Creativity, Activity, Service

CAS Student Handbook and Guide

Discover you

Contents

Month	IB1		IB2	
	Student	**Tutor**	**Student**	**Tutor**
September	Attend CAS Induction Session	Attend CAS Induction Session	Update experiences, reflections from over the summer.	Discuss summer progress with tutees
	Attend CAS Theme Sessions	Discuss experience choices with tutees	Plan for experiences this year in light of UCAS and other commitments	Ensure balance of three strands
	Set up ManageBac profile	Access ManageBac		**
	Complete 'Interview 1' paperwork and meeting	Add comment on ManageBac for Interview 1		
October **November** **December**	*	**	*	**
January	CAS Project Planning - select group, discuss ideas and submit proposal. Complete project before Easter holidays	Discuss project idea	*	**
February	*	**	*	**
March	*	**	Interview 3', Portfolio checklist. Complete CAS	Portfolio review. Add comment on ManageBac for Interview 3.
	Complete CAS Project	Check for completion of CAS Project		
April **May**	*	**	CAS Completed before Easter Holidays	
June	Complete 'Interview 2' paperwork and meeting.	Add comment on ManageBac for Interview 2		
		Check timeline for balance of three strands and reflections		
	Plan summer experiences	Discuss summer plans		
July **August**	Continue with experiences and reflections throughout the summer (continuous 18 month commitment)			

*	Record expriences and provide reflection for each experience once every two weeks.
**	Portfolio check and comment once a month

Contacts

Tutor / CAS Supervisor

- Your first point of contact for guidance
- You can discuss CAS in tutor time and work on your CAS portfolio
- Your tutor will comment on your experiences, conduct the CAS interviews and help you to reflect on your progress

Activity Supervisors

- Provide reports on your completion of experiences

Dr West – Head of CAS

dwest@bromsgrove-school.co.uk

- Monitoring your progress
- Supporting you in your journey
- Providing communication and updates via the IB SWAY newsletter
- Delivery of core CAS sessions
- Providing intervention when needed
- Signing off CAS at the end of 18 months

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Introduction

[Introduction video](#)

Creativity, Activity, Service (CAS) is at the heart of the Diploma Programme. As a shining beacon of the IB values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognise their role in relation to others.

For many, CAS is profound and life changing. Each individual student has a different starting point and different needs and goals. Therefore, A CAS programme is individualised according to student interests, skills, values and background.

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 involves students in a **range of enjoyable and significant experiences** as well as a **CAS project**.

With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning and to **educate and develop the whole person**.

CAS directly contributes to the IB mission statement, which is "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect" and "encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

The CAS programme formally begins at the start of the Diploma Programme, in September of IB1, and continues regularly for at least 18 months (Easter of IB2), with a reasonable balance between Creativity, Activity and Service.

At Bromsgrove, you are extremely fortunate to have such a broad range of experiences available to you, in beautiful surroundings. Make the most of the opportunities available to you. Take responsibility for your own journey but remember the plethora of support available to you and requirements to collaborate and reflect effectively. Have fun, enjoy yourself and…. discover you!

Dr West

Head of CAS

IB Diploma Programme and Learner Profile

CAS is your chance to apply the IB Learner Profile and your academic knowledge to real-world learning experiences.

[IB Learner Profile on Vimeo](#)

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
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 IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

As part of the IB Core, CAS has clear links to ToK and the EE. More information on these links and how they can influence and guide your CAS experiences can be found in [Appendix 1](#).

The 7 Learning Outcomes

CAS is **not** academic work and so it is assessed completely differently to the other components of the IB Diploma Programme. There are no points for CAS but without meeting the requirements you do **not** earn an IB diploma.

Completion of CAS is based on your achievement of the seven CAS learning outcomes, through your experiences and the CAS, which are evidenced in your portfolios. Find the full descriptions for each of the Learning Outcomes in Appendix 2.

Learning Outcome	Descriptor
1. Identify own **strengths** and develop areas for **growth**.	You can see yourself as individuals with various abilities and skills, of which some are more developed than others.
2. Demonstrate that **challenges** have been undertaken, developing new **skills** in the process.	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 new experiences or through increased expertise in an established area.
3. Demonstrate how to **initiate** and **plan** a CAS experience.	You can articulate the stages from conceiving an idea to executing a plan for individual or collaborative CAS experiences. This may be accomplished in collaboration with other participants.
4. Show **commitment** to, and **perseverance** in, CAS experiences.	You demonstrate regular involvement and active engagement in CAS.
5. Demonstrate the skills and recognise the benefits of **working collaboratively**.	You are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
6. Demonstrate **engagement** with issues of **global** significance.	You 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.
7. Recognise and consider the **ethics** of **choices** and actions.	You show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

The Learning Objectives all have equal importance. You must show that you have achieved all of them at least once, although you are likely to do them multiple times. Evidence and reflections in your CAS portfolio are one way you can demonstrate that you have met the learning outcomes. ManageBac tracks this for you. You can also show that you have achieved them in the interviews with your CAS supervisor.

CAS Experiences

A CAS experience is a specific event in which you engage with one or more of the three CAS strands. It can be a single event or an extended series of events.

A CAS experience must fit the following criteria:
1. fit within one or more of the CAS strands
2. be based on a personal interest, skill, talent or opportunity for growth
3. provide opportunities to develop the attributes of the IB learner profile
4. **not** be paid work or be included in the student's DP course requirements.

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

Examples of CAS experiences
Get inspiration from others

Many of your CAS experiences may be things that you **already do.** Perhaps you play for a team, act in school plays, help somewhere or are in the scouting movement. CAS also gives you the opportunity to **undertake something new** that you have always dreamed of doing. It does not have to be extreme, like rock climbing, but it could be. It could be learning to sew, helping someone, or promoting a cause you care about.

Some CAS experiences are a **series of events**, like training with and being in a team, rehearsing for and performing a play, or being in a club. Some are one-off events like helping at an event or undertaking a hike.

If you are continuing an activity that you already undertake you are encouraged use the CAS stages and learning outcomes to look for opportunities for growth and development, as CAS is about improving and extending, not just repeating.

If you have something that you want to count as an experience and your CAS coordinator does not agree that it is suitable, then **consider extending it.** For example, walking your dog every day is not a suitable CAS experience; you are not showing any growth nor reaching a learning objective. However, if you extend it to training your dog and entering agility competitions, or training from walking to running a 10km race it then becomes CAS - for you and your dog! All it takes is your imagination and will make you a far more interesting a person.

Creativity

Exploring and extending ideas leading to an original or interpretive product or performance

Opportunity to explore sense of original thinking, creativity and expression. The form of expression is limitless: visual/performing arts, digital design, writing, film, culinary arts, crafts and composition. Move beyond the familiar from conventional to unconventional thinking.

- Take up baking
- Take up cooking
- Take up vegan cooking
- Create a recipe book for your latest bakes
- Start a YouTube channel for your cookery
- Host a supper club
- Take up knitting
- Make your own clothes/accessories
- Take up photography
- Produce a documentary
- Write for your school magazine, or start one if it doesn't exist!
- Join/set up a book club
- Write a novel or some short stories
- Make a film of your novel/short story
- Make a stop motion animation film (see the film Chicken Run for inspiration!)
- Write poetry
- Start a blog for your poems
- Start calligraphy
- Make handmade cards that feature your calligraphy
- Join/start a choir
- Organise an open mic event
- Join/start a band
- Learn a musical instrument
- If you already play an instrument, try conducting!
- Design a new video game
- Take up sketching/painting
- Create an Instagram account for your sketches and paintings
- Make handmade bath bombs
- Creating an original piece of music
- Painting a picture
- Performing a play / acting
- Making furniture

More ideas of what you could do for Creativity experiences can be found in Appendix 3.

Activity

Physical exertion contributing to a healthy lifestyle

Promote lifelong, healthy habits. Individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training or any other form of physical exertion. Must be regular and genuinely challenging through expanding personal goals, exploring different training models or become involved in a new sport.

- Start a sports club
- Attending the gym
- Basketball
- Tennis
- Bicycling
- Roller-staking
- Cross country
- Aerobics
- Badminton
- Personal gym programme
- Kickboxing
- Triathlon
- Rugby
- Football
- Tournament participation
- Swimming
- Tai chi
- Weightlifting
- Boxing
- Netball
- Ballet
- Street dance
- Cheerleading
- Gardening
- Rock climbing
- Planting trees
- Hiking
- Survival training
- Fishing
- Personal fitness
- Running – 5k, 10k, half marathon, marathon / start a running club
- Cardio workout
- Yoga
- Water sports/Boating
- Join your local gym

Service

Collaborative and reciprocal engagement with the community in response to an authentic need

Capacity to make meaningful contribution to the community and society. Develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. CAS service experiences are unpaid. All forms of service should the CAS stages. Can involve people, the environment or animals.

- **Choose a Bromsgrove Service activity (beginning with BS)**
- **Organise a CAS fair at your school.**
- One-to-one tutoring
- Developing a garden
- Working in an animal shelter
- Re-designing a website for a non-profit organisation
- Writing picture books to teach a language
- Awareness campaigns for hunger / health-related issues / cancer
- Creating a video on recycling
- Get involved in a beach clean-up
- Teach computer skills to those in need
- Create a petition to present to local government
- Take an active role in a community club
- Volunteer at a local charity shop
- Or organise a talent show at school, charge an entry fee, and donate the funds to charity
- Run in a charity fun run – check out the **Race for Life events in the UK**
- Hold a bake sale at your school and raise money for charity
- Organise a charity raffle
- Or if you live near the coast, arrange a beach clean-up event
- Go on a wildlife conservation volunteering trip
- Organise a charity car wash at your school
- Organise a clothes collection at your school, and then donate them to a local charity
- Campaign for better recycling facilities at your school

There are four types of Service:

- Direct
- Indirect
- Advocacy
- Research

Examples of Service experiences and projects for each category of Service can be found in [Appendix 4](#).

Further examples of CAS experiences in each of the IB subject groups can be found in [Appendix 5](#).

CAS Project

A CAS project is a collaborative series of sequential CAS experiences lasting at least one month. You must be involved in at least one CAS project during the programme that challenges you to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The primary purpose of the CAS project is to ensure participation in sustained collaboration. In your CAS project, you will **work with others**, towards a **stated goal,** in one or more of creativity, activity and service. You must undertake at least one CAS project.

All CAS projects are designed with a defined purpose and goals. You identify one or more learning outcomes to further guide your role and responsibilities in the CAS project. You will likely identify more outcomes or modify expected outcomes during the CAS project and/or at its completion.

You need to use the CAS Stages when planning and completing your project.

Examples of CAS projects:

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

You can read more about CAS projects and the stages that you need to fulfil in Appendix 6. The CAS Project Proposal Form can be found in Appendix 7.

CAS Stages

The CAS stages offer a helpful and supportive framework as they consider what they would like to do in CAS, make plans, and carry out their ideas. These CAS stages represent a process and sequence that can assist students in many aspects of their life. They follow a process whereby they investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what they have done along the way, and demonstrate their understandings and the process.

The CAS stages are used for single experiences, a sequence of experiences or the CAS project.

Stage	Descriptor
Investigation	• You identify your interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. • You investigate what you want to do and determine the purpose for your CAS experience. • In the case of service, you identify a need you want to address.
Preparation	• You 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.
Action	• You implement your idea or plan. • This often requires decision-making and problem solving.
Reflection	• You 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.
Demonstration	• You make explicit what, and how, you learned and what you have accomplished by sharing your CAS experience through your CAS portfolio or with others in an informal or formal manner. • Through demonstration and communication, you solidify your understanding and evoke response from others.

CAS Stages in Service-Learning Video

CAS Portfolio

You are expected to maintain and complete a CAS portfolio as evidence of your engagement with CAS. The CAS portfolio is a collection of evidence that highlights CAS experiences and student reflections.

You are responsible for creating, maintaining and completing your portfolio, must include evidence of:
- your experiences in each CAS strand
- completing at least one CAS project
- three formal interviews with a CAS advisor
- achieving all seven learning outcomes at least once

You will create, maintain and complete your portfolio on ManageBac. For a CAS experience/project to be approved, you must supply the following information on ManageBac
- A detailed description of the experience/project as well as your personal goal for doing the activity.
- Indicate the CAS strand(s) to be addressed (creativity, activity, service)
- Identify which of the 7 learning outcomes will be addressed
- Identify an activity supervisor and list their name and email address

Element of CAS	Completed
Evidence of planning of a CAS programme	
Regular commitment over at least 18 months to CAS	
Use of the CAS stages when planning CAS experiences	
Balance between creativity, activity and service	
At least one planned project undertaken over at least one month	
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 recognising and considering the ethics of choices and actions (LO7)	
Reflections completed on CAS experiences	
Supervisor reports supplied where appropriate	
CAS interview 1 completed	
CAS interview 2 completed	
CAS interview 3 completed	
CAS portfolio completed	

A copy of the CAS portfolio checklist can be found in Appendix 8.

CAS Interviews

There are three formal documented **interviews** you must have with your CAS supervisor / tutor.

- The first interview is within the Michaelmas 1 term
- The second at the end of IB1
- The third interview is at the end of the Lent term of IB2.

During the three scheduled CAS interviews the CAS portfolio is discussed and appropriate encouragement and advice is given. Notes and recommendations from these consultations should be briefly documented and included in your CAS portfolio. If any concerns arise, especially on whether you will successfully complete CAS, these will be noted in the CAS portfolio and appropriate action taken at the earliest opportunity.

The interview notes can include evidence of achievement in the learning outcomes, any concerns, recommendations for planning, highlights of your programme to date, and advice for future planning and participation.

The questions that will be used to frame each of the interviews can be found in [Appendix 9](#).

CAS Reflections

CAS emphasises **reflection**, which is central to building a deep and rich experience in CAS. Reflection informs your learning and growth by allowing you to explore ideas, skills, strengths, limitations and areas for further development.

There are four elements assist in the CAS reflective process: The 4 F's!

1) **Facts: Describing what happened**: Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
   - What did I do?
   - Why did I make this particular choice?
   - How did this experience reflect my personal ideas and values?
   - In what ways am I being challenged to think differently about myself and others?

2) **Feelings: Expressing feelings**: Students articulate emotional responses to their experiences.
   - How did I feel?
   - How did I feel about the challenges?
   - What happened that prompted particular feelings?

3) **Findings: Generating ideas**: Rethinking or re-examining choices and actions increases awareness about self and situations.

4) **Future: Asking questions**: Questions about people, processes or issues prompt further thinking and ongoing inquiry.

The optimum basis / time for reflection is when:
   - a moment of discovery is happening
   - a skill is mastered
   - a challenge is confronted
   - emotions are provoked
   - achievement deserves celebration

Forms of reflection include:
- Taking photographs of an experience to use in a writing-based reflection
- Composing a song, dance or performance
- Dramatise a poem to communicate feelings
- Produce a short video that summarises a CAS experience
- Creating a poster about an experience
- Blog/vlog
- Create an individual reflection video or a group reflection video and another group video.

Further guidance of how to reflect and examples of reflection can be found in Appendix 10.
Videos on how to effectively reflect can be found here.

Appendix 1 – Links with ToK and EE

CAS and TOK

TOK guides students in making sense of their experiences as learners, and this includes their experiences in CAS. TOK is a course about critical thinking and inquiring into the process of knowing. The course encourages students to examine the presuppositions and assumptions that underpin their own knowledge and understanding of the world.

In TOK the knower draws knowledge from two sources: personal knowledge and shared knowledge. CAS experiences are an important source of students' personal knowledge, providing students with the opportunity to gain awareness of the world in a range of diverse and challenging situations. Shared knowledge extends the idea from how individuals construct knowledge to how communities construct knowledge. In CAS, students might draw on TOK discussions that deepen understanding of different communities and cultures.

CAS also provides links to other areas of the TOK course. For example, a student participating in a visual arts experience for creativity could reflect on the roles of intuition and imagination as "ways of knowing" in the arts area of knowledge. Some students make links between CAS and TOK when carrying out a TOK assessment task. For example, a student's CAS experiences may also provide rich real-life situations for students to use as the basis for their TOK oral presentation. Further, CAS experiences provide the basis from which knowledge questions can be derived.

In both CAS and TOK, students reflect on their beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives. Ethics in TOK CAS helps students to "recognize and consider the ethics of choices and actions" (learning outcome 7), in accordance with the ethical principles stated in the IB mission statement and the IB learner profile. This involves exploring values, attitudes and behaviours as you undertake enterprises with significant outcomes. Various ethical issues will arise naturally in the course of CAS experiences, and may be seen as challenges to a student's preconceived ideas and instinctive responses or ways of behaving.

In the context of CAS, schools have a specific responsibility to support students' personal growth as they think, feel and act their way through ethical issues. It is important that schools take the opportunity to use the CAS experiences to understand the ethical systems explored in TOK.

CAS coordinators can assist you in identifying ethical principles to guide their actions. As a result, you grow in your awareness of the consequences of choices and actions in planning and carrying out CAS experiences. Increased ethical sensibility supports you in understanding that they are responsible and accountable for their actions and leads to their acting with integrity. The CAS coordinator must exercise sensitivity since you may come from family and cultural backgrounds with different worldviews that shape personal values and beliefs. While it is important to recognize and respect differences, the values and ethical practices that underpin CAS must align with the IB learner profile.

CAS and EE

Through CAS experiences, your exposure to global issues at a local level may give rise to an interest in furthering their understanding of these issues through academic research.

Both the extended essay and the world studies extended essay allow you to explore the issues that may have arisen during CAS.

In the extended essay, you may research and explore personal interests that link with a subject of the Diploma Programme. The world studies extended essay provides you with an opportunity to undertake an in-depth, interdisciplinary study of an issue of contemporary global significance manifested at a local level.

You can choose to explore a topic from one of the following global themes:

• Language, culture and identity

• Science, technology and society

• Equality and inequality

• Conflict, peace and security

• Economic and/or environmental sustainability

• Health and development

The world studies extended essay provides opportunities for a well-grounded appreciation and understanding of these themes, which in turn may lead to a more considered involvement in CAS.

Appendix 2 – Learning Outcomes

	Learning Outcome	Descriptor
1	Identify own strengths and develop areas for growth.	You can see yourself as individuals with various abilities and skills, of which some are more developed than others. You are: • aware of your own strengths and weaknesses • open to improvement and growth opportunities • able to propose activities according to you own interests and talents • willing to participate in different activities • able to undertake a thoughtful self-evaluation • able to see yourselves as individuals with various abilities and skills, some more developed than others.
2	Demonstrate that challenges have been undertaken, developing new skills in the process.	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 new experiences or through increased expertise in an established area. 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.
3	Demonstrate how to initiate and plan a CAS experience.	You can articulate the stages from conceiving an idea to executing a plan for individual or collaborative CAS experiences. This may be accomplished in collaboration with other participants. You may show their knowledge and awareness by building on a previous experience or by launching a new idea or process. The student: • is able to articulate 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 taking into account the aim or purpose, activities and resources.
4	Show commitment to, and perseverance in, CAS experiences.	You demonstrate regular involvement and active engagement in CAS. 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.
5	Demonstrate the skills and recognise the benefits of working collaboratively.	You are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences. 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.
6	Demonstrate engagement with issues of global significance.	You 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. The student: • recognises 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.
7	Recognise and consider the ethics of choices and actions.	You show awareness of the consequences of choices and actions in planning and carrying out CAS experiences. 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.

Appendix 3 – More Creativity Ideas

More Creativity ideas

- Theatre group
- Designing a website
- Student rep / council
- Photography
- Event management
- Choir
- Speech and debate club
- Drama production
- Making a short documentary
- Learning an instrument
- Fashion show
- Talent show

Theatre

- Write a script for a play.
- Participate in a community-based theatre group
- Design or participate in awareness-raising performances for NGOs.
- Form a performance group.
- Run a children's theatre group in the local community.
- Organize an improvisation theatre troupe.
- Learn how to perform magic and put on a magic show.

Music

- Join a choir or participate in a musical.
- Play a musical instrument in a band or orchestra.
- Learn to play a musical instrument or take vocal lessons.
- Form a music group.
- Perform for clients in aged care homes.
- Conduct a choir or a band.
- Host a musical event at school.

Visual art

- Produce personal artworks.
- Paint a mural for the walls of a local primary school or childcare centre.
- Design posters for school advertising particular events.
- Curate the school art gallery.
- Organize or participate in craft activities.
- Do photo shoots for NGOs or for senior citizens.
- Produce the school yearbook (digital or hard copy).
- Enter a local art or photography competition.

- Teach art for early childhood or primary school.

Dance

- Join a ballet or jazz class.
- Choreograph a school production.
- Run a school-based dance class.
- Perform as a dancer in a school production.
- Participate in annual school performers' showcase.
- Teach a junior dance class.
- Organize a dance flash mob

Design technology

- Participate in design projects to improve the local community.
- Oversee a project for school.
- Participate in council competitions.
- Design and create furniture.
- Assist an NGO with designing a website or provide content for its website.
- Help a local hospital or clinic with a redesign.

Film

- Create an awareness-raising video for an NGO.
- Create promotional footage related to a specific cause.
- Make a documentary or a film.
- Join the school publicity/media group.
- Create a video archive for a local historical society.
- Plan a film series for a senior centre.
- Organize a film event for a cause to raise awareness and funds.

Graphic design

- Design and produce children's toys.
- Design information booklets or pamphlets for a specific NGO.
- Design storyboards for a specific purpose.
- Create logos and designs for T-shirts with environmental messages.
- Assist an NGO with designing a website or provide content for its website.
- Redesign an organization's brochures, business cards and logo.

Creative writing

- Attend a course in journalism/poetry writing.
- Edit a school newspaper or bulletin or do the same for a senior centre.
- Create children's books for schools in need of these resources.
- Organize a creative writing workshop.
- Write a novella or a novel.

- Start a poetry project that places poetry anonymously around school or the community.

Cooking

- Cook for a locally based international festival.
- Organize a World Teachers Day breakfast at school.
- Create a recipe book.
- Run cooking classes.
- Make a "how to cook" video series.
- Document the results of cooking a new, challenging recipe once a week.

Business

- Produce items for a school fair.
- Support a group that raises money for small business loans for undeveloped countries.
- Run workshops for NGOs to give them ideas for creative awareness-raising or more efficient business practices.
- Run business-type events to train students in running a business.
- Help a local start-up develop a business plan.

Information technology

- Teach basic ICT skills.
- Join the technology support group at school.
- Design digital books.
- Design and maintain a website for an NGO

Mathematics

- Join a mathematics group and participate in school competitions.
- Run a problem-solving group at school.
- Tutor "at risk" students in mathematics.
- Design mathematical/logic puzzles for junior students.

Sport

- Coach a junior sports team.
- Design a training schedule for a sports team.
- Design individual training programmes for specific junior players on a team.
- Incorporate skills from other sports into training, for example, rugby circuits into netball training.

Environmental systems and societies

- Design a recycling project for the school.
- Investigate the use of energy in the school and provide a proposal for more efficient energy usage.
- Create a school-based enviro-garden.
- Participate in designing a community garden.
- Oversee a school landscaping project.
- Investigate ways to limit water consumption at school.

Appendix 4 – Types of Service and Examples

Direct Service examples:

- Coaching children in sports
- Delivering meals to people living with a medical condition
- Leading resume-writing workshops for people who are unemployed
- Organizing or assisting at a blood drive
- Playing music with elders to have an exchange of skills and learn about each other's music preferences and talents, and then performing as an ensemble for others
- Distributing plants at a farmer's market to promote home-grown container gardens
- Serving food at a soup kitchen
- Restoring a stream
- Preparing the soil and beds for an elementary school garden and planting with the children
- Growing seedlings for distribution
- Installing raised-bed gardens for a senior centre
- Establishing a recycling programme at city hall
- Helping at an animal shelter with data entry and dog-walking
- Assisting with a pet adoption outreach programme at community event
- Leading a workshop on pet care
- Setting up a turtle sanctuary in partnership with a community organization

Indirect Service examples:

- Assembling a photo exhibit about poverty for a gallery
- Preparing meals in a soup kitchen
- Taking part in a walkathon to raise money for humanitarian causes
- Preparing activity kits for children for an emergency shelter
- Writing brochures for organization
- Assisting with the creation of a museum exhibit
- Making exercise videos to give to homeless shelters
- Creating a newsletter for a retirement community
- Recording audio books for people who are visually impaired
- Preparing signage for a local wetland
- Growing seedlings for distribution
- Initiating a school compost to reduce food waste in landfills
- Creating a website with information about flora and fauna for a local park
- Making zoo toys for animals
- Collecting needed supplies for a wildlife rescue centre
- Baking dog biscuits for an animal shelter
- Making colouring books on local endangered animals for elementary schools and for tourists with protection tips

Ideas for advocacy service

- Leading a town hall meeting on solar energy
- Organizing a letter-writing campaign for a cause
- Hosting a speaker and film series to raise awareness for the community
- Creating comic strips or comic books to teach about emergency safety and readiness
- Planning a conference to raise awareness about education equity
- Providing reusable water bottles to replace single-use water bottles
- Creating public service announcements on energy reduction in homes
- Organizing a flash mob to teach about recycling
- Promoting a "just use less" campaign to reduce quantities of what is put in trash and recycling bins
- Making beach signs to protect local waterways from rubbish
- Dressing as animals at risk for a public event
- Creating posters, videos and public service announcements to promote animal adoption for a shelter

Ideas for research service

- Assisting with a city-wide needs assessment by running focus groups
- Conducting hands-on research about how interaction improves quality of life for residents at an elderly care facility
- Preparing a public service outreach process to identify local veterans willing to be interviewed, and then conducting the interviews for an historical society
- Learning about the history of people buried in a cemetery from the 1800s to support a local museum
- Observing play habits of children in an orphanage or refugee centre to identify what skills are developed or need support
- Using photography to collect images that inform about the first flush from a storm drain by your school
- Interviewing administrators at local landfills to learn about community habits that support collections of trash to recycle and food waste for composting
- Analysing items collected in a community or beach clean-up to develop a campaign (advocacy service) that prevents the items from being littered again
- Conducting a behaviour study of zoo animals or shelter animals

Appendix 5 – Experiences according to Subject Groups

Each subject group of the Diploma Programme can contribute towards CAS. However, CAS experiences must be distinct from your Diploma course requirements.

- Group 1 students could engage in creative writing, produce audiobooks for the blind or write a movie and produce it.

- Group 2 students could provide language lessons to those in need; develop language guides using technology or raise awareness of the culture of the language being studied through a website or other forms of communication.

- Group 3 students could record the oral histories of people living in elderly residential facilities and create family memoirs, create a social enterprise addressing a community need or collaborate on a community garden.

- Group 4 students could form an astronomy club for younger students, help maintain a nature reserve or promote physical participation in "walk to school" groups.

- Group 5 students could teach younger children to overcome mathematical challenges, maintain financial accounts for a local charity or plan a mathematics scavenger hunt at school to highlight the importance of mathematics in everyday life.

- Group 6 students could take dance lessons that lead to a theatrical performance; participate in a community art exhibition or community initiatives (such as performances or photo exhibits) for hospitals or aged-care facilities.

Experiences connected to different subject areas

Language and literature:

- creative writing
- producing audio books for an organization serving people who are blind
- writing articles about CAS or CAS projects for school and local newspapers
- raising awareness about issues treated in literature
- teaching younger students how to debate
- writing a movie/play script and making a movie/play.

Language acquisition:

- developing pen-pal networks
- providing language lessons to those in need
- developing language guides using technology
- creative writing in the language being studied
- writing articles on the culture of the language studied
- producing materials explaining CAS in the language being studied
- raising awareness of the culture of the language being studied through articles, a website or other forms of communication.

Individuals and Societies:

- creating displays and planning an assembly on history, particularly of the area around the school
- recording the oral histories of people living in a retirement home and creating family memoirs
- raising awareness of recycling within the school
- mapping resources in the local area, such as recycling centres, youth organizations or social enterprises, and initiating CAS experiences that extend and support these resources
- researching development projects in the community and supporting initiatives such as the construction of a community centre or a school
- working with local initiatives that support the United Nations Sustainable Development Goals
- arranging a simulation, a game or a school debate addressing local or global political issues for other students
- investigating ways of contributing to strengthening peace and peaceful behaviours in and outside of school
- raising awareness of human rights issues through international and local organizations
- supporting asylum seekers and migrants in integration in the culture and community of the new home country
- creating a social enterprise addressing a community need
- researching the philosophy of CAS
- discussing and investigating ways of supporting the role of active citizenship in the local community
- initiating a campaign that replaces bullying with respect for all within the school
- building a garden for those in need.

Sciences:

- forming an astronomy club for an elementary school to encourage younger students to be more aware of the universe
- raising awareness after testing local water quality
- raising awareness by monitoring air quality around the school
- raising awareness by monitoring traffic close to playgrounds
- creating and maintaining a nature reserve on campus
- helping remove invasive species of plants from the local environment
- helping to clean the beach or river foreshore and developing a plan to keep the trash from returning to the area
- advocating healthy eating habits with younger students
- engaging with school canteen to promote healthy school meals and develop initiatives for healthy eating and drinking
- helping maintain a local nature reserve
- raising awareness of local nature reserves through a blog or website
- collecting data on school waste to inform future policy
- forming an environment club to investigate local issues such as recycling, domestic waste disposal, sourcing of food in supermarkets and reducing energy use at school

- promoting environmental initiatives such as eliminating the use of disposable plastic bottles on campus
- forming a club to promote awareness of global environmental issues
- forming a local collaborative project with another school to address environmental issues
- helping measure fitness of athletes in school sports teams
- promoting participation in physical exercise, for example, "walk to school" groups.

Mathematics

- teaching younger children to overcome mathematics challenges
- maintaining financial accounts for a local charity
- assisting students with learning support requirements in mathematics
- assisting a sports club or team with pre- and post-fitness assessment statistical analysis
- hosting a series of mathematics events for parents and the community to build an appreciation for mathematics
- creating a video series of "mathematics adventures" for younger children
- assisting a local organization in developing a business plan
- learning how to do tax preparation and offering free services for elders or low-income populations
- designing and painting a mural celebrating mathematics through the ages
- planning a "mathematics scavenger hunt" at school to reveal all the places mathematics is part of everyday life

Arts

- attending and performing at an International Schools Theatre Association festival
- creating artworks to donate to hospitals, aged-care facilities or refugee centers
- creating community projects such as performances or photo exhibits for hospitals, aged-care facilities or refugee centres
- creating a performance for local schools with an educational message, for example, how to better protect the environment
- competing in external theatre competitions
- organizing a flash mob
- creating a mural or public sculpture for a children's hospital, local childcare or community centres
- creating a social blog with a public purpose for other students
- creating performances for local theatre, community and cultural festivals
- collaborating with charities and organizations to design posters for their causes and special events
- creating posters for not-for-profit organizations with an educational message
- designing theatre spaces for local communities
- creating the lighting and/or set for theatre productions
- establishing an exhibition for the work of local schoolchildren
- establishing a production company/festival for staging performances for the school and/or community

- establishing a virtual, online exhibition to exchange student artwork with other schools around the world
- establishing an inter-school festival staging pieces of theatre or a series of events that includes both training and performance elements
- establishing and running ongoing art classes in a particular media, style or technique for the benefit of the school and/or communities
- establishing and running ongoing training in a particular style for the benefit of the school and/or community
- filming theatre performances and sports events
- forming a band and performing at a function
- offering design and promotional services to support school or community productions
- offering services in technical theatre, back stage and front of house, to support existing productions or curriculum productions
- ongoing training in a physical performance style or training methodology
- ongoing training in art-making media, styles and/or techniques with external visual artists or providers
- ongoing training in theatrical styles and training methodologies with external theatre companies or providers
- organizing a photo exhibition
- participating in external visual arts exhibitions or competitions
- performing to raise funds for charity
- performance and technical production opportunities with amateur and professional–amateur theatre companies or groups
- producing a film on working with a charity/group in need
- production design or set/costume/properties construction for school or local theatre, musical or dance productions
- taking dance lessons that lead to theatrical performance.

Detailed examples of CAS experiences

- Editor of the Economics Society newsletter (creativity): The editing, typesetting and page layout all involve the need for creative problem-solving from a practical point of view as well as to achieve a pleasing aesthetic.
- Teaching Chinese to a Chinese ethnic minority group in northern Thailand (creativity and service): The development of lesson plans and teaching materials involves creativity. The students being taught are members of a community displaced from their homeland. Cultural identity and native language education have suffered and, as such, this can be classified as a service experience.
- Yoga course (activity): Flexibility and core strength development mean this qualifies as an activity experience.
- Student Union Executive Committee (creativity and service): A student serves the school and student body by arranging experiences that improve community within the school and by representing student voices to school management. All the planning and presenting involves significant creative problem-solving.
- Dance class (creativity and activity): The cardiovascular fitness, flexibility and muscle strength development add up to an activity experience. The interpretation and expression of emotions through movement of the body satisfies the creativity strand.

- Translation and administration work at an organization helping people with obtaining asylum (service): The small NGO assists refugees with the complicated process of obtaining asylum and other essential services. The time-consuming and challenging work of translating documents meets the requirement of the service strand.
- Home restoration for an elderly population (activity and service): This project assists with the renovation of homes for the elderly and meets the service strand. The hard physical work of renovating houses on a continual basis meets the activity strand.

Experience/Project	C	A	S
Teaching children with disabilities to swim	✓	✓	✓
Coaching a softball team	✓	✓	✓
Teaching young students how to play the guitar	✓		✓
Working with children to paint murals	✓	✓	✓
Choreographing a routine for the marching band	✓	✓	
Leading a hiking expedition	✓	✓	✓
Rehearse and perform a dance production for a community retirement home	✓	✓	✓
Exchanging artistic or musical skills with other local schools	✓		✓

Appendix 6 – Projects and Stages

Projects that are under the Service strand must consider the opinions and expectations of others involved and focus on meaningful and authentic needs to ensure actions are respectful and reciprocal. Awareness of the possible impact and consequences of the actions should be part of the planning process. Where possible, service projects should involve working alongside community members with ongoing communication.

For any service project it is important to ensure that there is:

- a genuine need for the service project, which has been stated and agreed upon by the potential partners
- an understanding of the level of student participation that is feasible in the service project
- a clear assessment of potential risks those participating
- a demonstration of how the CAS stages were followed
- a thorough evaluation of the benefits of the service project for all involved.

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

Examples of the CAS stages in service projects:

Direct service example: In support of people with memory loss

Note: With direct service, you see the people who will benefit from your actions or interact with the environment or animals. In all cases, the action is intended to have reciprocal benefits for all involved.

Investigation: After reading articles about challenges facing people who have had strokes, head injury, or dementia, I contacted a local day care centre for people experiencing memory loss. I interviewed the education director about what helped people the most; she said exercise and conversations. She agreed I could visit on Saturday mornings on a regular basis to lead sitting and standing exercises and visit.

Preparation: I developed a series of simple exercises, beginning with those someone can do sitting down. I showed them to a relative who is a physical therapist and she helped me adjust. Later, after leading the sitting exercises several times, I developed some for standing and again reviewed these with my cousin. I also began adding music since I found everyone liked moving to music. This led me to find songs from their era.

Action: Leading 30-minute exercise routines on Saturday mornings, twice per month was the initial plan, though I went more often. Because these became popular, I would lead two or three sessions a visit, offering one sitting session, one sitting and standing session, and one walking session (added later). Also, I would stay and have conversations for 30-45 minutes each visit.

Reflection: I found writing after each session was so important for me to describe what happened, because sometimes I was upset. My grandmother had died, and she had Alzheimer's and sometimes the residents reminded me of her. Other times I was so excited that I just had to write about a new accomplishment I noticed for one of the participants.

In IB Art I found myself drawing some of the faces, so I began sketching on occasion to accompany my writing. I found reflection to be an unexpected helpful way to put all the pieces together.

Demonstration: I created a virtual space that had a video of me with some friends doing my exercise routines, written reflections, a thank you letter from the agency, my sketches, and an email my cousin sent me about how I inspired her to donate her time—she came with me on occasion to help me develop more exercises. What was most enjoyable was leading some of the routines on the day we showcased our CAS experiences and also showing photographs which the agency gave me permission to take and use.

Indirect service example: Providing content for an organization website

Note: With indirect service, you do not see the recipients of your action; however, actions are based on verified community needs.

Investigation: I remembered from a school-wide food drive that the receiving organization had a fairly undeveloped website. I had been studying about issues of local and world hunger in an IB subject, and thought to address this topic, and remembered that website. After reviewing the site again, and talking with the director of the organization, they agreed I could make a written proposal of what I could offer. Since I want to study graphic design and technology, this is a great fit.

Preparation: I looked at other websites that seemed to be rich in content and took notes. A few of my friends were helpful in brainstorming with me and helped come up with categories of content. I decided to focus on providing content that would help schools learn about local hunger and be more effective in doing food collections that more effectively meet local needs. The organization let me visit several times as part of my planning so I assisted with food collections, sorting, community networking, and, along the way, interviewed different staff members.

Action: I created a set of materials for elementary children to learn about hunger; this included a short story to read that provided useful information, a puzzle to complete, and a document to download with items the food bank needed; this document could easily be updated. After receiving comments from the organization's education director, I made revisions and prepared a comparable set for secondary students. Then I wrote a short guide to running a food drive based on our school's experience and what I had learned at the organization. All were uploaded to the website.

Reflection: Since this was all about technology I uploaded all of my reflections onto a blog. I recruited several people to read the blog (including the education director from the agency) so I had continual feedback. In this way I could air frustrations and get immediate suggestions when needed, and also received a few accolades when I had successes which kept me motivated.

Demonstration: I made a short video that compiled elements from the entire experience, with photos, interview commentary from people at the food bank, and visuals from the website and my blog.

Note: With advocacy service, you give voice to a cause.

Investigation: After talking with a relative recently diagnosed with diabetes, I became curious about how diet and nutrition impact our health. I read a current nonfiction book about eating and nutrition, interviewed several people I know who seem very structured about their eating habits and learned about different approaches to health, and surveyed students in four of my classes to find out what they know or believe to be true about the relationship between food choices and health. As an athlete, this topic is important, and my investigation revealed a need: there is a lack of knowledge among youth about the importance of food choices.

Preparation: I wanted to do a poster campaign in the cafeteria, offer recipes to the school cafeteria based on my research, and cook some recipes (which I have never done before) and bring in food samples if they tasted good enough. Then I discussed with some friends and a few suggestions helped, including having students select which posters were best and then make sets for display around the school. Each of these ideas required approvals so I wrote a proposal that was accepted by my CAS coordinator and school officials. I was allowed to offer two recipes for review and if that went well provide others to the school cafeteria.

Action: The poster campaign was held over a six month period with a new poster added each month. At the end there was a vote on the top two posters and about 75 students voted. The first two recipes were successful, two more were permitted, and my cooking talents improved over time.

Reflection: I wrote my reflections though one of my friends said I should also keep a food diary to show how my eating habits evolved. I did this on and off for the duration of my CAS experiences.

Demonstration: My portfolio included posters, samples of surveys, video interviews with students who tried my recipes and the school dishes I influenced, and letters from local schools who received copies of posters. I also had food samples at a CAS event showcasing our accomplishments.

Research service example: Reducing energy use

Note: With research service, the research done is used to advance policy or practice and serves a public purpose.

Investigation: Our school aims to be caring about the environment, however could we do more? I decided to research how much electricity the school uses and see if reduction was possible. To do this I interviewed the school custodian, collected copies of the school electricity bills to create a graph on monthly use to see highs and lows based on time of year or events, and do an energy audit (I found existing resources for this) which involved observation, notations and documentation with photography. The findings showed the school community could be more proactive in reducing usage of electricity.

Preparation: I organized my investigation findings to see behaviour patterns that could be changed through information and made several modest cost efficient recommendations for structural changes. As I added to my initial findings through continued research, I occasional met with the custodian and maintenance staff to assure their ideas and opinions were valued and included.

Action: I presented my findings and recommendations to administrators who approved by presenting at a faculty meeting. The teachers then approved the implementation of my ideas. This included a school assembly and distribution of a We Can Save checklist to every member of our school—students, teachers, administrators, and support staff.

Reflection: I prefer to do talking reflections, so I kept a self-interview video-blog. I also monitored the changes in the monthly bills in comparison to prior years and this always elicited a response—often cheers! This always led to very upbeat reflections!

Demonstration: My demonstration became a school walk-through where I had information posted at key points in the school. At the end everyone understood what a HVAC (Heating, Ventilation and Air Conditioning) system is and how our participation in reducing energy saves money for the school. Copies of my study were available on the school website.

The CAS stages should be used for service experiences. The service-learning stages are:
1. **Investigation:** Students participate in social analysis of a selected issue, with identification and confirmation of a community need, often with the designated community partner.

2. **Preparation:** Students design a service plan appropriate to the identified need, with clarification of roles and responsibilities, resource requirements, and timelines to successfully implement the plan. Any community partners are likely to be consulted. Students also acquire and develop the knowledge and skills needed for the experience.

3. **Action:** Students implement the plan through direct service, indirect service, advocacy, or research. Their service may be a combination of one or more of these types of service. Students may work individually, with partners, or in groups.

4. **Reflection:** Students examine their thoughts, feelings and actions applied to the context of self, community and the world. With service learning, reflection often occurs with greater frequency as students identify significant moments generated by new situations and insights.

5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their service 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.

Appendix 7 – CAS Project Proposal Form

Names of Group Members	
Project Title	
Project Focus / Details	

Details of the CAS Stages
   1) Investigation
   2) Preparation
   3) Action
   4) Reflection
   5) Demonstration	

Organisations involved / relevant to your project	

Appendix 8 – Portfolio Checklist

Element of CAS	Completed
Evidence of planning of a CAS programme	
Regular commitment over at least 18 months to CAS	
Use of the CAS stages when planning CAS experiences	
Balance between creativity, activity and service	
At least one planned project undertaken over at least one month	
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 recognising and considering the ethics of choices and actions (LO7)	
Reflections completed on CAS experiences	
Supervisor reports supplied where appropriate	
CAS interview 1 completed	
CAS interview 2 completed	
CAS interview 3 completed	
CAS portfolio completed	

Appendix 9 – CAS Interview Questions

Interview 1

1. Ensure that the CAS requirements are understood

Question	Response
Do you have any questions or concerns about CAS?	
Which aspect of the programme excites you the most?	
Which aspect seems most challenging?	
What do you most hope to achieve from CAS?	
What have you learned about the CAS stages, and how can the stages help you in CAS?	

2. Complete the Personal Profile Questionnaire:

Question	Response
What are your talents?	
What do you enjoy doing?	
What skill or talent would you like to improve?	
What are you already doing that could be part of your CAS programme?	
Describe a time when you helped someone else or helped with a cause.	
Describe a time when someone helped you.	
Are there any local clubs or community associations in which you could be involved?	
What would you like to learn more about?	
What have you always wanted to try but haven't yet?	

3. Explain how evidence can be gathered, use of the CAS portfolio and CAS Stages

Question	Response
What forms of evidence are you going to collect to show that you are engaging with CAS and are meeting the CAS outcomes?	
What are you going to do to for the Creativity strand of CAS?	
What are you going to do to for the Activity strand of CAS?	
What are you going to do to for the Service strand of CAS?	
How often do you plan to update your portfolio and how will you ensure that you dedicate sufficient time to do this?	
How would you summarise each of the 5 CAS stages that you should use for making reflections?	

1. Assess progress towards requirements and provide feedback for further focus and improvement

Question	Response
What has been most enjoyable and beneficial for you thus far in CAS?	
What has been a highlight of creativity? Activity? Service?	
What do you hope to achieve most from CAS? How can you do this?	
What have you developed for your CAS project—your goals, who are you collaborating with, whether the project involves creativity, activity and/or service, your roles and responsibilities, and your progress to date?	
What have been the biggest challenges for your CAS involvement, and how have you overcome them?	
Have you ensured an equal balance across the three CAS strands? If not, how will you rectify this?	
Have you provided fulfilled the	

requirements for each of the seven learning outcomes? If not, which ones do you still need to provide evidence for?	43
What skills have you strengthened or developed from engaging in a CAS experience.	
Five years from now, what is likely to stand out as a highlight from CAS?	

Students will create a PowerPoint or Prezi presentation that includes the following information:

- Select your top 3 CAS experiences/projects to discuss
- Identify the CAS strands that have been addressed
- How have you grown through your CAS experiences/projects?
- How have you helped others to grow because of your CAS experiences/projects?
- What did you learn about yourself and others?
- What have you learned through working in collaboration with others?
- What abilities and skills did you develop most significantly in CAS?
- What challenges did you face, and how did you overcome them?
- What did you most enjoy about CAS?
- Did you manage to reach your goals?
- What was your greatest challenge in CAS? How did you overcome this?
  What have you achieved through CAS?

Closing the experience:

Question	Answer
If you were asked to provide a reflective summary of your experience of CAS for the School Magazine, Website or local paper, what would it be? (around 350 words).	
What could be improved about the way CAS is organised in school?	
What advice do you have for upcoming CAS students regarding making CAS enjoyable, sustained over time and meaningful?	
Five years from now, what will you remember most about your CAS programme?	

Appendix 10 – Reflections

A series of reflections

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 accidently passed it off the pitch. This lead to the opposing team getting a throw in and lead 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.

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 observation, thoughts and feelings

"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.

"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 handsAnne'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."

A reflection through poetry

Let me not forget the memory of reunion.

Let me not forget the time, space, place, or the embrace.
The passing sound of suitcase wheels, interrupting announcements,
The ever growing feeling of relief, and love.
Let me not forget the moment when nothing else mattered,
Responsibilities, expectations, standards, pressure,
Slipping through my fingers as they wrap themselves in this reality.
Let me not forget the peaceful bliss as the tears glided down my cheeks;
Tears of joy, of content, of ecstatic happiness.
Let me not forget the fulfilment of those anticipating months.
Let me not forget that despite the previous distance, everything was renewed.
A friendship not worn by separation, but rather solidified in faith.
The faith that this moment would come, and would come many times again.
Let me not forget that some things can never be broken.
Let me not forget.

Appendix 11 – Timeline

Month	IB1		IB2	
	Student	**Tutor**	**Student**	**Tutor**
September	Attend CAS Induction Session	Attend CAS Induction Session	Update experiences, reflections from over the summer.	Discuss summer progress with tutees
	Attend CAS Theme Sessions	Discuss experience choices with tutees	Plan for experiences this year in light of UCAS and other commitments	Ensure balance of three strands
	Set up ManageBac profile	Access ManageBac		••
	Complete 'Interview 1' paperwork and meeting	Add comment on ManageBac for Interview 1		
October **November** **December**	•	••	•	••
January	CAS Project Planning - select group, discuss ideas and submit proposal. Complete project before	Discuss project idea	•	••
February	•	••	•	••
March	•	••	Interview 3', Portfolio checklist. Complete CAS	Portfolio review. Add comment on ManageBac for Interview 3.
	Complete CAS Project	Check for completion of CAS		
April **May**	•	••	CAS Completed before Easter Holidays	
June	Complete 'Interview 2' paperwork and meeting.	Add comment on ManageBac for Interview 2		
		Check timeline for balance of three strands and reflections		
	Plan summer experiences	Discuss summer plans		
July **August**	Continue with experiences and reflections throughout the summer (continuous 18 month			
•	Record experiences and provide reflections for each experience once every two weeks.			
••	Portfolio check and comment once a month.			