	Skills	Talents

Personal Inventory Template: A Plan for building success

A. Identifying your strengths
1. Complete the first column titled "Positive (Strengths)" of the below table by including all the positive attributes that:
   a. describe you best
   b. others would use to describe you

2. Reflect on the traits of the person you want to become. Add the adjectives that best describe that person to the column titled "Positive (Strengths)".

3. Think of the weaknesses you have and add them to the column titled "Negative (Weaknesses)". Should you consider them as barriers facing your personal growth that you would want to address separately:
   a. cross them off the second column
   b. add them to third column titled "Barriers"

4. If there are additional barriers facing your personal growth, add them under the column titled "barriers"

5. Revisit the remaining attributes under the column titled "Negative (Weaknesses)":
   a. cross off each remaining weakness
   b. replace it with its corresponding antonym (angry → calm, impulsive → reflective…) to turn it into your desired strength to be achieved

6. Highlight the five most important attributes that you deem essential for your future success from the whole table

Positive (Strengths)	Negative (Weaknesses)	Barriers

By completing the above, you have reflected on the:
- most important personal strengths that you consider worth developing
- barriers to your success that you need to address

B. Identifying your skills:

Skills	Evidence/Examples
Thinking	
Communication	
Social	
Self-Management	
Research	
Talents	**Evidence/Examples**
Civic Engagement	**Evidence/Examples**

C. Identifying your Interests:

Identify the areas of knowledge, subject disciplines and topics that are of personal interest to you.

_____

_____

_____

Identify the areas of knowledge, subject disciplines and topics that are of part of your expertise.

_____

_____

_____

CAS – Projects
A CAS project is a collaborative experience or series of experiences between a group of students and/or members of the wider community that targets issues of significance and needs within the local community. It:
        - extends over at least one month from planning to completion
        - addresses any single CAS strand or combine two or all three of them
        - encourages students to step outside their comfort zone by taking initiatives and embarking on new challenges while working collaboratively
        - follows the five stages of learning that sharpen students' skills while helping them demonstrate perseverance and make learning purposeful with application
        - gives students the opportunity to gather evidence of achievement in the CAS learning outcomes

Students are encouraged to engage, if possible, in more than one CAS project over the period of eighteen months.

CAS – Projects – Stages
To properly define their role and responsibilities in a CAS project, students choose a cause of local and global concern. They follow the CAS stages as a framework for implementation:
Investigation – Inquirers and Reflective
According to their interests, skills and talents and while referring to their areas of personal growth identified in their personal inventory, students conduct social analysis through:

-   gathering information about a community need
-   using media, interviews, surveys
-   observations

Preparation – Knowledgeable, Thinkers and Open-Minded
Having identified a local need that may be connected to global issues, students collaborate to prepare an action plan that tackle the identified needs after having:
-   contacted people to gather relevant and reliable sources of information
-   formed a supportive group of individuals who share a common interest

Action – Caring, Principled and Risk Takers
Students get the opportunity to address their cause while using different mediums, document the various steps of their experiences and monitor the progress of their plan execution.
Direct: students' action will involve direct interaction with the recipients (people, animals or the environment)
Indirect: students' action will contribute positively to the environment and/or the society without coming into direct action with the recipients.
Advocacy: Students' action will target a cause to promote a positive action on an issue of public interest.
Research: students' action revolve around critically gathering information, selecting proper relevant sources, analyzing data and devising conclusions that may be beneficial regarding an issue of public interest.

Reflect: Balanced and Reflective
Reflection is an integral part of CAS. It starts right from the beginning of an experience and is ongoing. Students will use it as an individual or group tool to build self-awareness, drive learning forward, update and/or modify the planned course of action, consider and discuss their thoughts, feelings and ideas.

Demonstration: Reflective, open-minded and Communication
Students will portray their thoughts, ideas and agreed-upon solutions while using proper and engaging presentations and discussions.

CAS – Reflection
Having different goals and needs, students may face difficulties while developing their reflection. For that, they are highly encouraged to adopt an approach that works best for them. For that, they may choose to reflect publicly or privately, on an individual basis or on a shared basis and/or objectively or subjectively.
To ensure an appropriate reflection, students are encouraged to explore the following questions, before during and after an experience:
- What did I plan to do? What did I do?
- What were the outcomes, for me? The team I was working with? Others?
- How did I feel? What did I think? What impact did the activity leave?
In the case of the CAS project, students are encouraged to describe the achievements and limitations of the project. They are also encouraged to state what the experience meant to them on an individual basis.

Reflection Tools
Students may use several reflection methods including but not limited to presentations, photos, videos, weblogs, scrapbooks and journals.
During meetings, the CAS coordinator/adviser engage in guided discussions with the students to help them understand the importance of the process of reflection and to enhance their written reflection. In case lessons learnt touch personal issues, students may reflect privately on the matter.

CAS - Recording and reporting
Students are highly encouraged to:
- keep track of their purposeful experiences using a CAS journal
- Share their journey by describing: what they have planned and what they have achieved with their friends
- Discuss their progress with their CAS coordinator/adviser by attending two formal meetings during their first year of their Diploma Programme and one formal meeting at the end of their second year of their Diploma Porgramme
- Document the minutes of their meetings in their CAS journals

CAS – Monitoring Progress & Support
The CAS coordinator/adviser holds three formal interviews with each student while taking minutes of the meetings. The main objectives behind all meetings are to:

- Guide students through their CAS journey
- Discuss their potential challenge
- Help students identify areas of personal growth
- Review and monitor students' progress
- Give students the opportunity to reflect on their experiences and projects
- Celebrate achievement and provide continuous encouragement and support.

The First Interview:
The first interview is scheduled at the beginning of the first year of the Diploma Programme, the second interview is scheduled at the end of the first year of the Diploma Programme and the third interview is scheduled at the end of the second year of the Diploma Programme.
The first interview happens after the initial orientation session with the parents, DP teachers and DP students and after the detailed orientation session with the DP students and after the DP students having completed their

personal inventory forms. The main objective behind this interview is to unpack the remaining challenges that students still have with respect to the:

- Requirements of CAS
- Understanding of the learning outcomes
- Five stages of the CAS project
- Monitoring process followed at school

 Students will discuss with the CAS coordinator/adviser their interests, hobbies, talents, skills and the five most important attributes they have identified to have a meaningful, purposeful and successful life. They will brainstorm various potential experiences that would help them design a CAS programme that is full of fun, enjoyable and challenging experiences.

The Second Interview
The second interview is scheduled at the end of the first year of the Diploma programme.
The main objective behind the interview is to monitor students' progress. By this time, students would have completed a significant number of a onetime experience or series of experiences tackling several learning outcomes. They may have completed one CAS project or may be in the middle of planning for one.
The CAS coordinator/adviser discuss with the students the:

- Challenges they have faced so far
- Methods they have used to surpass the discussed challenges,
- Learning moments from completed experiences
- Room for applying what they have learnt from reflections in new situations
- Issues related to ethical dilemmas they may have faced so far

The CAS coordinator/adviser will validate the evidence gathered by students for the completed experiences. They will as well look at potential experiences that students may want to embark in during the summer period.

The Third Interview:
The third interview is scheduled at the end of the eighteen months at the end of the second year of the Diploma Programme. It aims at celebrating students' achievement of the CAS learning outcomes.
The CAS coordinator/adviser will revise with the students the notes related to their first interviews and their expectations and reflect on personal growth achieved throughout the programme. Students will have the opportunity to look at the skills they have developed while referring to the experiences outlines in their portfolios.

In addition to the three formal interviews, students schedule for informal meetings with the CAS/coordinator and advisor as need arises.

CAS Experience/Project Proposal Form

Candidate's Name: Group Members: Proposed Experience/Project:
CAS Strand(s) I will Address: Creativity_____ Activity_____ Service_____
Description of how the expected learning outcome(s) will be attained
1. Identify own strengths and develop areas for growth 2. Show commitment to and perseverance in CAS experiences 3. Demonstrate how to initiate and plan a CAS experience 4. Show commitment to and perseverance in CAS experiences 5. Demonstrate the skills and recognize the benefits of working collaboratively 6. Demonstrate engagement with issues of global significance 7. Recognize and consider the ethics of choices and actions
Interests, talents, skills, hobbies and areas for personal growth:
1. Identify your needs by reflecting on the selected experience/proposed project: 2. Explain the personal value added of the selected experience/proposed project while referring to specific skills such as collaboration, critical thinking, problem solving….) 3. The proposed project has reciprocal benefits to other and the community as it 4. The proposed project will help me embark on new challenges 5. My role in the group will be 6. My responsibilities in the action plan will be 7. The roles of the group members will be 8. The responsibilities of the group members will be 9. The proposed project or selected experience will help me attain the following attributes of the IB learner profile:
CAS Project – Stages
1. Investigation 2. Preparation 3. Action 4. Reflection 5. Demonstration
CAS Project – Projected Timeline
1. Start Date 2. Phases 3. End Date
Contact Details:
Organization: External supervisor: Teacher:
Risk Assessment : Potential Risk
Resources:

Supervisor Consent
I understand my role as supervisor in monitoring students' progress in the CAS experience or project undertaken. Name: Contact Details: Email address: Signature:
Parents' Consent Signature
CAS Coordinator Signature: CAS Advisor Signature: Candidate Signature: Date of Submission

CAS Completion Form

Candidate Name: Date:
CAS Coordinator Name: CAS Coordinator Signature:
CAS Advisor Name: CAS Advisor Signature:

Learning Outcomes	Achieved? ✓	Nature/location of evidence For example, email (date), journal (page #), form
LO1		Evidence: Experience 1: Date : Experience 2: Date : Experience 3: Date : …………
LO2		Evidence: Experience 1: Date : Experience 2: Date : Experience 3: Date : …………
LO3		Evidence: Experience 1: Date : Experience 2: Date : Experience 3: Date : …………
LO4		Evidence: Experience 1: Date : Experience 2: Date : Experience 3: Date : …………
LO5		Evidence: Experience 1: Date : Experience 2: Date : Experience 3: Date : …………
LO6		Evidence: Experience 1: Date : Experience 2: Date : Experience 3: Date : …………
LO7		Evidence: Experience 1: Date : Experience 2: Date : Experience 3: Date : …………

CAS – Interdisciplinary Links

CAS & Group 1: Students may be involved in:
- Organizing competitions and quizzes
- Preparing speeches and commentaries during sports events organized in school
- Participating in theater workshops
- Writing articles, poems and stories for the school's yearbook or newsletter
- Helping students who have difficulty learning English
- Helping staff members improve their English speaking skills
- Designing programs for World Spelling Day and International Literacy Day (posters, announcements, creative presentations)

CAS & Group 2: Students may be involved in:
- Visiting places that help them deepen their understanding of languages learned
- Sharing knowledge gained from learning languages with the school's community (dance, music, theater…)
- Celebrating festivals related to languages learned
- Organizing games and competitions aiming at language improvement for students in lower classes
- Organizing classes for students in public schools to help them acquire the basic skills of new languages
- Devise awareness campaigns about languages that are slowly fading away

CAS & Group 3:
Business Management
Students may be involved in:
- Designing ads that focus on raising awareness about a specific global issue
- Devising business ideas that may be used to collect money for a good cause
- Organizing workshops free of charge for owners of small shops to help them prepare financial statements
- Preparing presentations aiming at raising awareness about protecting consumers from fraud
Economics: Students may be involved in:
- Designing organizers to help other students better understand economic concepts and theories
- Organizing awareness sessions about one of the Millennium Development Goals
- Proposing solutions that can make a positive contribution to society when it comes to local/ global issues
- Designing awareness campaigns for environmental issues (posters, announcements & presentations
- Designing a world map mural project with younger students
- Designing programs for international days related to the Millennium Development Goals (MDGs)
ITGS: **Students may be involved in:**
- Using their advanced computer skills in helping others design creative presentations
- Upgrading used and old computers
- Preparing orientation sessions about the negative effects of working for long hours in front of computers and proposing solutions on how to minimize these effects
- Holding training sessions for staff members interested in enhancing their computer skills
- Creating a website for public schools or charity organizations

CAS & Group 4: Students may be involved in:
- Designing activities that raise awareness about health issues
- Exercising regularly in a gym
- Going on a hiking journey, mountaineering, gardening, learning scuba diving, swimming, surfing, cycling, ice-skating, squash, new types of dancing, weightlifting, skiing, snowboarding, running (with a new target) and tennis
- Teaching less fortunate kids any type of activity that they have learned
- Organizing activities for kids who have faced difficulties in their lives and playing with them
- Raising awareness campaigns about healthy eating habits for kids at school (posters, announcements & presentations)

CAS & Group 5: Students may be involved in:
- Tutoring less fortunate kids after school hours
- Designing programs for World Mathematics Day
- Organizing competitions and games

CAS & Group 6: Students may be involved in:
- Designing a mural at public schools or at their own schools
- Developing an art project for orphans or for children with cancer
- Playing a new musical instrument
- Teaching less fortunate kids how to play an instrument
- Learning something new (piece of music, dance, ceramics)
- Designing a choreography for a specific event
- Designing, preparing and performing a musical program for charity
- Teaching public school students art, music, dance
- Designing public school's yearbooks
 - Joining photography classes
- Designing attractive environmental messages for the school