

# IDEA College Preparatory Donna International Baccalaureate Diploma Programme



CAS GUIDE  
(last revision 2015)

“...if you believe in something, you must not just think or talk or write, but must act.”  
(Peterson 2003)

## THE NATURE OF CAS

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the PYP and MYP.

CAS is organized around the 3 strands of **creativity, activity, and service** defined as follows.

- **Creativity**---exploring and extending ideas leading to an original or interpretive product or performance
- **Activity**---physical exertion contributing to a healthy lifestyle
- **Service**---collaborative and reciprocal engagement with the community in response to an authentic need.

As a shining beacon of our values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives.

CAS complements a challenging academic programme in a holistic way, providing opportunities for **self-determination, collaboration, accomplishment and enjoyment**. CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualized according to student interests, skills, values and background.

The school and students must give CAS as much importance as any other element of the Diploma Programme and ensure sufficient time is allocated for engagement in the CAS programme. The CAS stages offer a helpful and supportive framework and continuum of process for CAS students.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity, and service. All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Completion of CAS is based on student achievement of the seven **CAS learning outcomes**. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome. Students engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Further, students undertake a **CAS project** of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.

There are three formal documented **interviews** students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme.

CAS emphasizes **reflection** which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

## AIMS

The CAS programme aims to develop students who:

- Enjoy and find significance in a range of CAS experiences
- Purposefully reflect upon their experiences
- Identify goals, develop strategies and determine further actions for personal growth
- Explore new possibilities, embrace new challenges and adapt to new roles
- Actively participate in planned, sustained, and collaborative CAS projects
- Understand they are members of local and global communities with responsibilities towards each other and the environment.

## LEARNING OUTCOMES

Student completion of CAS is based on the achievement of the seven CAS learning outcomes realized through the student's commitment to his or her CAS programme over a period of 18 months. These learning outcomes articulate what a CAS student is able to do at some point during his or her CAS programme. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

Some learning outcomes may be achieved many times, while others may be achieved less frequently. Not all CAS experiences lead to a CAS learning outcome. Students provide the school with evidence in their CAS portfolio of having achieved each learning outcome at least once through their CAS programme. The CAS coordinator must reach agreement with the student as to what evidence is necessary to demonstrate achievement of each CAS learning outcome. Commonly, the evidence of achieving the seven CAS learning outcomes is found in students' reflections.

**In CAS, there are seven learning outcomes.**

LO 1	<b>Identify own strengths and develop areas for growth</b>
Descriptor	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
LO 2	<b>Demonstrate that challenges have been undertaken, developing new skills in the process</b>
Descriptor	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
LO 3	<b>Demonstrate how to initiate and plan a CAS experience</b>
Descriptor	Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
LO 4	<b>Show commitment to and perseverance in CAS experiences</b>
Descriptor	Students demonstrate regular involvement and active engagement in CAS.
LO 5	<b>Demonstrate the skills and recognize the benefits of working collaboratively</b>
Descriptor	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

LO 6	<b>Demonstrate engagement with issues of global significance</b>
Descriptor	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
LO 7	<b>Recognize and consider the ethics of choices and actions</b>
Descriptor	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

## RESPONSIBILITIES OF THE STUDENT

Key to a student's CAS programme is personal engagement, choice and enjoyment of CAS experiences. Throughout the Diploma Programme students undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. They must also undertake at least one CAS project with a minimum duration of one month. Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator's satisfaction.

CAS students are expected to:

- Approach CAS with a proactive attitude
- Develop a clear understanding of CAS expectations and the purpose of CAS
- Explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- Determine personal goals
- Discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser
- Understand and apply the CAS stages where appropriate
- Take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- Become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
- Maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
- Understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- Demonstrate accomplishments within their CAS programme
- Communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings
- Ensure a suitable balance between creativity, activity and service in their CAS programme
- Behave appropriately and ethically in their choices and behaviors.
- Enjoy CAS! That is most important-to participate in experiences that assist your personal growth and offer you a world of possibilities.

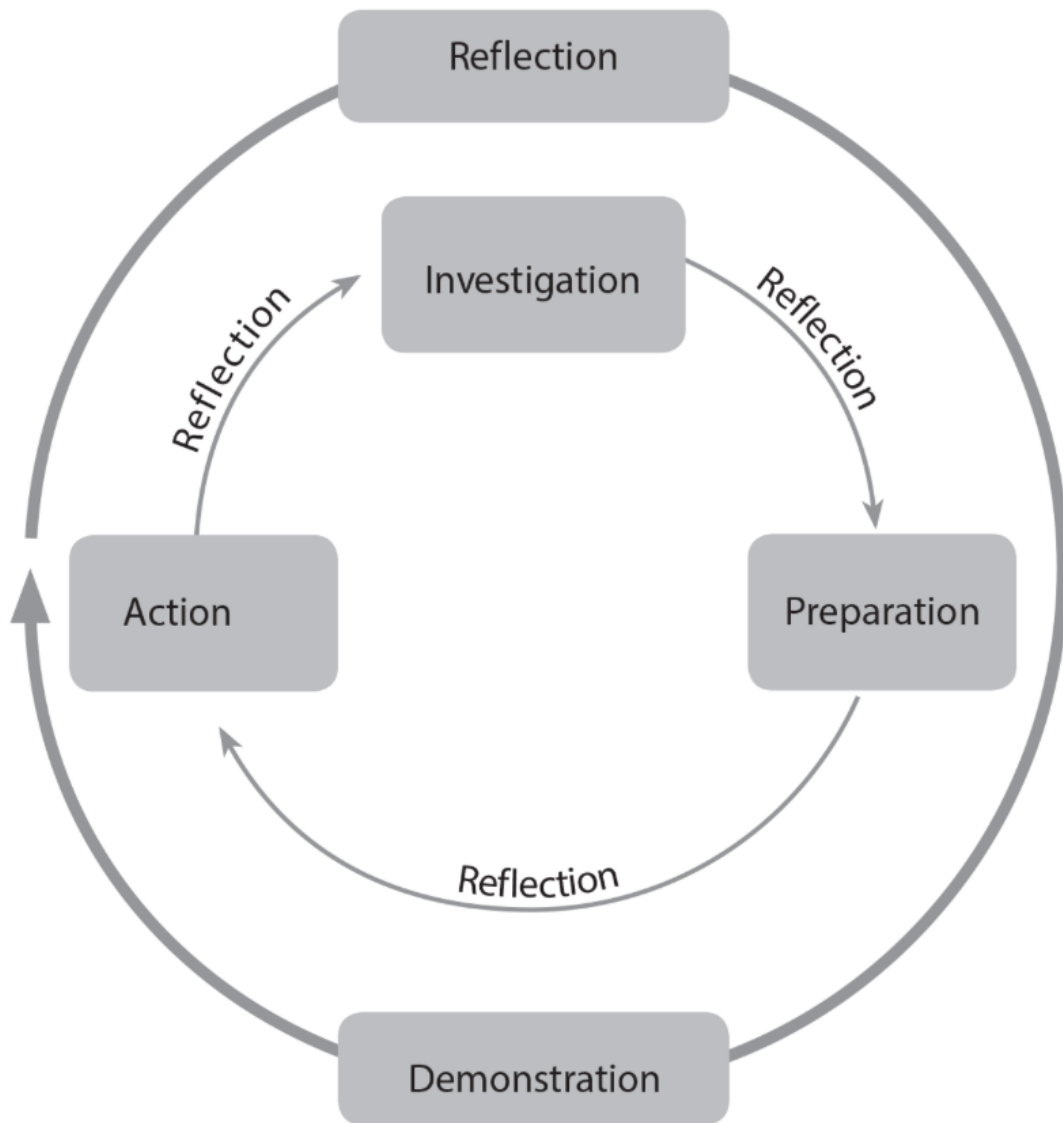
## GUIDELINES TO CAS EXPERIENCES

The CAS coordinator assists students in understanding what may or may not be a CAS experience. There are four guidelines that should be applied to any proposed CAS experience. A CAS experience must:

- Fit within one or more of the CAS strands
- Be based on a personal interest, skill, talent or opportunity for growth
- Provide opportunities to develop the attributes of the IB learner profile
- Not be used or included in the student's Diploma course requirements

**While it is not necessary for each CAS experience to address a CAS learning outcome, upon completion of the CAS programme, CAS students are required to present evidence demonstrating achievement of all CAS learning outcomes.**

## CAS STAGES



**Figure 4**  
*The five CAS stages*

There are two parts as noted in the diagram. **The center** represents the process with four key parts: **investigation, preparation, action,** and **reflection** (occurring intermittently in response to significant experiences). The outer circle has two parts and guides students in summarizing their experience: **reflection** and **demonstration**.

The five CAS stages are as follows.

1. **Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
2. **Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
3. **Action:** Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.

4. **Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

## CAS PROJECT

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. **CAS students must be involved in at least one CAS project during their CAS programme.**

The primary purpose of the CAS project is to ensure participation in sustained collaboration. Through this level of engagement students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem solving and decision-making.

A CAS project involves collaboration between a group of students or with members of the wider community. Students work as part of a team, with all members being contributors. A CAS project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities for individual students to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects.

All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met.

A CAS project can address any single strand of CAS, or combine two or all three strands. The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

- Creativity: A student group plans, designs and creates a mural.
- Activity: Students organize and participate in a sports team including training sessions and matches against other teams.
- Service: Students set up and conduct tutoring for people in need.
- Creativity and activity: Students choreograph a routine for their marching band.
- Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.
- Service and creativity: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.
- Creativity, activity, and service: Students rehearse and perform a dance production for a community retirement home.

All CAS projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS project. Students will likely identify more outcomes, or modify expected outcomes during the CAS project and/or at its completion. A minimum of one month is recommended for a CAS project, from planning to completion. CAS projects of longer duration can provide even greater scope and opportunities for all participants and should be encouraged. Students should aim to undertake their CAS project locally and, if possible, engage in more than one CAS project over the duration of their CAS programme.

## POLITICAL ACTIVITY

The IB has no view on whether or not it is appropriate for students to be involved in political activities as part of their educational experience. Views on this vary considerably in different cultural contexts, so it is a matter for

decision at local or school level. However, where such activity is locally sanctioned, there is a question about whether or not it may qualify as CAS. It may be relevant to consider the following factors:

- Is the activity safe and secure, given the local circumstances?
- Is it an activity that will cause, or worsen, social divisions?
- Where are the learning opportunities for the students involved?

## REFLECTION

Being reflective is one attribute of the IB learner profile: “We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.”

The overarching intention of reflection in CAS includes the opportunity for students to:

- Deepen learning
- Consider relevance of experience
- Explore personal and group values
- Recognize the application of knowledge, skills, and attributes
- Identify strengths and areas for development
- Gain a greater understanding of self and others
- Place experience in a larger context
- Generate relevant ideas and questions
- Consider improvements in individual and collective choices and actions
- Transfer prior learning to new situations
- Generate and receive constructive feedback
- Develop the ongoing habit of thoughtful, reflective practice.

Types of Reflection:

Reflection is:	Reflection is not:
<ul style="list-style-type: none"> <li>• Honest</li> <li>• Personal</li> <li>• Done in many different ways</li> <li>• Sometimes difficult</li> <li>• Sometimes easy</li> <li>• Sometimes creative</li> <li>• Building self-awareness</li> <li>• Necessary for learning</li> <li>• What I did, combined with how I felt</li> <li>• Surprising</li> <li>• Helpful for planning</li> <li>• Done alone or with others</li> <li>• About thoughts, feelings, and ideas</li> <li>• Adding perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Forced</li> <li>• Right or wrong</li> <li>• Good or bad</li> <li>• Marked or graded</li> <li>• Difficult</li> <li>• Copying what someone else said</li> <li>• Predictable</li> <li>• To be judged by others</li> <li>• Only a summary of what happened</li> <li>• Done to please someone else</li> <li>• A waste of time</li> <li>• Only written</li> <li>• Only discussion</li> <li>• Only led by teachers.</li> </ul>

## CAS PORTFOLIO

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS and achievement of the seven CAS learning outcomes. The CAS portfolio can also reveal how students have developed the attributes of the IB learner profile.

You must document your CAS activities, noting in particular your reflections upon experience in your CAS Portfolio, which can be done on paper or electronically. Please note that the student's progression in the CAS programme must be evident every revision period. **Therefore, individual or loose reflections will NOT be accepted. Only COMPLETE portfolios will be revised.**

Your portfolio **MUST** include the following:

1. **CAS Activity Log**
  - This is a running document that you will add to every month to record your hours.
2. **Initial Reflection**
  - 2 pages
3. **Developing Reflection**
  - You will complete a minimum total of **5 Developing Reflections throughout Year 1.**
  - Each one is 2 ½ pages long
  - ½ page for planning
  - 2 full pages of reflection
4. **Follow-Up Reflection**
  - This will be complete during the summer of your senior year.
  - 1 page long
5. **Final Reflection**
  - This will be completed in the 3<sup>rd</sup> quarter of senior year.
  - 4 pages long
6. **Evidence** could include, but is not limited to:
  - Planning documents
  - Letters
  - Emails
  - Certificates
  - Acknowledgments of participation and achievements
  - Photographs

**Evidence is required per entry.**

## CAS INTERVIEWS

There must be a minimum of three interviews between a student and the CAS coordinator/adviser where student progress is discussed and appropriate encouragement and advice is given. The interviews should occur at least twice in the first year of the Diploma Programme and once in the second year. Feedback from these interviews is recorded by the CAS coordinator/adviser.

**The initial interview** is conducted at the beginning of the Diploma Programme.

**The second interview** is normally held towards the end of the first year of the Diploma Programme. The main purpose of the interview is to assess the progress of the student in CAS. The student's CAS portfolio is used as a reference in this interview and reviewed for gathered evidence including achievement of any of the seven learning outcomes.

**The third interview** is the summative interview for CAS. It may well be just before the Diploma Programme finishes. In this interview the student outlines how they have achieved the learning outcomes for CAS.

## WHAT DO I NEED?

- An initial reflection must be completed.
- A portfolio. This may be in the form of a composition notebook, spiral or binder with protector sheets.
- At least 5 projects/activities must be conducted throughout the 2 years. Also, at least 10 pieces of reflection are required.
- Students must meet with their CAS advisor a minimum of 3 times a year to discuss and show progress.
- A record sheet must be kept by students keeping track of activities completed and the learning outcomes that have been met (CAS Log).
- Hours must be a substantial and balanced amount. They must contain Creativity, Activity, and Service activities.
- A 2 ½ page written reflection needs to be completed at the end of every activity and reviewed with the CAS adviser. The following reflections must be completed: Initial Reflection (at the beginning of CAS), Developing Reflections (every time you complete an activity), Follow-Up Reflection (in the



- summer before the senior year), and the Final Reflection (during 3<sup>rd</sup> quarter of senior year).
- At least one “CAS project” must be completed, involving at least two of the three CAS elements: Creativity, Action and Service. A “project” is made up of many activities and extends over a long period of time (a minimum of four months) of showing commitment.
  - All seven learning outcomes must be met.
  - During the third quarter of the students' senior year, students will complete the Final Reflection. Portfolios must contain at least 5 activities, 1 project and 10 written reflections. These reflections must demonstrate planning, acting, observing and reflecting.

## EXAMPLES OF CAS EXPERIENCES

Creativity	Activity	Service
Photography	Aerobics	Create a community environmental group
Tournament organization	Badminton	Organize a basketball tournament for children at a community centre
Event management	Basketball	Get involved in a beach clean-up
Website development	Personal gym programme	Assist in obtaining funds for a community garden
Choir	Kickboxing	Teach computer skills to those in need
Speech and debate club	Triathlon	Design and host a community film and discussion event featuring current issues
Drama production	Rugby	Implement a recycling programme
Journalism	Soccer	Create a petition to present to local government
Making a short documentary	Tournament participation	Work in an orphanage with regularity
Music/band	Surfing	Create awareness for a non-governmental organization (NGO)
Learning an instrument	Swimming	Be a student council representative
Art lessons	Trekking	Provide peer tutoring to junior students
Fashion show	Tai chi	Plan, participate and implement an activity for an international day of recognition
Talent show	Tennis	Take an active role in a community club

**Remember... The beauty of the CAS programme is that it is an individual experience designed by you and 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 is about becoming an active member of life and learning who you are.**

## INITIAL REFLECTION

Students must use their answers to the following questions as the foundation of this essay-type reflection. Do NOT write the questions and DO add any other information you feel is important to note on your reflection. This reflection must be at least **2 pages long**.

1. What will your projects be (you must have 5)? AND What are the learning outcomes you will accomplish for each activity?
2. Why did you select these 5 projects projects?
3. What activities have you planned to reach your objectives (these activities would follow within your main 5 projects)?
4. What are your personal objectives?
5. Do they represent a challenge to you? Why?
6. Explain which CAS elements intervene in each of your projects.
7. Which challenges do you foresee?

## DEVELOPING REFLECTIONS

(You will complete one every time you complete an activity. It is a total of 2 ½ pages in length.)

Students must use their answers to the following questions as the foundation of this essay- type reflection. Do NOT write the questions and DO add any other information you feel is important to note on your reflection.

**Each section MUST be clearly labeled.**

Each Developing Reflection must include three separate parts, clearly identified:

1. Planning
  - ½ page in length
  - Answer the following questions:
    - Describe the activity (first paragraph) – answer Who?, What?, When?, Where? And Why?
    - What are the specific objective(s) and Learning Outcome(s) that you plan to achieve through this activity? How?
    - What CAS element(s) are you planning to achieve through this activity? How?
2. Reflection
  - 2 pages in length
  - Answer the following questions:
    - Describe the activity (first paragraph) – answer Who?, What?, When?, Where? And Why? Be specific and detailed.
    - What did I plan to do?
    - What did I do?
    - How did I feel at the beginning of the activity?
    - What was the value of this activity? What did it mean to me?
    - What did I learn from the activity and how did this learning (for example, a change of perspective) apply more widely?
    - Which Learning Outcome(s) and CAS Element(s) did I achieve through this activity? How?
    - What were the outcomes, for me, the team I was working with, and others?
    - What challenges did I face? How did I overcome them?
3. Evidence:
  - Planning documents
  - Letters
  - Emails
  - Certificates
  - Acknowledgments of participation and achievements
  - Photographs

## FOLLOW UP REFLECTION (complete summer before senior year)

Students must use their answers to the following questions as the foundation of this essay-type reflection. Do NOT write the questions and add any other information you feel is important to note on your reflection. This reflection must be at least **1 page long** for each of your activities.

1. How are you doing with your projects (5 projects stated on your Initial Reflection)?
2. What Learning Outcomes have you already reached?
3. Are you balancing the three fundamental parts of CAS (Creativity, Action & Service)? If not, what are you doing to ensure you do? Remember you must be balanced in order to obtain credit for CAS.
4. List your achievements as well as your challenges. How have you overcome them?
5. What is or will be your culminating project?
6. How are you feeling about the CAS activities that you have already conducted?
7. What are you planning on doing different this year to improve the quality of your CAS experience?

### **FINAL REFLECTION (complete 3<sup>rd</sup> quarter of senior year)**

Students must use their answers to the following questions as the foundation of this essay- type reflection. Do NOT write the questions and DO add any other information you feel is important to note on your reflection. This reflection must be at least **4 pages in length**

1. Did you meet all 7 Learning Outcomes? Explain how -list each activity you have under each of the 7 Learning Outcomes and provide details.
2. Which of the learning outcomes do you feel that you have addressed most successfully throughout the 2-years? Explain.
3. Were your activities balanced as far as the CAS elements (Creativity, Activity, Service). Explain.
4. How your CAS experiences have helped you to have a better understanding of your own abilities and potential? Be specific.
5. In which ways have you developed your own creative and physical skills? Explain.
6. Have you developed a deeper understanding of global and international issues? Explain how.
7. How have your experiences led to you being more aware of the needs of your local and the wider community?
8. Were you involved in any projects where you know that you have made a positive difference to the life of another individual, group or community? Explain
9. Do you now feel a greater personal commitment to serving the wider community? Explain.
10. Which activities or experiences did you enjoy most and why? Explain.
11. Which activities and experiences did you find most rewarding and why? Explain
12. Which activities and experiences did you find most challenging and why?
13. Do you feel that your CAS experiences and activities have helped you to become more inquisitive, knowledgeable, a thinker, and reflective? Explain
14. Are you proud of what you have achieved throughout the CAS programme? Explain.

**IDEA COLLEGE PREPARATORY DONNA  
IB DIPLOMA PROGRAMME  
CREATIVITY, ACTIVITY, SERVICE (CAS) LOG**

**STUDENT NAME:** \_\_\_\_\_

<b>ACTIVITY</b>	<b>DATE</b>	<b>LEARNING OUTCOME (copy word for word)</b>	<b>ELEMENTS (CREATIVITY, ACTIVITY, OR SERVICE)</b>	<b>HOURS</b>

## **CREATIVITY, ACTIVITY AND SERVICE (CAS) LEARNING OUTCOMES**

### **Learning outcome 1: Identify own strengths and develop areas for growth. The student:**

- Is aware of own strengths and weaknesses
- Is open to improvement and growth opportunities
- Is able to propose experiences according to own interests and talents.
- Is willing to participate in different experiences
- Is able to undertake a thoughtful self-evaluation
- Is able to see themselves as individuals with various abilities and skills, some more developed than others.

### **Learning outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process. The student:**

- Participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences
- Is willing to become involved in unfamiliar environments and situations
- Acquires new skills and abilities
- Increases expertise in an established area
- Shows newly acquired or developed skills or increased expertise in an established area.

### **Learning outcome 3: Demonstrate how to initiate and plan a CAS experience. The student:**

- Is 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
- Demonstrates knowledge and awareness by building on a previous CAS experience
- Shows initiative by launching a new idea or process
- Suggests creative ideas, proposals or solutions
- Integrates reflective thoughts in planning or taking initiative
- Is aware of roles and responsibilities when designing an individual or collective CAS experience
- Shows responsible attitude to CAS project planning
- Is able to develop a coherent action plan

### **Learning outcome 4: Show commitment to and perseverance in CAS experiences. The student:**

- Demonstrates regular involvement and active engagement with CAS experiences and CAS project
- Is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
- Demonstrates adaptability to uncertainties and changes
- Gets involved in long-term CAS experiences and CAS project

### **Learning outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively. The student:**

- Shares skills and knowledge
- Listens respectfully to proposals from peers
- Is willing to take on different roles within a team
- Shows respect for different points of view and ideas
- Makes valuable contributions
- Is responsible for participating in the group
- Readily assists others
- Is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences

### **Learning outcome 6: Demonstrate engagement with issues of global significance. The student:**

- Recognizes the global implications of local issues
- Is able to identify global issues in the local or national community
- Shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
- Gets involved in CAS projects addressing global issues in a local, national or international context
- Develops awareness and responsibility towards a shared humanity

### **Learning outcome 7: Recognize and consider the ethics of choices and actions. The student:**

- Recognizes ethical issues
- Is able to explain the social influences on one's ethical identity
- Takes into account cultural context when making a plan or ethical decision
- Identifies what is needed to know in order to make an ethical decision
- Articulates ethical principles and approaches to ethical decisions
- Shows accountability for choices and actions
- Is aware of the consequences of choices and actions regarding self, others involved and the community
- Integrates the process of reflection when facing an ethical decision
- Shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences

**IDEA COLLEGE PREPARATORY DONNA  
IB DIPLOMA PROGRAMME  
INDIVIDUAL STUDENT CAS COMPLETION FORM**

**STUDENT NAME:** \_\_\_\_\_

<b>Creativity</b>	<b>Activity</b>	<b>Service</b>
Exploring and extending ideas leading to an original or interpretive product or performance	Physical exertion contributing to a healthy lifestyle	Collaborative and reciprocal community engagement in response to an authentic need

<b>My CAS Programme</b>	<b>Y/N?</b>	<b>Date</b>	<b>Description of Activity</b>
Evidence of planning of a CAS programme			
Regular commitment over at least 18 months to CAS			
Understanding and ability to use the CAS stages when planning CAS experiences			
Balance between creativity, activity and service			
At least one planned project undertaken over at least one month			
<b>Evidence of achieving all seven learning outcomes</b>			
• Evidence of identification of strengths and areas for personal growth (LO1)			
• Evidence of undertaking new challenges and developing new skills in the process (LO2)			
• Evidence of initiating and planning a CAS experience (LO3)			
• Evidence of commitment and perseverance in CAS experiences (LO4)			
• Evidence of demonstrating the skills and recognizing the benefits of working collaboratively (LO5)			
• Evidence of engagement with issues of global significance (LO6)			
• Evidence of recognizing and considering the ethics of choices and actions (LO7)			
Reflections completed on significant CAS experiences			
Supervisor reports supplied where necessary			
CAS interview 1 completed			
CAS Interview 2 completed			
CAS Interview 3 completed			
CAS portfolio completed			



Student CAS Contract

Please read the following agreement, check each statement indicating that you have read and understood the implications of that statement and then sign the form in the appropriate place. Please note that both the student and a parent/guardian and the CAS project sponsor must sign this form before CAS work can commence.

\_\_\_\_\_ I understand I must get approval for each CAS project/activity from the CAS Coordinator (Ms. Canales) for all projects both on and off school property before I can begin work on that project/activity.

\_\_\_\_\_ I understand that by signing this contract, I am committing myself to completing at least 30 hours for this individual project throughout my junior and senior year.

\_\_\_\_\_ I am a willing participant in this CAS project and in the philosophy of CAS and will wholeheartedly support its successful implementation.

\_\_\_\_\_ I understand that if I am completing a service project/activity off school property it is required that I am clear about my responsibilities, and to whom at the site I am to report (my parent cannot be my supervisor). Further, I must not participate in any activity involving the use of dangerous or potentially dangerous tools and/or equipment. Under no circumstances should I be exposed to or perform service in an area that involves dangerous activities. I should not operate a motor vehicle and should not drive while engaged in the service experience. I should not perform service at either unreasonably early or late hours of the day or evening. If engaged in clinical, medical, hospital or related settings, I should not attend to any duties resulting in exposure to fluids, excretions, or contaminations known to be harmful, contagious, or injurious. My safety and supervision is of the utmost importance.

\_\_\_\_\_ I also understand that my CAS sponsor will provide me with a list of duties that will allow me to develop my weaker skills as well as my strengths. The projects I participate it will not be limited to merely doing simple housekeeping duties that cannot be tied to at least one of the 7 CAS Learning Outcomes (i.e. filing, cutting, cleaning, etc).

\_\_\_\_\_ I understand that if I am reported for adverse behavior while pursuing CAS activities, show lack of interest or sincerity, am habitually late or absent after agreeing to work a project, that I will be asked for a written explanation that will need to be signed by my parents or guardian.

\_\_\_\_\_ I hereby agree to save and hold IDEA Public Schools and any of its employees from all cost, injury and damage incurred while participating in an CAS activity on or off-site, and from any other injury or damage to any person or property whatsoever.

Name of the CAS Project/Activity: \_\_\_\_\_ Role: \_\_\_\_\_

Student Name: \_\_\_\_\_ /Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Name: \_\_\_\_\_ /Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Sponsor Name: \_\_\_\_\_ /Sponsor Signature: \_\_\_\_\_ Date: \_\_\_\_\_