



C A S

REACTIVITY

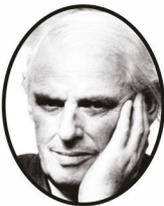
CTIVITY

ERVICE

Student Booklet

*“If you believe in something,
you must not just think or
talk or write, but must act.”*

Alec Peterson
Founding
Director
General
of the IBO



Student Name

CAS Teacher Name



□ Visiting the health workers at the city hospital

TED ÖĞRENCİLERİ DUYGULANDIRDI

TED Ankara Koleji'nde öğrenim gören 11. sınıf öğrencileri, her koşulda özveriyle görev yapan sağlık çalışanlarına teşekkür etmek için kendi elleriyle yaptıkları kurabiyeleri ve kitap ayrıçalarını Ankara Şehir Hastanesi çalışanlarına hediye ettiler.

TED Ankara Koleji'nin 20 öğrencisi, "Sağlık Çalışanlarına Gönülden Destek" adımı verdikleri proje için kolları sıvadı. Maharetli elleriyle kurabiye ve kitap ayrıçaları hazırlayan öğrenciler, üzerlerine küçük notlar da ilâştirerek geçtiğimiz gün Ankara Şehir Hastanesini ziyaret etti. Ziyarete projede görev alan arkadaşlarını temsil eden **TED Ankara Koleji** öğrencileri Defne Gülçek, Remzi Efe Gülçek ve Ada Defne Salman katıldı. El emeğiyle ürettikleri hediyeleri pandemi kuralları çerçevesinde sağlık çalışanlarına takdim eden gençlerin bu duyarlı davranışı hastane yöneticilerini ve çalışanları duygulandırdı.

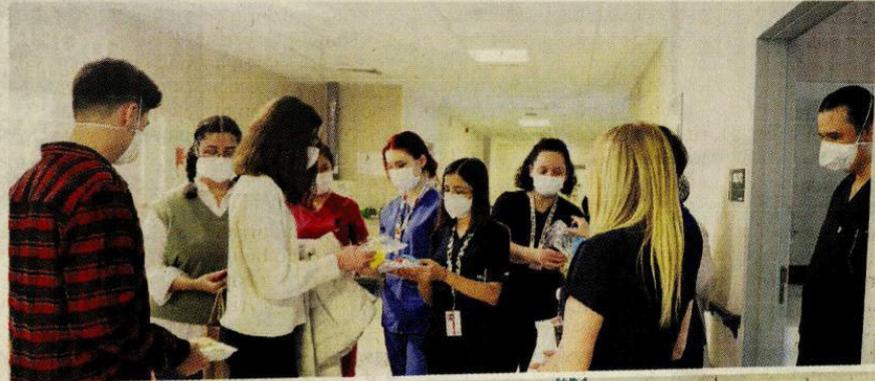
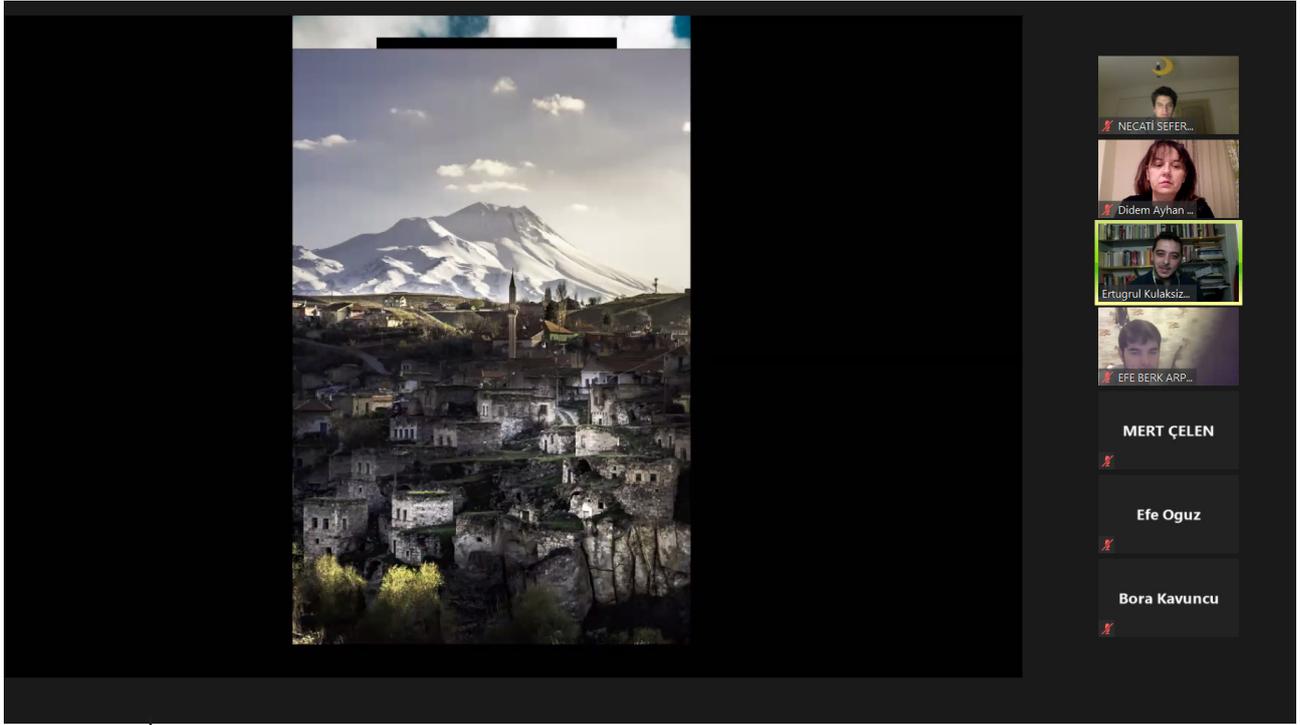


TABLE OF CONTENTS

Section	Page
Why CAS? What is CAS?	1
What is not CAS?	2
Seven Key Learning Outcomes of CAS	4
Student Responsibilities & Requirements	5
CAS 'Teams' Registration	5
Potential CAS Activities	5
What's The Difference Between A Project and An Activity?	6
CAS Program Timeline	6
CAS Evaluation	6

APPENDIX

Section	Page
CAS Activity Reflection Form	7
Sample CAS Journal & Reflections 1	8
Sample CAS Journal & Reflections 2	9
CAS Journal Format	9
Community Service Opportunities (Contact List)	10
Letter to CAS Supervisor in TURKISH	11



□ *Interview with a caveman and photographer*

Analysing the traditional Turkish food mentioned in contemporary Turkish novels. □

You are viewing ECE SAGIROGLU's screen View Options

Türk Kahvesi Tarihçesi ve Yolculuğu

- 900'lü yıllar öncesinde Etiyopya'da, Galla Kabilesi kahve çekirdeğinin uyarıcı etkisini keşfeder. Kahve çekirdeği kavrulularak dövülür ve yağla karıştırılarak top haline getirilir. 1000'li yıllara gelindiğinde kahve, Arap tacirlerin Orta Doğu'ya getirdiği bitkinin dikimine başlanarak bitkinin çekirdeği kaynatılarak elde edilir ve "kahwa" olarak adlandırılır.
- 1400'lü yıllarda Yemen'de kahve bitkisinden yapılan bir içecek Süfiler arasında yaygınlık kazanır ve Arap Yarımadası'nda kahve yetiştirilmeye başlanır. Ticari olarak yetiştirilen ilk kahve Yemen'in Kızıldeniz ağzındaki El-Muha (Mocha) limanına yakın bölgelerde bulunur. 16. yüzyılın başlarında Mısır'da yaygın olarak içilmeye başlanan kahve oradan da Suriye'ye gelmiştir. 1517 yılında kahve ilk kez İstanbul'a Kanuni Sultan Süleyman zamanında Yemen Valisi Özdemiş Paşa tarafından getirilir ve ilk kahvehanelerin açılışı 1551-1555 yılları arasında gerçekleşir.



Stop Video (Alt+V)

Unmute Stop Video

Participants 8 Chat 2 Share Screen Record Reactions

Leave

Participants list:

- Begüm AYDIN...
- Didem Ayhan ...
- SELEN PEHLIV...
- ECE SAGIROGLU
- Damla Bilgiç
- ZEYNEP ERD...
- ZEYNEP AKTAŞ

Why CAS?

Because you are more than just a grade average. CAS is intended to move you out of the academic arena and help you learn through life experiences. Yes, as an IB student, we know you are involved in many interesting activities. What we are asking you to do is consider how these activities help you to become a better person.



Archery

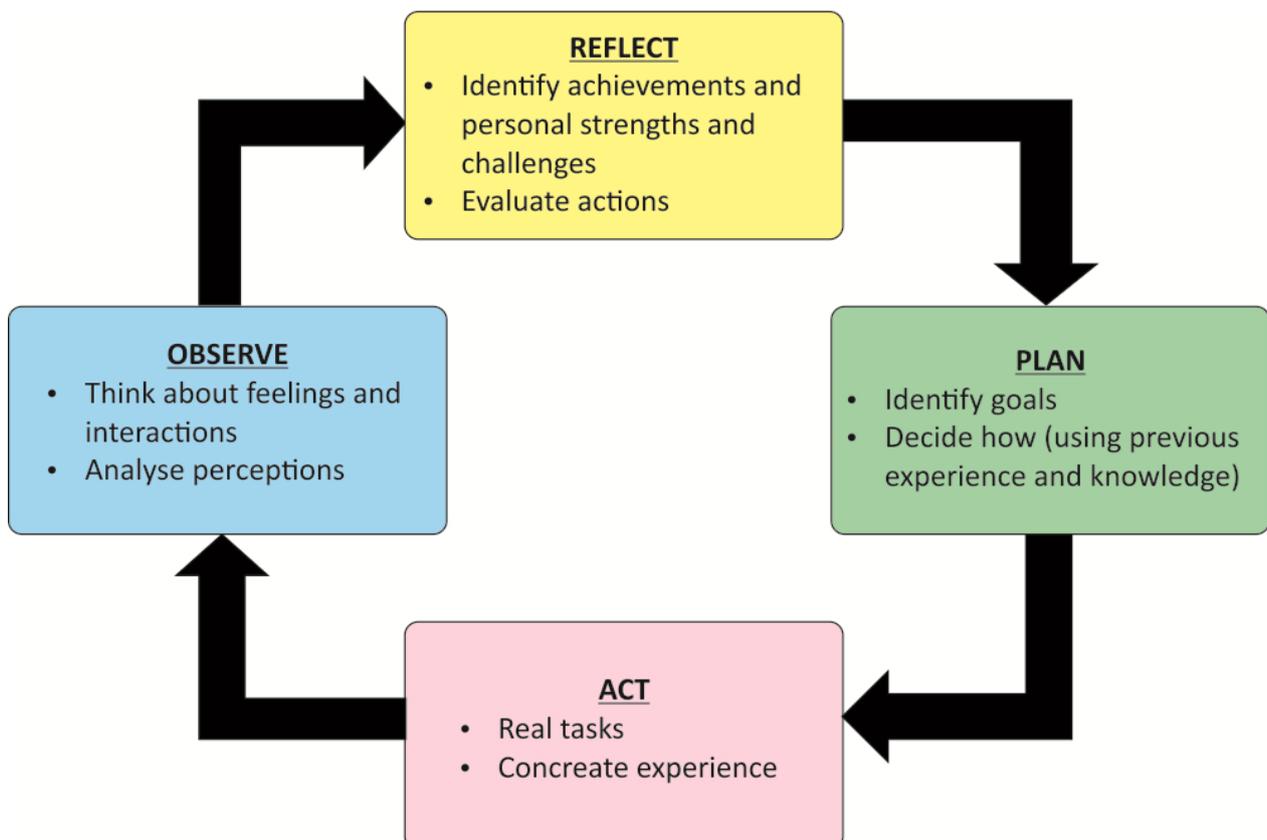
What is CAS?

Creativity, action, service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every DP student's experience and it is a mandatory component of the school curriculum for all students in 11th and 12th grades. It involves students in a range of activities alongside their academic studies throughout at least 18 continuous months.

The beauty of the CAS program is that it is an individual experience designed by you, for you. Yes, CAS is about reaching out to your local, national and global community, but it is also about reflecting upon your activities and actions. It's about becoming an active member of life and learning who you are.

CAS is an experiential learning programme that encourages students to plan, execute and reflect upon a variety of activities during their IBDP. All of your CAS experiences should follow the experiential learning as in diagram above.

The three strands of CAS are characterized as follows:



Creativity:

Arts, and other experiences that involve creative thinking.

Activity:

Physical exertion contributing to a healthy lifestyle, complementing and balancing academic work.

Service:

An unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

Direct service:

Direct interaction with people, natural environment or animals.

Indirect service:

You do not see those you aim to support. Examples include developing promotional material for an NGO (None Governmental Organization), developing materials to support improvements in literacy, updating the website for an orphanage, organizing a concert to benefit a local NGO

Advocacy:

Get involved in supporting an issue of public interest by promoting the cause or concern. Examples include joining or initiating an awareness campaign, submitting articles to local media on issues of poverty in the local community, creating a video on improving waste disposal in the community and posting it online, advocating for an awareness campaign on hunger.

Research:

Focusing on a particular issue of public interest, collect information from a variety of sources then synthesize it to produce material that can be used to influence change in practices and policy. Examples include collecting data to support species population studies, produce a report on the need for rehabilitation of natural environments

What is not CAS?

CAS: Quality, not quantity!!

It is important that the spirit of CAS be considered at all times. Generally, CAS is not taking place when you are in a passive rather than an active role. There should be interaction. If you are in a passive role then the activity will provide you with no meaningful benefit. In such circumstances achievement of the CAS Learning Outcomes is rare to occur.

Examples of activities that may be inappropriate for CAS include:

- Doing simple, tedious and repetitive work, like returning school library books to the shelves, handing out brochures, selling tickets to an event, or asking people in the street for donations.
- A passive pursuit, such as a visit to a museum, the theatre, art exhibition, concert or sports event.
- All forms of duty within the family.
- Religious devotion.
- Work experience that only benefits you.
- Fund-raising with no clearly defined end in sight.

- An activity where there is no leader or responsible adult on site to evaluate and confirm your performance.
- Activities that cause division amongst different groups in the community.
- An activity for which you are personally rewarded either financially or with some other benefit (unless this benefit is passed on in full to a worthy cause)



Seven Key Learning Outcomes of CAS

CAS is not formally assessed, however you need to provide evidence from your overall CAS experience to show that you have achieved all of the following eight learning outcomes by filling out reflection form (APPENDIX Page 7):

<p>AWARENESS <i>I have increased my awareness of my own strengths and areas for growth. You are able to see yourself as an individual with various skills and abilities, some more developed than others, and understand that you can make choices about how you wish to move forward based on your understanding of your own capabilities.</i></p>
<p>CHALLENGE & NEW SKILLS <i>I have undertaken new challenges and developed new skills in the process. As with new challenges, new skills may be shown in activities that you have not previously undertaken, or in increased expertise in an established area. The skills developed need to be useful and substantial.</i></p>
<p>INITIATIVE <i>I have planned and initiated activities. Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities</i></p>
<p>COLLABORATION <i>I have worked collaboratively with others. Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a community group.</i></p>
<p>COMMITMENT <i>I have shown perseverance and commitment in my activities. At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities. Early withdrawal from activities works against this learning outcome and should be avoided.</i></p>
<p>GLOBAL VALUE <i>I have engaged with issues of global importance. You may be involved in acting upon any global issue that exists in the local community (issues include poverty, pollution, caring for the elderly, food and water access/use, education for all, violence, etc). You may also be involved in international projects either with indirect local action or traveling to be involved directly on location.</i></p>
<p>ETHICS <i>I have considered the ethical implications of my actions What is right and wrong? What are the consequences of decisions you make? Am I sincere and conscientious during the CAS activity? Ethical decisions arise in almost any CAS activity. You need to show evidence of your thinking about ethical issues through your reflections and in discussions with your CAS Coordinator.</i></p>

All SEVEN outcomes must be present for you to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is some evidence for every outcome.

Student Responsibilities & Requirements

- When choosing activity, consider guiding questions below:
 - Is the activity a new role for me?
 - Is it a real task that I am going to undertake?
 - Does it have real consequences for me or for other people?
 - What do I hope to learn from getting involved?
 - How can this activity benefit me or other people?
 - How can I reflect on this activity?
 - Who will be the appropriate adult supervisor to assist/witness my participation?
- Fill out **Agreement Form** and **Reflection Forms** (in CAS file found in CAS office)
- Keep a **CAS Journal** a word document upon a variety of creative, activity, and service activities over a minimum of 18 months, **Evidences** (Photos, certificates, video records...).
- You must complete 7 learning outcomes CAS throughout the 18 months CAS program (11th and 12th grades). Should be balanced relatively evenly across the three areas. Emphasis is on quality and sustained engagement/interaction.
- Collaborative action is required, and you must plan and complete at least one collaborative **CAS Project**.
- You must upload all your documents (Reflection Forms and Cas Journal) to the school information portal.

Potential CAS Activities

CREATIVITY	ACTION	SERVICE
Art workshops	Basketball	Beach/forest clean up
Cheerleading	Beach/forest clean up	Helping in cultural festivals
Chess club	Coaching younger children	Homeless shelter
Dance performance	Dance	Hospital volunteer
Debate team	Drama	IB informative meetings
Drama and theater	Football	Nursing homes
Film production	Gardening	
Guitar	Martial arts	
Local library	Scout activities	
Musical ensembles	Summer camp	
Photography	Swim team	
Prom committee	Tennis	
Puppet shows	Volleyball	
Robotics	Walk for a special occasion	
Story time		
Teaching activities		
Web design		
Writing club		
Youth symphony		

What's The Difference Between A Project and An Activity?

- **PROJECTS...**

Require collaboration: You plan and work cooperatively with at least two other students for the duration of the endeavor.

Are of significant duration: You and your partners commit to the endeavor for a minimum of four weeks.

Provide opportunities to engage with issues of global importance: You and your partners engage in exploring a topic or area of concern within local, national and/or international communities.

May replace activities for CAS hours: Your entire CAS program may be comprised of “optional” projects as long as these meet requirements.

- **ACTIVITIES...**

Do not require collaboration: You may choose a solitary activity as long as you provide valid and timely documentation, evidence and verification (supervision) of your progress.

May be short- or long-term endeavors: An activity may last a week or a year, as long as it meets the CAS requirements.

Can be things you already do: As long as you identify, plan and show evidence of new or expanded skills or challenges within your involvement (extension).

Cannot replace your project requirements: You must meet those requirements in addition to any activities you may choose to do.

CAS Programme Timeline

Event	Date
CAS seminar to the students and distribution of CAS agreement forms & Booklets	September 2022
Check (reflection forms)	April 28, 2023

CAS Evaluation

CAS coordinator will use the following criteria to evaluate your activities:

1. Completion of reflection forms that include seven CAS Learning Outcomes at the end of each activity
2. Submission of your journals on school information portal for each CAS activity and CAS Project

APPENDIX**CAS Activity Reflection Form***“The 7 learning outcomes”*

Name	:	_____			
Class/Number	:	_____	C	A	S
Activity Name	:	_____			

The chart below lists the 7 Learning Outcomes IB wants you to have achieved upon completion of the program. Please rate, using the following system, whether or not this particular activity helped you towards any of these outcomes. ***Not every outcome needs to be achieved during each activity.***

1: Strongly Disagree, 2: Disagree, 3: Middle, 4: Agree, 5: Strongly Agree

Learning Outcome	Rating	Explanation
AWARENESS I have increased my awareness of my own strengths and areas for growth.		
CHALLENGE & NEW SKILLS I have undertaken new challenges and developed new skills in the process.		
INITIATIVE I have planned and initiated activities		
COLLABORATION I have worked collaboratively with others		
COMMITMENT I have shown perseverance and commitment in my activities		
GLOBAL VALUE I have engaged with issues of global importance		
ETHICS I have considered the ethical implications of my actions		

Please Note: *This form must be completed by the end of the whole activity. One form will be enough for each activity.*

Activity Supervisor name & Signature: _____ Date: ___ / ___ / _____

Sample CAS Journal & Reflections 1

“I’m starting to get the feeling I’m appreciated. John is allowing me to do more work on my own. Was proud today after he looked at what I had done - he was impressed. I’m enjoying the work - albeit hot and tiring. But fun! Most importantly I’m learning how to get on with all sorts of people. I feel much more confident now, not shy to say what I think and feel”.

“Some thoughts after today’s session at the elderly centre - I felt really bad today since I tried to help an old lady eat but she couldn’t and I wasn’t sure what to do. I felt quite uncomfortable and a bit, well, hopeless.

The nurse made it look so easy. It made me think that maybe I shouldn’t be doing that part of the volunteering as I don’t have the training. I am going to discuss this with the nurse next week.

- It is nice being around old people, it makes me realize the importance of life and how good it feels to be young and be able to do things on my own without needing help. Things like this we take for granted.”

“We had a rehearsal for the presentation. After I heard other people’s speech I realize that it is not just the content but also the delivery. I felt a bit stupid, but I practiced at home in front of the mirror. Even by myself I couldn’t be really expressive or put much excitement in my voice. I’m not sure I can do much about it coz that’s just me! Not sure what to do.

“I talked to my supervisor about the creations that I have been making. She gave me some very nice advice to look at things in the environment for inspiration. I thought I was doing some experimental work but I realized that all my designs were quite similar. How can I become more imaginative? Made me think about how artists or writers come up with original work - what is it that makes them creative? Are they born with this ability? Can it be trained? For now, I’ll have to stick with my supervisor’s advice - go for a walk outside and rely on my senses for some inspiration”

“... The children were very open in accepting me. They were always the ones who made this brief interaction between two strangers seem comfortable. Through the compassion I constantly saw in these unfortunate children I was exposed to an amazing outlook on life.

One of the false assumptions I made about working here was that as a result of my work I would feel good about myself for giving my time to these children. In fact, I did feel good do is accept it and be happy.” “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.”

“This project got me talking to a lot of new people. I made new friends and I became less shy about approaching strangers. I discovered that nearly everyone is looking for friends in this world and not enemies, so just smile and be friendly.”

“I didn’t really enjoy today. Was way too hard. The kids didn’t enjoy what I planned and I had problems with making them listen. Will talk to some of my teachers to get some ideas.”

“When I first started my tennis lessons I didn’t like the coach. He yelled at me a lot and made me run too much. But I think now he is ok and maybe I need somebody to yell at me so I try the best I can. It doesn’t work if mum yells at me though!” about myself but it was not because of what I had given. Instead it was the children who gave to me. From them I learned how positive and selfless people can be... ”

“I have learned a lot from them, about many things, but mostly about how to live with what you are given... I hope when I am their age and in their situation like theirs that I can have their attitude - life is what it is and the best thing to”

“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.”

“This project got me talking to a lot of new people. I made new friends and I became less shy about approaching strangers. I discovered that nearly everyone is looking for friends in this world and not enemies, so just smile and be friendly.”

“I didn’t really enjoy today. Was way too hard. The kids didn’t enjoy what I planned and I had problems with making them listen. Will talk to some of my teachers to get some ideas.”

Sample CAS Journal & Reflections 2

Activity Name: Photography Contest “Uzak/Yakın”	C	A	S
Date: Between November 2015 and January 2015			
Location: TED Ankara College Foundation High School	√		√

One of my friends and I brought up the topic of organizing a photography contest, as we both loved photography and thought that it would be both a cultural and charity activity. We worked with our CAS advisor to plan the contest. We specified the teachers in our school who are interested in photography and asked them to be juries for the contest. The theme for the contest was decided as “Uzak/Yakın”, which translates into “Far/Close”. I prepared the posters for the contest, which had the instructions written on them. Our team divided into 2 groups for touring the 9th, 10th and 11th classes in our school to receive applications. We collected an application fee and reminded the applicant that it will be used to cover the costs of the contest and help Şehit Kubilay Middle School. I set up an e-mail address which the contestants will be sending their photos to and managed the applications. We awarded the winner, which was decided by the points of jury members, with a wireless speaker.

Organizing a photography contest which was only school-wide was quite difficult and tiring, but it was also rewarding. We needed to change our plans many times due to unexpected problems, such as snow holidays and jury members not attending to the meetings, but we managed to complete it. We exhibited the photos of applicants on the main corridor of our school. It was so nice seeing our friends and teachers viewing and discussing the photos while they were walking. We didn’t expect this amount of attention to the photos. I think we revealed the secret love of photography in each person of our school. We also collected a high amount of money to help Şehit Kubilay.

CAS Journal Format**Activity Name:****Date:****Reason:****Target:****Experiences (Including Learning Outcomes):****CAS strand:** i.e. creativity / service**Location:**

Community Service Opportunities (Contact List)

- UÇAN SÜPÜRGE KADIN DAYANIŞMA DERNEĞİ
<http://www.ucansupurge.org/>
- LÖSEMİ LENFOMA MİYELOM HASTALARI VE ARAŞTIRMA EĞİTİM BİRLİĞİ DERNEĞİ
<https://www.losemilenfomamiyelom.org/>
- LÖSEMİLİ ÇOCUKLAR VAKFI
<http://www.losev.org.tr/>
- GÖLBAŞI HAYVAN BARINAĞI
<http://www.minikdostum.com/ankara-golbasi-hayvan-barinagi.html>
- BEDENSEL ENGELLİLERLE DAYANIŞMA DERNEĞİ
<http://www.bedd.org.tr/>
- TÜRKİYE GAZİLER DERNEĞİ
<http://www.gaziler.org.tr/>
- SERÇEV
<http://sercev.org.tr/>
- PATİLİKÖY HAYVAN BARINAĞI
<https://www.facebook.com/patilikoy/>
- MTA TABİAT TARİHİ MÜZESİ
<http://www.mta.gov.tr/>
- ÇANKAYA ENGELLİLER İŞ OKULU
<http://cankayaisokulu.meb.k12.tr/>
- OYUNCAK KÜTÜPHANESİ
<http://www.oyuncakkutuphanesi.net>
- TÜRK EĞİTİM GÖNÜLLÜLERİ VAKFI
<https://tegy.org>
- OMURİLİK FELÇLİLERİ DERNEĞİ
<http://www.tofd.org.tr/>
- TÜRKİYE SAKATLAR DERNEĞİ
<http://www.tsd.org.tr>

Letter to CAS Supervisor in TURKISH

Sayın Aktivite Sorumlusu,

Okulumuzda uygulanmakta olan IB programının tamamlanması zorunlu bir parçası olan CAS çalışmalarının üç alanı vardır;

CREATIVITY (Yaratıcılık): Müzik, sinema, edebiyat, heykel, fotoğraf, sanatlarıyla ilgili yapılacak her türlü bireysel ve grup çalışmaları, gastronomi, özel yetenek, münazara, web sayfası veya dergi hazırlama gibi çalışmaları kapsar.

ACTIVITY (Fiziksel çalışma): Tüm spor aktivitelerini kapsar. Herhangi bir yardım çalışması için yapılacak olan fiziksel çaba gerektiren işler (okul boyanması, kütüphane montajı vb.) de bu alt grupta yer alır.

SERVICE (Gönüllü Hizmet): Okulda veya okul dışında yapılacak tüm gönüllülük çalışmalarını kapsar. Bir huzurevi/bakımevi/hastanede yaşlı/çocuk/hastalara kitap okuma, yemek yedirme gibi. Ayrıca akademik açıdan yetersiz çocuklara ders çalıştırma, bir hayır kurumu yararına kermes düzenleme, bir yabancıya tercümanlık yapma, çevreyle ilgili çalışmalar, hayvan barınakları ziyaretleri bu alt grupta toplanır.

Bu aktiviteler tekil olarak bu kategorilere dahil olabildikleri gibi, genellikle iki veya üç alt gruba da dahil olabilirler. Örneğin bir okula yardım projesinde öğrencilerin ilk aşamada kermes düzenlemesi ve bu kermeste kendi ürettikleri ürünleri satarak gelir elde etmeleri. Sonraki aşamada elde edilen geliri yardım malzemelerini temin etmekte kullanmaları ve son aşama olarak okula giderek yardım malzemelerini teslim etmek ve onarım çalışmaları yapmak üç alt grubu da kapsayan bir faaliyettir.

Öğrencilerin bu çalışmaların tümünü bir aktivite sorumlusu gözetiminde yapmaları zorunludur. Bu kişinin 18 yaşın üstünde ve yapılacak aktivite konusunda deneyimli/yetkin biri olması gerekmektedir.

Bu görevi üstlenirseniz sizden ricamız öğrencinin devamlılığını ve performansını gözlemleyerek, her aktivitenin sonunda öğrencinin size getireceği "Reflection Form"unu (geri bildirim formu) adınızı ve iletişim bilgilerinizi yazarak imzalamanız ve öğrencinin aktivite için yazdığı tarih/saatleri kontrol etmenizdir.

CAS aktivite sorumlusu olmayı kabul ettiğiniz için size teşekkür ederiz. Bize (0312) 586 90 00 / 1405 numaralı telefondan ulaşabilirsiniz.

Saygılarımızla.

TED ANKARA KOLEJİ VAKFI ÖZEL LİSESİ

CAS OFİS



**TED ANKARA COLLEGE
FOUNDATION HIGH SCHOOL**

Tamer ATACAN
School Principal

Taşpınar Mahallesi 2800. Cadde No:5
İncek, Gölbaşı/Ankara
06830

info@tedankara.k12.tr
www.tedankara.k12.tr

CAS Contact Information
(0312) 586 90 00 / 1405

Didem AYHAN ÖZKAZANÇ
daozkazanc@tedankara.k12.tr

Ayşe YALIM
ayalim@tedankara.k12.tr

