

Palm Harbor University High School

CAS Handbook

Creativity, Activity, Service

CAS is one of three essential elements that every student must complete in order to obtain your IB Diploma.



The main purpose of the International Baccalaureate is to develop **internationally minded** people who become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. CAS is at the heart of the Diploma Programme. You will be involved in a range of experiences beyond the academic classroom. CAS enables you to enhance your personal and interpersonal development through experiential learning. It provides a **counterbalance** to the academic pressures of the rest of the Diploma Programme. It provides a personal journey of self-discovery while being challenging and enjoyable.



IB Learner Profile

INQUIRERS: Develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

KNOWLEDGEABLE: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

THINKERS: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.

COMMUNICATORS: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

PRINCIPLED: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

OPEN-MINDED: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

CARING: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

RISK-TAKERS: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

BALANCED: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

REFLECTIVE: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



Three Strands of CAS

Creativity

This aspect covers a wide range of arts and other activities outside of normal curriculum that include creative thinking. This may include: dance, theater, music, or creating/developing an event.

Activity

This aspect includes participation in a sport or other activities requiring physical exertion. You are encouraged to be involved in group and team activities, even though individual commitment is acceptable.

Service

This aspect allows the student the opportunity to be involved in the local community and collaborate with community leaders and organizations to help mold and nurture a global citizen. It is important to develop a working relationship with respect and mutuality between yourself and the community organization. Service experiences should be meaningful contributions to the community.



CAS Learning Outcomes

1. Increased awareness of strengths and areas for growth
2. Undertake challenges and develop
3. Plan and initiate activities
4. Worked collaboratively with others
5. Show perseverance and commitment in activities
6. Engaged with issues of global importance
7. Considered the ethical implications of actions

CAS Requirements

- One must participate in CAS for your junior **and** senior year
- One must participate in 18 months of **CONTINUOUS SERVICE**
 - With the same organization in the community
- One must complete one CAS Project
- One must **balance** involvement in each of the three strands of CAS
 - Be involved in a range of activities
- One must achieve and maintain balance among the seven learning outcomes
- One must maintain a portfolio on ManageBAC to reflect involvement in CAS for 18 continuous months
- One must complete at least one CAS Board Experience per semester
- One must be involved in at least one activity that addresses an important public issue (a local or global issue)
- One should dedicate 2-3 hours a week to CAS
- One must submit **2 pieces of reflective evidence by the end of every month**
- One must submit monthly CAS hours into ManageBac
- One must complete **10 journal entries by the end of senior year**

CAS Restrictions

The following things do **not** qualify for CAS:

- An experience that lacks a leader or responsible adult to evaluate or confirm one's performance
- Religious devotion
- An experience for which you are personally rewarded either financially or with some other benefit (unless this benefit is passed on to a worthy cause)
- Simple, tedious, and repetitive work such as stocking books on shelves, handing out brochures, or asking people for donations
- All forms of duty within the family
- Clubs that you only attend meetings

The CAS Portfolio

- All of your CAS experiences and achievements will be recorded in ManageBAC
 - This serves as the tool to evaluate your involvement in CAS
- All 7 of the learning outcomes must be reflected upon and be accompanied by at least 1 piece of evidence over the 18 month period
- The CAS Portfolio requires both journals and evidence to display your involvement in CAS
- You must have at least **10** experiences in ManageBAC by the end of senior year/18 months

CAS Experiences

A specific event or series of events that engages in one or more of the CAS strands.

- Must provide opportunity for growth
- The chosen experiences must not be a required component of the IB Diploma Programmer curriculum or coursework
- Must be enjoyable and meaningful
- Must address the learning outcomes

CAS Paperwork

Before each new experience:

- At the beginning of each new experience you must submit an Proposal and await approval for that activity before starting
 - The Proposal includes:
 - A pre-reflection before you begin
 - A supervisor
 - Learner Outcomes
 - The pre-reflection includes:
 - Why you have chosen this experience
 - What you plan to do
 - The availability for personal growth
 - Personal goals/aim

During an experience:

- You must keep a record of the CAS experiences in the CAS Portfolio (ManageBAC)
- Upload reflections and evidence to ManageBAC

Finishing an experience:

- At the end of each experience you should write a post reflection and complete your final reflections/evidence. Post reflection should discuss how you grew in the learner profile, what you learned, and how you felt about your participation in the experience.
- The supervisor for your event will need to complete a *Supervisor Review*
 - An email with this review will be sent to the supervisor for them to complete and submit
 - This supervisor review must be submitted within two weeks of completion of the activity

Reflective Evidence

Journals help to reveal what personal changes and learning occurs due to your involvement in CAS. When writing a journal reflect on the experiences that are meaningful and provoke thoughts and feelings. For example, it is not necessary to reflect on every basketball practice or every time you volunteer in the community.

Example of a reflection:

October 07, 2020 7:01 PM

Commitment & Perseverance

Initiative & Planning



Monday, October 5 was the first Monday of October which means one of the monthly Dunedin Young Adult Volunteer Meetings. During this meeting, the group spent the majority of the time exploring Zoom as an application. We looked for features that could be useful in some of our programs and tested them out in breakout groups. This gave us the opportunity to learn more about how to use it to its full potential. Not only did we do this but our supervisor suggested that we could do the instructional courses that the library offers to further this education. I personally got a little frustrated with the amount of time because I don't use Zoom all that much and thought I knew everything I needed to know already. However, these Zoom skills will probably prove to be useful as long as there is a global pandemic going on. At this meeting, I wasn't all that engaged because I had a two hour SAT workshop after so I would zone out worrying about that. Next meeting I am going to try to stay engaged and make sure that my schedule will allow that my focus can stay on the task at hand.

This meeting we didn't add any more events to the calendar so we will only be offering the same events as we did in September. I didn't like this just because it seems repetitive, but I realized that this is the best we can do at the moment. I still like the ideas of the programs because the bags will continue to rotate monthly and we'll still offer Homework Help over Zoom. I am going to brainstorm some Halloween event ideas so that, despite our circumstances, we can still be festive. I will be emailing my supervisor with any ideas I come up with and seeing if we can organize a themed event even if it is just something small

Each journal should focus on **at most 2** of the learning outcomes that you chose for the experience when crafting the experience proposal this CAS Experience on ManageBAC.

There will be **10** total journal reflections. One for each experience. The journal does count as one of your monthly reflection evidence submitted. Journal entries must be a minimum of 150-300 words entered as a reflection to your CAS portfolio.

Here are some guiding questions to help construct a quality journal entry:

- What did I plan to do?
- What did I actually do?
- What were the outcomes and achievements of what I did?
- How did I feel about this experience?
- What are my opinions on this experience?
- What does this experience mean to me?
- How is this experience valuable to me?

Other Reflective Evidence is a reliable and accurate display of your involvement in CAS. Evidence can be a number of files uploaded to ManageBAC: pictures, videos, a website, a document, etc.

THE SELF-REFLECTION MANIFESTO



ARE YOU LIVING YOUR LIFE TO THE **FULLEST** RIGHT NOW? WHAT DO YOU WANT TO **ACHIEVE** 1 YEAR FROM NOW? 3 YEARS? 5 YEARS? WHERE ARE YOU LIVING RIGHT NOW - THE PAST, **FUTURE** OR **PRESENT**?

WHAT WOULD YOU DO IF YOU **CANNOT FAIL**; IF THERE ARE ABSOLUTELY **NO LIMITATIONS** IN MONEY, RESOURCES, TIME OR NETWORKS?

DO YOU **LOVE YOUR JOB**? IF YOU HAVE **1 YEAR LEFT TO LIVE**, WHAT WOULD YOU DO? WHY/WHY NOT? HOW ABOUT 1 MONTH? 1 DAY? 1 MINUTE?

WHO ARE YOU? WHAT DO YOU **FEAR** MOST? WHAT ARE YOUR **VALUES**? DO YOU **REPRESENT** **WHY?** WHY? WHY? WHY?

WHAT ARE YOUR **BIGGEST GOALS AND DREAMS**? ARE YOU PUTTING ANY PARTS OF YOUR LIFE ON HOLD? WHY? IF YOU WERE TO **DIE TOMORROW**, WHAT WOULD BE YOUR BIGGEST REGRET? WHAT CAN YOU DO TO MAKE SURE THAT DOES NOT HAPPEN?

HOW ARE YOU FEELING TODAY? DO YOU **LOVE YOURSELF**? WHAT IS YOUR WHY / WHY NOT? HOW CAN YOU LOVE YOURSELF **MORE TODAY**?

LIFE PURPOSE? WHO ARE THE **MOST IMPORTANT PEOPLE** TO YOU IN THE WORLD? HOW ARE YOU SHOWING THEM YOU **CARE**?

WHAT ARE YOU BUSY WITH TODAY? **WILL THIS MATTER 1 YEAR FROM NOW?** IF YOU HAVE **1 MILLION DOLLARS**, WHAT WOULD YOU DO WITH IT?

IF YOU ARE TO DO SOMETHING FOR **FREE FOR THE REST OF YOUR LIFE**, WHAT WOULD YOU WANT TO DO? WHO DO YOU **LOOK UP TO?** **PASSIONATE**

WHAT **INSPIRES** YOU? WHAT ARE THE **BIGGEST THINGS** ABOUT? WHAT **DRIVES** YOU? YOU'VE LEARNED IN LIFE TO DATE?

WHAT LIMITING BELIEFS ARE YOU HOLDING ON TO? ARE THEY HELPING YOU ACHIEVE YOUR GOALS? HOW CAN YOU DO THIS **BETTER** THE NEXT TIME? ARE YOU **SETTLING** FOR LESS THAN WHAT YOU ARE **WORTH**? WHY? IF YOU ARE YOURSELF **1 YEAR FROM TODAY**, HOW WOULD YOU ADVISE THE YOU NOW?

WHAT IS YOUR **IDEAL LIFE**? WHAT'S THE **TOP PRIORITY** IN YOUR LIFE RIGHT NOW?

CAREER? DIET? HOME? SELF? LOOK? LIFE PARTNER? WHAT ARE YOU DOING TO ACHIEVE THEM? WHAT ARE THE **BIGGEST ACTIONS** YOU CAN TAKE NOW TO CREATE THE **BIGGEST RESULTS** IN YOUR LIFE?

WHAT IS **ONE THING** YOU'RE GOING TO DO **DIFFERENTLY** AFTER READING THIS?

APPENDICES

Name _____

Appendix 1: Getting Started – Choosing CAS Experiences

Answer these points and use them to justify your CAS Program Design Plan when you meet with your CAS Advisor/Coordinator for your first interview.

- List the subjects you like most in school
- List activities in which you participate regularly (sports, music, drama, etc.)
- State your career interests
- List community/national/global issues that concern you the most
- How could you be involved in an experience that would address these?
- What would you like to learn more about?
- What skills would you like to develop?
- How could your current activities be altered so that they can become adequate CAS experience? (new skills, challenging, collaborative etc)
- What current school activities exist that would be acceptable CAS experiences?
- Could you extend your Personal Project (or that of another student) into an acceptable CAS experiences?

Appendix 2: Getting Started – Checklist

This following checklist should help you to get your CAS program started. Sign your name in each box when you are sure that you have fully understood.

	Initial	Date
I have carefully read through the information contained in this CAS handbook and I have fully understood the CAS requirements.		
I know who my CAS Advisor and CAS coordinator is.		
I know that I can always discuss CAS issues and concerns with my CAS coordinator or CAS Advisor.		
I am aware of the two-year CAS Timetable and I will follow it.		
I must develop a CAS plan for a minimum of 18 months of participation in CAS activities.		
I know that I must try and maintain a balance between Creativity, Activity, and Service.		
I will set myself goals for each experience and I will reflect carefully on each that I undertake.		
I understand that an Experience Proposal must be approved by my CAS Advisor in ManageBAC.		
I must have a responsible adult supervisor (not from my family or another student) for each activity I undertake.		
I should discuss CAS with my experience supervisors and let them know that I will need an evaluation at the end of my experience.		
I will maintain a log of my activities in ManageBAC, uploading photos and other documents and make regular reflections.		
I will ensure that my experience supervisors will complete and submit the supervisor review form within two weeks of finishing an experience.		
I am aware that I must present my evidence for meeting all 7 learning outcomes in my CAS Portfolio (ManageBAC).		
I have looked at files section of ManageBAC to find the necessary forms for CAS.		
I clearly understand that without the satisfactory and timely completion of monthly CAS requirements my grade in TOK will be lowered.		
I clearly understand that if I have not met the following CAS deadlines, I may not be able to receive the IB Diploma.		
CAS Deadlines: <ul style="list-style-type: none"> • All CAS Planning documents completed by due dates • ManageBAC is accessed on a regular basis • All interviews are scheduled and attended 	(only one signature required here)	

Student Signature

Date

CAS Advisor's Signature

Date

Appendix 3: YOUR CAS PLAN

Your plan will **most probably adapt** over time as you reflect on your experiences and your interests and preferences change. This plan therefore is not set in stone, but is an excellent place to start.

Which activities will you get involved in?

	Experience description	Date (month, year)	Approx. duration	Learning Outcomes involved
A group experience where you will collaborate with others				
An experience that combines two of creativity, activity, or service.				
An experience that will be a new challenge to you				
An experience where you will learn a new skill				
Involvement with issues of public importance (either locally, nationally, or internationally)				
An experience that will involve you in the local community				

A successful CAS program must include a balance of experiences. List all your planned experiences mentioned above in the appropriate column(s) below. There must be at least three in each category.

Creativity	Action	Service

_____ Date: _____

Student's Signature

_____ Date: _____

Parent's Signature

Appendix 4: DOES AN EXPERIENCE QUALIFY?

You must have your CAS experiences approved in advance by your CAS Advisor. These questions will help you determine if your planned activity is suitable for CAS.

Complete the guiding questions below and complete the CAS Activity Evaluation Rubric (Appendix 5).

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 other people and for me?

What do I hope to **learn** from getting involved?

How can this activity **benefit other people**?

How does this activity relate to the **Learning Outcomes**?

How does this activity relate to the **Learner Profile**?

Have you found an adult supervisor yet?

email address is:

telephone number is:

name is:

(cannot start this activity without this information)

Appendix 5: Experience Evaluation Rubric (Allan, 1999)

DOES AN ACTIVITY QUALIFY?

Circle the box that best describes your proposed experience and add the points together. Low scoring experiences (less than 10) indicate that they are most likely inappropriate for CAS. Discuss with your CAS Advisor further if you have any questions.

	Criterion	Level 1	Level 2	Level 3	Level 4
A	Challenge	Attendance only Required	Gives opportunity for student to extend him/herself	Presents a difficult and challenging target	Pushes student beyond previous limits
B	Opportunities for service, benefit to others	No benefit other than to student	Has some benefit to others	Outcome is directed towards benefiting others	Results in identifiable benefit to others
C	Acquisition of skills and interests rather than practicing those already acquired	No level of skill Required	Requires skills any student of this age would be expected already to have	Develops existing skills	Develops new skills
D	Initiation and planning by students	Activity organized by School	Activity organized by outside agency	Organized by group of students with adult leader	Planned, organized and run by student(s)
E	Establishing links With community and furthering international understanding	Does not involve working with others	Involves working within the school community only	Involves working with the community but may only be with student's own nationality or international community	Involves working with and within the local community and/or in the local language
F	Active rather than passive nature	No active participation	Student required to participate but not initiate	Requires active participation	Requires active participation and input from student
G	Project nature - combining a range of activity (Creative, Action and Service)	Activity 'one-off' of short duration only one type	Combines two activities on more than one occasion or one for longer duration	Has elements of all three activities on more than one occasion or two for longer duration	Has a good balance of three activities combined into a long term project

Appendix 6: How to close an experience/project

Step 1: First write a post reflection. Answer questions such as:

What did you learn? Why do you feel you met the Learning Outcomes? How did you grow in the attributes of the learner profile?

I will be helping my old elementary school teacher set up her classroom for the upcoming school year at [redacted]. There will be direct service involved as I will be volunteering my time to help with the classroom set up, and creativity involved as I may need to come up with creative ways to solve problems with the decorations, or come up with clever ways to involve the room theme (sports) in academic ways. Through this experience, I hope to gain a better understanding of the hard work that teachers put in the little details of the academic environment and gain a better appreciation for the education I received in elementary school. I will work on my collaborative skills during this experience as I will be working with two teachers and another volunteer to successfully set up the classroom as quickly as possible so that it's ready for the students at the start of the school year. I also hope that I will be able to fine tune my organizational skills and ability to stay focused on the task at hand, as this will be useful in the rest of my life.

Post Reflection: This experience was very successful as we were able to set up the classroom in plenty of time and to the liking of both [redacted]. After setting up the classroom, I gained a better understanding of how much thought, work, and effort goes into being a teacher as they work so hard to make the classroom a comfortable and fun yet functional learning environment. I worked on my collaborative skills through this by communicating with the two teachers and my sister to ensure that there was no miscommunication as to how the classroom was to be set up. I enjoyed this experience very much and I will hopefully continue to help set up [redacted] classroom for many years to come.

Step 2: Make sure you have at least one piece of reflective evidence per learner outcome that you met and your journal entry. (If this is your project the requirement is 1 reflection per learning outcome there should also be more reflective evidence provided)

Learning Outcomes:

1. Demonstrate the skills and recognize the benefits of working collaboratively
2. Demonstrate how to initiate and plan a CAS experience



We utilize our collaborative skills by working together to come up with the best way to hang everything on the bulletin board.



We had to plan how many sheet protectors we would need, and the best way to space them out so it is both visually pleasing while still remaining functional in the classroom.

The key to successfully setting up the classroom is collaboration between everyone involved. Both [REDACTED] work together to decide what the theme of the classroom will be and the general layout of the room for the year. Occasionally, they will ask for my opinion on where a board should be placed or which order would be easiest to hang things up. By maintaining a clear line of communication and collaborating together, we are able to efficiently and effectively set up the classroom before the first day of school to everyone's satisfaction. Working with other people, like my sister, to help set up the room also uses collaborative skills as we need to be able to work together fluidly and accurately to ensure that all of the tasks we have to complete with setting up the classroom can be completed perfectly and quickly. When my sister and I work together to set up the classroom, we are able to get the tasks completed much quicker, alleviating the stress of setting up the room for both [REDACTED]. Overall, collaboration is key when it comes to setting up the classroom for the new year, and without this skill, it would take much longer to get the set up complete.

COLLABORATIVE SKILLS Aug 15, 2017

The beginning of the process of setting up the classroom consisted off many discussions and decisions about what to put up and where to put it. This year, the classroom theme is "Sports", so the location of all of the different sports themed boards had to be planned out in advance to make sure that everything the teachers wanted to be included would be included, and also that there would be enough space to make it look aesthetically pleasing. I began my involvement in this experience by contacting the supervisor, [REDACTED]. After deciding the days that it would work best for both of us for me to come in, all I had to do was show up and help. Since I attended [REDACTED] and had [REDACTED] as both my 4th and 5th grade teacher, I always make sure to plan when I can go in before the school year starts to help set up her classroom. Once I reach out and plan what days work, the setting up of the classroom takes place and goes by fairly quickly once the general layout of the classroom is planned. The initiation and planning of this experience is fairly simple for both myself and [REDACTED] as this is the 7th year I have gone in to help her set up her classroom before the school year. However, one difference about the planning of this experience is that this is the first year that the classroom theme is "Sports", as it was previously "Superheroes". Nonetheless, the planning and initiation of this experience went off without a hitch, making the classroom set up as memorable, fun, and easy as always.

INITIATIVE & PLANNING Aug 15, 2017

Step 3: Click the button that says complete supervisor review.

Complete Supervisor Review

A review will be sent directly to your supervisor by email. Your supervisor will complete the review and send it back. The experience will then be closed. **Once closed you will no longer be able to edit the experience.**

Experiences should be closed within two weeks of completing the experience.

Or you can turn in a signed CAS completion form by clicking the CAS completion Form in ManageBAC and taking it to your supervisor to sign. This is only if your supervisor does not want to give an email

address.

 CAS Completion Form

Appendix 7: CAS INDIVIDUAL COMPLETION FORM-(Senior Year)

Name of student: _____

CAS Advisor: _____

You will need to list which activities show evidence. The CAS Advisor and CAS Coordinator will note comments from interviews and also use the information you provide in your CAS Portfolio and interviews to indicate you have achieved the outcome.

Learning Outcomes	Achieved?	Evidence Provided (location/nature)
Increased their awareness of their own strengths and areas for growth		
Undertaken new challenges and developed new		
Planned and initiated activities		
Worked collaboratively with others		
Shown perseverance and commitment in their activities		
Engaged with issues of global importance		
Considered the ethical implications of their actions		
Other Requirements		
Involved in at least one activity that has global consequences		
One long-term project		
Activities conducted for at least 18 continuous months.		
A range of activities CAS (group; initiated yourself; involve you in school community, local community)		

Check list: Please complete the following before you schedule an interview.

1.	Every learner outcome has a reflection bar will be solid green in portfolio (Each bar >3 and total>36).	
2.	Every learner outcome has a piece of evidence.	
3.	Reflections clearly represent the learner outcomes.	
4.	Hours are balanced.	
5.	Student completion form is completed. *Turned in at the interview*	
6.	Project has 5 stages.	
7.	Project dates reflect at least one month.	
8.	Project has 6 or 7 learner outcomes.	
9.	All experiences have a post reflection.	
10.	All supervisor reviews have been sent.	
11.	All experiences are closed...CORRECTLY.	
12.	Supervisor has completed review for project.	

Essay: Directions: To prepare for your exit interview type a clear and complete critical reflection on your entire CAS experience. Use your portfolio reflections, evidence, learner profile attributes, and the learning outcome indicated in the CAS handbook to organize your summary. This reflection should be brought with you to your exit interview. Student

Signature: _____

Date: _____

Appendix 8: Sample CAS Programs

When considering what an appropriate CAS Program would look like, it is essential to keep in mind that there is no one example appropriate for the myriad of students completing the program around the world. The individual student must be considered in each case – their past experiences, their nature, their level of development in the attributes of the learner profile, their skills and personal knowledge. Regardless, the following provides some sample CAS Programs that, in most cases, would allow for a positive CAS experience and the successful completion of the program.

Example A

Experience	Type	Learning outcomes - evidence achieved
Personal fitness program <i>Exercise three times a week following a program designed to improve personal health</i>	A	Show commitment to and perseverance in their CAS experiences Identify their own strengths and develop areas for personal growth
Organize Green Town Poster competition <i>Working with a friend, plan and implement a poster competition for primary aged children with a 'green' theme</i>	C, S	Demonstrate the skills and recognize the benefits of working collaboratively Demonstrate engagement with issues of global significance Recognize and consider the ethics of choices and actions Demonstrate that they have undertaken challenges, developing new skills in the process Demonstrate how to initiate and plan a CAS experience
UNICEF club <i>A member of the UNICEF club, planning and implementing activities that aim to fulfil UNICEF goals.</i>	Project - C, S	Demonstrate the skills and recognize the benefits of working collaboratively Demonstrate engagement with issues of global significance Recognize and consider the ethics of choices and actions Demonstrate that they have undertaken challenges, developing new skills in the process Demonstrate how to initiate and plan a CAS experience Recognize and consider the ethics of choices and actions Show commitment to and perseverance in their CAS experiences
Swimming team <i>Regular training and representing the school in a number of competitions</i>	A	Identify their own strengths and develop areas for personal growth Demonstrate that they have undertaken challenges, developing new skills in the process Show commitment to and perseverance in their CAS experiences Recognize and consider the ethics of choices and actions Demonstrate the skills and recognize the benefits of working collaboratively
Learning Bass Guitar <i>Take weekly bass lessons, with the goal of performing live</i>	C	Identify their own strengths and develop areas for personal growth Demonstrate that they have undertaken challenges, developing new skills in the process Show commitment to and perseverance in their CAS experiences

Example B

Experience	Type	Learning outcomes - evidence achieved
<p>Team Fear Adventure Race <i>In a group of three, training three times a week for two months, then competing in race.</i></p>	A	<p>Identify their own strengths and develop areas for personal growth</p> <p>Demonstrate that they have undertaken challenges, developing new skills in the process</p> <p>Recognize and consider the ethics of choices and actions</p> <p>Show commitment to and perseverance in their CAS experiences</p> <p>Demonstrate the skills and recognize the benefits of working collaboratively</p>
<p>Photoshop Course <i>Self-teach use of Photoshop software using online tools.</i></p>	C	<p>Demonstrate that they have undertaken challenges, developing new skills in the process</p> <p>Show commitment to and perseverance in their CAS experiences</p> <p>Demonstrate how to initiate and plan a CAS experience</p>
<p>Say no to plastic project <i>Working in a group of other students, devise and implement an action plan aiming to eliminate the use of plastic bags in the local community.</i></p>	Project - C, S	<p>Demonstrate the skills and recognize the benefits of working collaboratively</p> <p>Demonstrate engagement with issues of global significance</p> <p>Recognize and consider the ethics of choices and actions</p> <p>Demonstrate that they have undertaken challenges, developing new skills in the process</p> <p>Demonstrate how to initiate and plan a CAS experience</p> <p>Show commitment to and perseverance in their CAS experiences</p> <p>Identify their own strengths and develop areas for personal growth</p>
<p>Fitness training program <i>Exercise three times a week following a program designed to improve personal health</i></p>	A	<p>Show commitment to and perseverance in their CAS experiences</p> <p>Identify their own strengths and develop areas for personal growth</p>
<p>Music tutoring program <i>Tutor two students in playing the piano, giving one lesson a week for over 12 months.</i></p>	S, C	<p>Recognize and consider the ethics of choices and actions</p> <p>Demonstrate how to initiate and plan a CAS experience</p> <p>Demonstrate that they have undertaken challenges, developing new skills in the process</p>
<p>Golf lessons <i>Take weekly golf lessons with the aim of reducing a golf handicap.</i></p>	A	<p>Demonstrate that they have undertaken challenges, developing new skills in the process</p> <p>Identify their own strengths and develop areas for personal growth</p>

Example C

Experience	Type	Learning outcomes - evidence achieved
<p>Rugby team</p> <p><i>Regular training and representing the school in a number of competitions</i></p>	A	<p>Identify their own strengths and develop areas for personal growth</p> <p>Demonstrate that they have undertaken challenges, developing new skills in the process</p> <p>Recognize and consider the ethics of choices and actions</p>
<p>Reducing our families' carbon footprint project</p> <p><i>Working with friends, devise and implement an action plan aiming to reduce each group member's family carbon footprint.</i></p>	Project - C, S	<p>Demonstrate the skills and recognize the benefits of working collaboratively</p> <p>Demonstrate engagement with issues of global significance</p> <p>Recognize and consider the ethics of choices and actions</p> <p>Demonstrate that they have undertaken challenges, developing new skills in the process</p> <p>Demonstrate how to initiate and plan a CAS experience</p> <p>Identify their own strengths and develop areas for personal growth</p> <p>Show commitment to and perseverance in their CAS experiences</p>
<p>Table tennis tournament</p> <p><i>Train to improve my game, then enter a community table tennis tournament</i></p>	A	<p>Demonstrate that they have undertaken challenges, developing new skills in the process</p>
<p>Drama 5s</p> <p><i>Design then teach a drama curriculum to younger students</i></p>	C	<p>Demonstrate that they have undertaken challenges, developing new skills in the process</p> <p>Demonstrate how to initiate and plan a CAS experience</p> <p>Demonstrate the skills and recognize the benefits of working collaboratively</p> <p>Show commitment to and perseverance in their CAS experiences</p>
<p>Webpage design course</p> <p><i>Participate in a 12-week course to learn web design.</i></p>	C	<p>Demonstrate that they have undertaken challenges, developing new skills in the process</p> <p>Identify their own strengths and develop areas for personal growth</p>
<p>Organization of a series of beach clean ups</p> <p><i>Working with a friend, organize a number of community beach clean ups (and participate) over</i></p>	A, S	<p>Demonstrate engagement with issues of global significance</p> <p>Demonstrate how to initiate and plan a CAS experience</p> <p>Show commitment to and perseverance in their CAS experiences</p> <p>Demonstrate the skills and recognize the benefits of working collaboratively</p> <p>Recognize and consider the ethics of choices and actions</p>

Appendix 9: Achievement in the CAS Learning Outcomes

Showing achievement in the Learning Outcomes is a key part of CAS. By the end of the 18-month long program, students need to have shown good evidence in all seven CAS learning outcomes.

While your reflections play a key role in showing evidence of achievement of the Learning Outcomes, evidence may also be presented in a variety of forms, such as, photos, video, planning documents, emails or any other suitable medium. This table provides examples of what would be accepted as a piece of evidence. Please note that these are examples only – they act only to provide an indication of appropriate individual pieces of evidence and there would be multiple ways that students can show acceptable evidence.

<p style="text-align: center;">Increased their awareness of their own strengths and areas for growth</p> <p>They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.</p>
<p><u>Pieces of good evidence:</u> Student reflects on their developing assertiveness when communicating with their project group, and highlights action he has taken to assist improvement in his assertiveness and comments on their success; student reflects on how they have discovered a need to improve their time management; student provides planning documents along with reflections on her strengths in organization; student reflects on her discovery of an increasing level of empathy; student provides video of his performance along with a reflection on his strengths in music.</p>
<p>Learner profile attributes: reflective, open-minded</p>
<p style="text-align: center;">Undertaken new challenges and developed new skills</p> <p>A new challenge may be an unfamiliar service activity, or a clear extension of an existing one.</p>
<p><u>Pieces of good evidence:</u> Reflections on challenges in learning a new instrument; documentation of initiating a service club and a reflection on challenges faced; student provides video of her debate along with a reflection on her newly found debating skills; documentation of the student's successful grade 4 piano exam; certificate showing the time for a half-marathon; with reflections of the difficulties faced.</p>
<p>Learner profile attributes: balanced, risk-takers</p>
<p style="text-align: center;">Planned and initiated activities</p> <p>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.</p>
<p><u>Pieces of good evidence:</u> Student provides documentation of initiating a 12-hour relay event; student demonstrates involvement in planning for a music recital; student reflects on the skills they have learned in planning events for UNICEF club; documentation of environment club meeting minutes showing student's role and actions; email chain showing the planning involved for a charity event.</p>
<p>Learner profile attributes: inquirers, thinkers</p>
<p style="text-align: center;">Showing commitment and perseverance in their activities</p> <p>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.</p>
<p><u>Good evidence:</u> Documentation of regular attendance to UNICEF club meetings and events; student demonstrates involvement in training sessions and games during basketball season; documentation of the student's successful piano exam; certificate showing the time for a half-marathon.</p>
<p>Learner profile attributes: caring, principled</p>
<p style="text-align: center;">Worked collaboratively with others</p> <p>Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten class. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.</p>

Good evidence: Student provides reflections on their ability to work with others and on teamwork in general following involvement in an event organizing committee; student provides documents that demonstrate involvement in group planning; student provides emails showing correspondence and collaboration with other group members; student reflects on teamwork of their basketball team.

Learner profile attributes: caring, communicators

Engaged with issues of global importance

Through participation in service, students learn about and address global issues within local, national and international contexts. Global challenges, such as poverty, environmental sustainability and education, often have local manifestations.

Good evidence: Student provides documentation of their involvement in planning an event raising awareness on human trafficking; documentation of regular attendance to UNICEF club meetings and events; planning documents for school wide activities as a part of Earth Day; evidence of planning and implementing an Earth Day event; documentation of a eco-footprint reduction project.

Learner profile attributes: caring, communicators

Identifying the ethical implications of activity and inactivity within their community, with guidance from activity leaders/teachers

Students must be aware that their choices and actions impact themselves and their community. Increased ethical sensibility develops accountability and leads to acting with integrity. Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities).

Good evidence: Student reflects on being annoyed with others who are not environmentally friendly; student takes action and gets involved in a project group as a response to a curriculum unit on poverty; reflections on an argument they had with another group member; student reflects on their disappointment with a basketball referee who seemed to be biased; student reflects on the frustration of a government who does not seem to do enough for homeless people; student reflects on the inappropriate way they interacted with another group member.

Learner profile attributes: caring, communicators

Undertaken new challenges and Developed new skills

As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

Good evidence: Student reflects on the skills they have learned in planning events for UNICEF club; student films themselves performing a new skill; student provides a product developed using newly found skills; student provides a product created using newly developed skills; student provides a certificate showing course completion.

Learner profile attributes: balanced, risk-takers

Appendix 11 CAS Two Year Plan for Students

This plan is to help you stay on track with CAS. The requirements are the minimum that must be met by the end of the month in which the requirement is listed.

CAS Two Year Plan

Month	11 th Grade Year	12 th Grade Year
August	<ul style="list-style-type: none"> • Introduction to CAS, CAS handbook, and ManageBAC • Complete CAS Planning documents by First Advisor Meeting (Appendices 1, 2, 3 and 11) • Complete at least one Experience Proposal Form in ManageBAC (Use appendices 4 and 5 to determine if the experience is good) 	<ul style="list-style-type: none"> • CAS CHECK- Five activities (including the project) are either completed or ongoing by August 29th • Summer hours due to your Advisor by 8/31 on Managebac
September	<ul style="list-style-type: none"> • Sept 1st CAS starts for all students • First Interview with CAS Advisor • Begin Experiences and start CAS Portfolio • 2 reflections and 1 piece of evidence are entered into ManageBAC by the end of this month • August hours due by <u>9/30</u> (edit the experience and add hours) 	<ul style="list-style-type: none"> • Third Interview- brief scheduled chat with CAS Advisor(Review of ManageBAC) • August hours due on 9/30 • 2 new reflections and 1 piece of new evidence is entered into ManageBAC by the 10th
October	<ul style="list-style-type: none"> • September hours updated in ManageBac by <u>10/30</u> • 2 reflections and 1 piece of evidence are entered into ManageBAC by the end of this month • <i>First Quarter CAS CHECK-Two experience are either completed or ongoing, Appendix 1, 2, and 3 are submitted to your TOK Teacher.</i> • Two journals are complete (150-300 words) 	<ul style="list-style-type: none"> • September hours due 10/31 • 2 new reflections and 1 piece of new evidence entered into ManageBAC by the 10th • Two journals are complete (150-300 words)
November	<ul style="list-style-type: none"> • October hours are updated in managebac by <u>11/29</u> • 2 reflections and 1 piece of evidence are entered ManageBAC by the end of this month 	<ul style="list-style-type: none"> • Evidence planned for all 7 learning outcomes • October hours due to your Advisor by 11/29 • 2 reflections and 1 piece of evidence are entered ManageBAC by the end of this month
December	<ul style="list-style-type: none"> • November hours due in managebac by <u>12/31</u> • 2 reflections and 1 piece of evidence are entered into ManageBAC by the end of this month* • At least one CAS board experience completed for the semester 	<ul style="list-style-type: none"> • CAS CHECK- Six activities are either completed or ongoing • November hours due to your Advisor by 12/31 • 2 reflections and 1 piece of evidence are entered into ManageBAC by the end of this month

	<ul style="list-style-type: none"> • <u>Second Quarter CAS CHECK</u>-three experiences are either completed or ongoing, reflections and evidence entered into ManageBAC 	<ul style="list-style-type: none"> • <u>Second Quarter CAS CHECK</u>- Project paperwork submitted, project started or completed, five journals complete
January	<ul style="list-style-type: none"> • December hours due to your Advisor by <u>1/31</u> • 2 reflections and 1 piece of evidence are entered into ManageBAC • Two new journals are complete (150-300 words) 	<ul style="list-style-type: none"> • CAS CHECK-Supervisor review on 5 activities are complete • December hours due 1/31 • 2 new reflections and 1 piece of new evidence is entered into ManageBAC by the 10th • Two journals are complete (150-300 words)
February	<ul style="list-style-type: none"> • January hours due by 1/31 • 2 reflections and 2 pieces of evidences are entered in ManageBAC by the end of this month 	<ul style="list-style-type: none"> • January hours due 1/31 • 2 new reflections and 1 piece of new evidence entered into ManageBAC by the 10th
March	<p><i>CAS CHECK- End of Third Quarter- five experiences completed or ongoing, hours turned in, reflections and evidence entered into ManageBAC</i></p> <ul style="list-style-type: none"> • February hours due by 3/31 • 2 reflections and 1 pieces of evidences are entered in ManageBAC by the end of this month* 	<ul style="list-style-type: none"> • Final Interview with CAS advisor (have appendix 7 completely filled out before interview) • CAS CHECK-All Activities and the Project must have evidence, reflections, and supervisor review before exit interview • February hours due 3/31
April	<ul style="list-style-type: none"> • March hours due by 4/29 • 2 reflections and 1 piece of evidence are entered into ManageBAC by the end of this month • Project Paperwork Due! • One new journal are complete (150-300 words) 	<ul style="list-style-type: none"> • March hours due 4/29
May	<ul style="list-style-type: none"> • At least one CAS board experience completed • Second Interview with CAS Advisor completed • April hours due by 5/23 • 2 reflections and 1 piece of evidence are entered into Managebac by the end of this month 	
June/July	<ul style="list-style-type: none"> • Evidence and Reflections of participation in CAS Project/Activities entered into ManageBAC throughout the summer • Must show 2-3 hours per week, every week • Summer hours due 6/30 and 7/31 	

**This indicates that this is a CAS requirement. Failing to reach these ongoing requirements will lower your monthly CAS grade in TOK and could jeopardize successful completion of the IB Diploma.*

Appendix 12: Understanding Reflection

This chart shows examples of what reflection is and is not.

Reflection	
Reflection is: <ul style="list-style-type: none">• honest• varied• done in many different ways• sometimes boring• difficult• sometimes creative• building self-awareness• necessary for learning• surprising• sometimes really fun• helpful for planning• done alone or with others• about thoughts, feelings and ideas	Reflection is not : <ul style="list-style-type: none">• only led by teachers• forced• right or wrong• good or bad• to be graded• difficult• copying what someone else said• predictable• to be judged by others• done to please someone else• a waste of time• only written• only discussion

Reflection is the primary evidence used by CAS coordinators to determine whether students have successfully attained the seven CAS learning outcomes. Key ideas for reflection include: Summarizing-Describing what happened is essential in reflection, because each person's individual summary reveals what is important or significant to them about the experience. However, summarizing only is **not** a full reflection. Reflection is also expression of affect or feelings. In this way, both the cognitive(summarizing) and affective(emotions) are included in the reflective process. It should answer what you did, so a summary, but also how you felt, what you learned, what you can do differently, and anything else that helps the reader understand the experience through your eye.

Student Examples:

A series of written reflections by one student:

17 February: I wouldn't say my football ability is terrible but I would like to improve on the skills I already have. During secondary school, I would occasionally play football, however, in my opinion, there was no real passion behind it. I played football just because I had to, however, over the given two year period, I've grown to the sport and began watching a lot more on television. This has driven me forward into building upon the skills I have into a better player overall. Also, this would help me keep fit and healthy while studying the IB. The first week, I filled in the midfield role to push for a 3-1 victory over the opposing team. Good start to a promising future I thought.

24 February: I decided I wanted to play the same role as I did during the first week. My reason for this was I knew some of the mistakes I had made during my debut match. For instance, in an attempt to pass the ball to one of the strikers as they were in on goal, I accidentally passed it off the pitch. This led to the opposing team getting a throw in and led to them getting a goal. Therefore, this time round, my aim for this week was to play the role I was 100% sure of and knew the limits to my abilities.

2 March: As I started the match on both first and second week, I did not want to be greedy and continue to be first pick. The main reason I believe I was first pick was purely based upon knowing friends that attended football on Friday. I took this time to stand on the side and observe those who played in the role midfield that I would normally be playing to see if they are doing anything different in comparison to me. I know that in any team sport it is essential to be cooperative and have good communication with the team. Saying this, I wanted to explore how important it was to be a communicative player in a team and therefore, at the beginning of next week, I shall be asking if I can play manager of the team rather than playing. This will allow me to see how the team interacts and able to communicate good strategies I may have come across.

9 March: This week went successfully I think. I had the privilege to manage the team which I found interesting. My plan was to observe the game and, during the second half, have a quick team talk about the positives and negatives. I called for a change in formation as I believed it would be more beneficial to the team if we played 1 striker but 5 midfielders instead. Fortunately, the strategy worked and we came out from a 2-1 lose during the first half to a 2-3 win for the students! What an intense game.

16 March: Getting picked for a starting position felt good again. Although previously I had really enjoyed the manager role, I think a big part of playing football every Friday is to maintain a high level of fitness and try to extrapolate as much both physical and mental skills as I can from the sport. Therefore, going back to the midfield role was fun and interesting as I could use the skills I had acquired from last session whilst playing in the game.

30 March: This week was not as exhausting as other weeks are for me as we ended up playing a five-a-side match due to a shortage of players. I could not gain much from the game and therefore once everyone decided to leave, me and friends stayed to play penalty shoot out. I found out during this week that there is a huge amount of pressure on one's shoulders.

Expressions of observations, thoughts and feelings by three different students:

"I was just in town and standing in front of a store. A bearded man came by and politely asked another man who was passing by, 'Excuse me, can you help me?' This other man, much more affluent by the look of his clothes, replied in a very rude and abrupt tone, 'I don't have time for that right now!' and kept walking. I suppose he thought the bearded man was going to ask him for money. But that wasn't the case. After he stomped off this man turned to me and asked the same question. It turned out all he wanted was for someone to unclip a watch that was clipped to the back of his pack so he could go in and buy a battery for it. Not a huge request. I was glad to be able to help after the first man had treated him so rudely. This experience reminded me how important it is to stop, look, and listen.

“As one of my service experiences I wanted to help an elderly person as I realized that their problems are sometimes neglected or forgotten. That is why I turned to a nurse so that she could find a person in need of help and willing to be helped. I stayed in contact with the nurse and after a while she gave me the name and address of an old lady whom she described as lonely and having problems with walking. I was happy that I found the opportunity to offer my help to a person in need. On one day the nurse and I visited the elderly lady in her flat. Beforehand, the nurse informed me that the lady used to work physically and retired early (at the age of 45 due to health problems). I got acquainted with her and from that day on I started visiting her regularly once a week.

“I went for walks with the lady and every week we went shopping to the nearest supermarket. However, the most important task turned out to be far more difficult than I had expected. I made the greatest effort to make the woman cheerful, to create a friendly warm atmosphere, but I noticed how reserved and depressed she was. She mentioned the fact that she had been lonely for a long time and it stuck in my memory. It made me realize how loneliness affects human psyche.

“At the beginning I found it very difficult to make her smile, because she was only saying how miserable her life was and complained about the problems that she faced. I tried to show my understanding and convince her that life is worth living regardless of the difficulties one faces, but it seemed to me that it did not speak to her.

“Sometimes I wondered if my visits and help were bringing her anything good. Surprisingly, as time was passing by and we came to know each other better, I noticed a change in her and a change in the character of our interaction. I was very happy when on one day she confessed to me how grateful she was for my help. The experience 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.

“I have seen first-hand the harshness of the aging process. People who were once vibrant, bustling human beings are now confined and subdued by their deteriorating health. Jane has Parkinson’s disease and is inhibited by her soft speech and inability to use her hands. I know from the time we have spent together that she has so much to say and many interests, but is slowed and sometimes stopped by her illness. Anne’s only disease is effects of time and how it has affected her memory and hearing. Although she always recognizes me, Anne does not remember my name or hear much of what people say to her.

“As time went by, I began to realize that they had wonderful lives. Both have successful and large families, with interesting experiences throughout their lives. Now they are slowed down, but maybe because it is time for them to rest. 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 do is accept it and be happy.”