



**Kaunas Jesuit High School**

# **CREATIVITY, ACTION, SERVICE (CAS) GUIDE FOR STUDENTS**

**INTERNATIONAL BACCALAUREATE**

**Aistė Baronaitė - Bertašienė**  
CAS Coordinator  
Tel.: (+370) 687 84718  
Email: [aistebarenaite@yahoo.com](mailto:aistebarenaite@yahoo.com)

# Contents

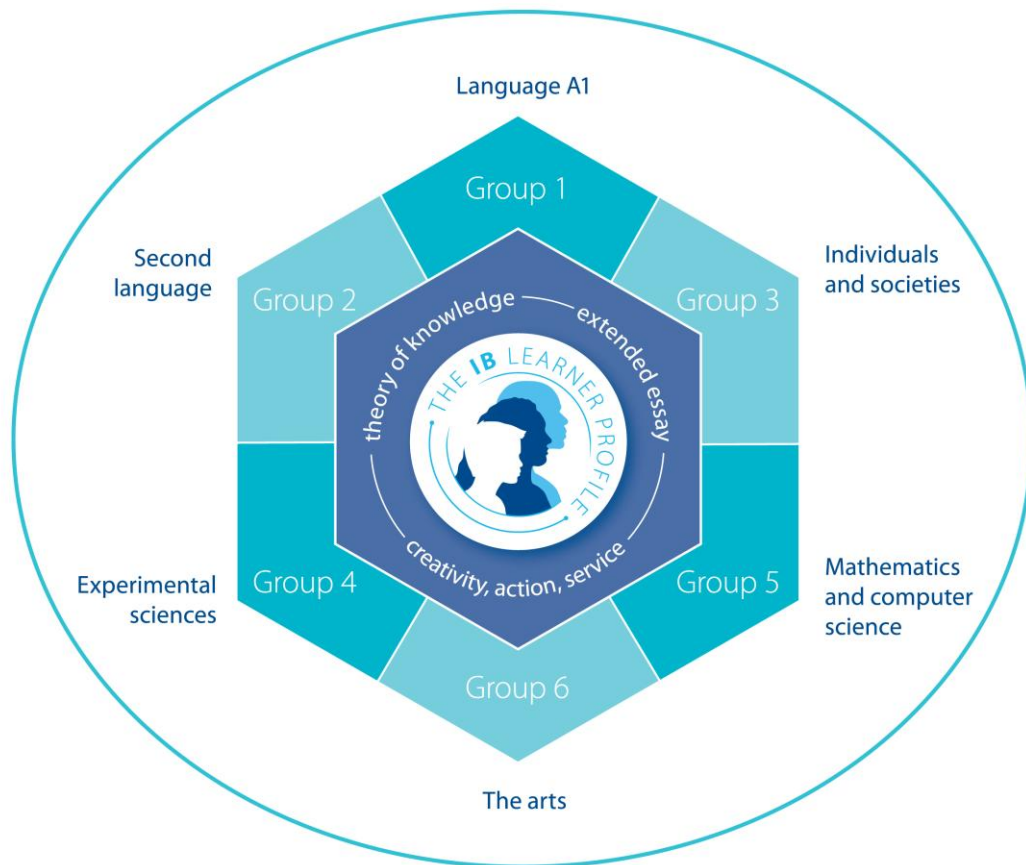
Mission Statement.....	3
The Nature of Creativity, Action, Service .....	5
CAS Learning Outcomes.....	6
CAS and ethical education .....	7
What makes an activity CAS activity? .....	8
CAS activities.....	8
Time spent on CAS .....	10
Responsibilities of the student .....	10
CAS Evaluation .....	11
Reflection, recording and reporting .....	11
Kinds of reflection.....	12
Developing reflection .....	13
Examples of good reflections .....	14
Recording and reporting.....	15
CAS process .....	16
CAS Calendar 2013 - 2015 .....	17
Appendices .....	19
A - Student Information Form	
B - Proposal Form	
C - CAS plan	
D - CAS Projects/ Activities Form	
E - CAS Log Sheet	
F - Self-Evaluation Form	
G - CAS Progress Form (for CAS advisers)	
H - CAS Completion Form	

## Mission Statement

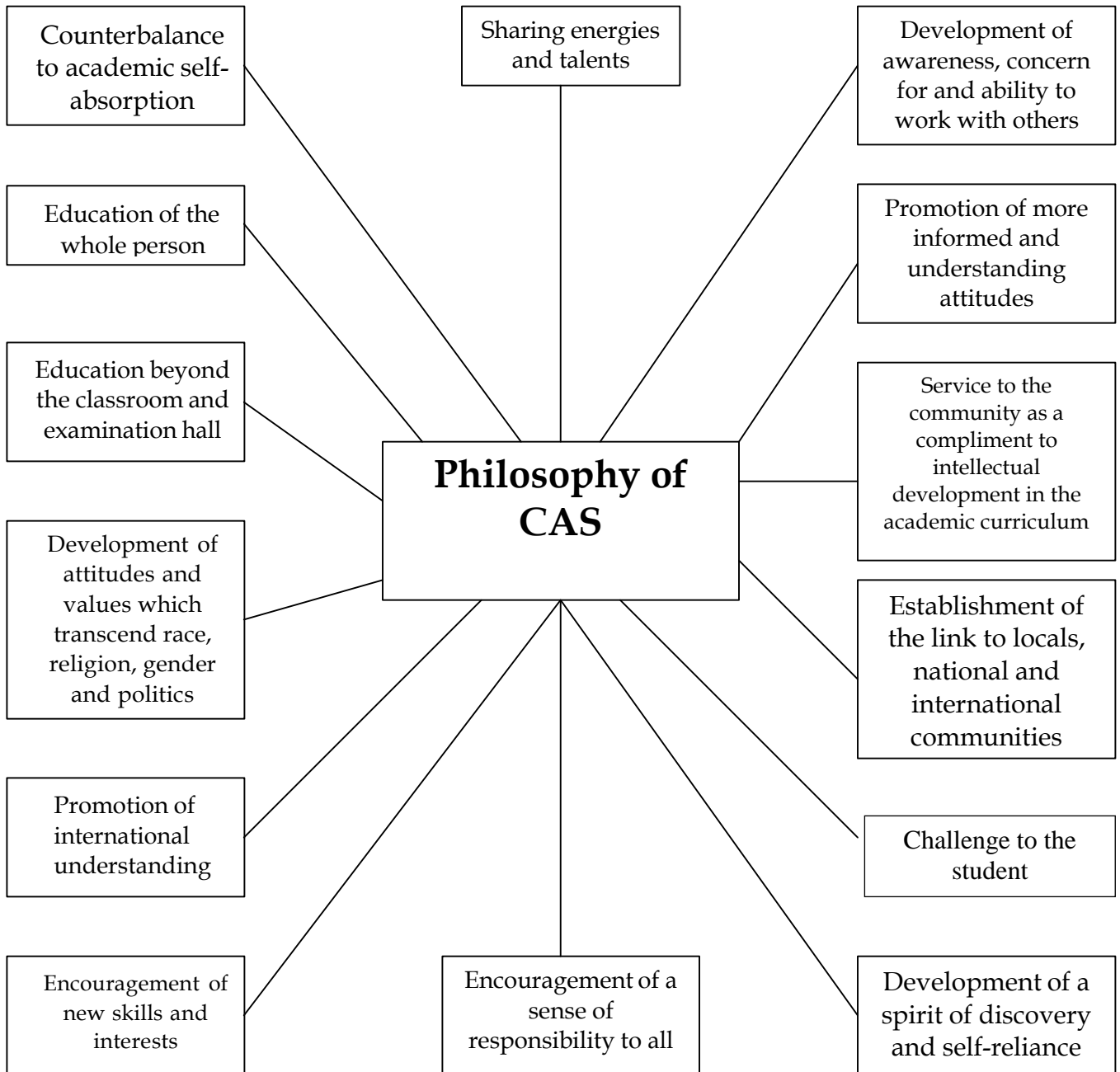
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



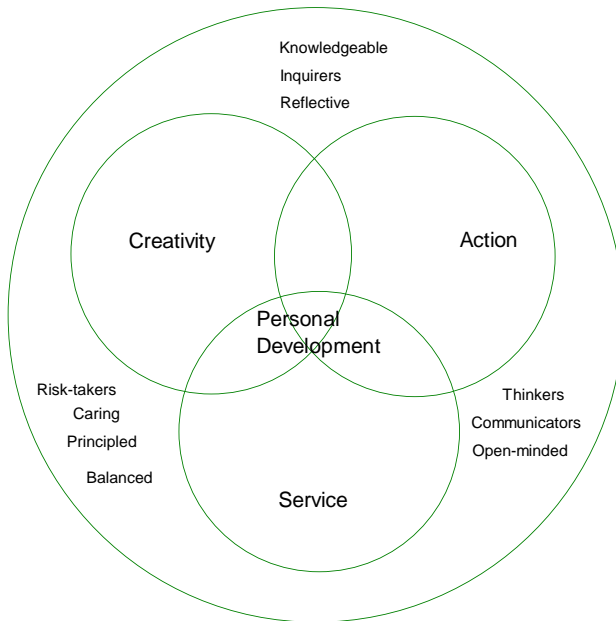
# CAS Philosophy



Creativity, action, service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student's Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme.

### Aims & Objectives

The CAS program aims to develop students who are:



- **reflective thinkers** – they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- **willing to accept challenges** and roles
- **aware** of themselves as members of communities with responsibilities towards each other and the environment
- **active** participants in sustained, collaborative projects
- **balanced** – they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.

### There are three parts of CAS program – Creativity, Action and Service

**Creativity:** arts, problem solving, and other experiences that involve creative thinking.

Examples: An instrumental musician – can learn a particularly difficult piece, a different style of playing, may talk to younger children about the instrument, with musical illustrations. Not appropriate would be activities that are just “more of the same” – more practice, more concerts, etc. These examples would apply to other creative areas as well.

**Action** refers more to physical exertion – sports, games, expeditions – where the health and strength of the body is built in commitment and fair play with others. Typical activities include team sports, ball games, aerobics, cycling, swimming and etc. Action can also include carrying out some of your creative or service projects as well as training for service.

**Service** is community or social service. It is an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected. It can include environmental and international projects. You can do service for your school, for the local community, or for the whole country

---

## CAS IS NOT...

- ✗ Any class activity or project which is a part of your Diploma
- ✗ An activity for which you are paid
- ✗ Doing simple, tedious or repetitive work
- ✗ A passive pursuit
- ✗ All forms of family work (working at your parents', friends', etc. company, or at any JOB, even unpaid!)
- ✗ Religious devotion, and any activity that can be interpreted as proselytizing, does not count as CAS
- ✗ Raising money with no project in mind.
- ✗ An activity which causes division amongst groups in the community
- ✗ An activity where there is no responsible adult on site to evaluate your performance;
- ✗ working in an old people's or children's home when you:
  - have no idea of how the home operates
  - are just making sandwiches
  - have no contact at all with the old people or children
  - actually do no service for other people*(The above example can be applied to many other activities purporting to be CAS)*

**A key value of a CAS activity is that it uses challenging tasks as opportunities to grow as a person through moving outside one's comfort zone.**

---

## CAS Learning Outcomes

*"You must be the change you wish to see in the world."  
Mahatma Gandhi*

As a result of your CAS experience as a whole, including your reflections, there should be evidence that you have:

- **Increased your awareness of your own strengths and areas for growth**  
You are able to see yourselves as individuals with various skills and abilities, some more developed than others, and understand that you can make choices about how you wish to move forward.
- **Undertaken new challenges**  
A new challenge may be an unfamiliar activity, or an extension to an existing one.

- **Planned and initiated activities**

Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.

- **Worked collaboratively with others**

Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. *At least one project involving teamwork* that integrates at least two or more of creativity, action and service, and is of significant duration (3 months) is required.

- **Shown perseverance and commitment in their activities**

At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.

- **Engaged with issues of global importance**

You may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).

- **Considered the ethical implications of their actions**

Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisors.

- **Developed new skills**

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

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

---

## CAS and ethical education

There are many definitions of ethical education. The more interesting ones acknowledge that it involves more than simply “learning about ethics.” Meaningful ethical education - the development of ethical beings - happens only people’s feelings and behavior change, as well as their ideas.

Because it involves real activities with significant outcomes, CAS provides a major opportunity for ethical education, understood as involving principles, attitudes and behavior. The emphasis in CAS is on helping students to develop their own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile.

Various ethical issues will arise naturally in the course of CAS activities, and may be experienced as challenges to a student's ideas, instinctive responses or ways of behaving (for example, towards other people)..

---

## What makes an activity CAS activity?

Listed below are questions that might help you decide if the chosen activity might count as CAS:

- Is the activity a new role for me?
- Is it a real task that I am going to undertake?
- Does it have real consequences for other people and for me?
- What do I hope to learn from getting involved?
- How can this activity benefit other people?
- What can I reflect on during this activity?

- real purposeful activities, with significant outcomes
- personal challenge – tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning.

**The emphasis is on learning by doing real tasks that have real consequences and then reflecting on these experiences over time.**

Your CAS experience should:

- Help you develop the qualities of the IB Learner Profile
  - Cover all your CAS learning outcomes
  - Have an equal distribution among the three areas, with variety in each section
  - Show that you have been involved in long and short-term activities for the two years of the Diploma Programme
- 

## CAS activities

Students are free to choose CAS activities based on their interests and talents from the extensive list of school-based activities. Students may also initiate new activities or engage in



activities outside school that meet the demands of CAS. These activities should be proposed to the CAS Coordinator.

This list will give you an idea of the possibilities at KJG that are acceptable as CAS activities. You are not restricted to the list. You may use your own initiative and creativity in planning your CAS program. The CAS Coordinator must approve every CAS activity **before it begins**. This is done by filling out the CAS Proposal Forms and submitting it to the CAS Coordinator **before the activity begins**.

**Examples of school – based activities for CAS**

Notice there are always overlaps over the three areas

<b>CREATIVITY</b>	<b>ACTION</b>	<b>SERVICE</b>
<ul style="list-style-type: none"> <li>• Newspapers, website, and publications</li> <li>• Debate</li> <li>• Art classes</li> <li>• Drama productions</li> <li>• Photography</li> <li>• Computer</li> <li>• Music (chorus, orchestra)</li> <li>• Music, dance lessons, etc. (must include performance)</li> </ul>	<ul style="list-style-type: none"> <li>• KJG team sports (volleyball, basketball)</li> <li>• KJG Hikers Club</li> <li>• Sports Day</li> <li>• Dance lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteer at traditional school’s events</li> <li>• Christmas/Easter Charity Fairs, where students can do community service projects for the needy</li> <li>• Volunteer at junior students camp</li> <li>• Volunteer for Office helper/Teacher’s assistant/Tutoring younger students</li> <li>• Volunteer work for coaching/scoring etc. at sports events</li> <li>• Volunteer at School’s library</li> <li>• Organising other school events</li> <li>• Students Council</li> </ul>

\* Activities that are already part of the IB diploma programme may not be used.

**CAS activities - Off Campus**

- Individual sports (subject to approval)
- Volunteering at NGO’s
- Youth in Action projects

- Individual's challenging courses
- Individual's leadership in various groups, courses, unions
- Sport coaching
- Work for Social Service Organisations:
  - Elderly people and retirees
  - Blind people
  - Orphanage
  - Handicapped people, etc

All CAS activities must be approved by the CAS Coordinator before they are begun.

Each activity must be supervised by an adult and proposal forms must be signed by that adult.

---

## Time spent on CAS

CAS is emphatically **not** about counting hours. Hour counting is the worst measure of a meaningful CAS program.

- You should spend roughly 3-5 hours per week on CAS. This includes the time you spend actually undertaking activities, recording evidence of participation and on reflection.
- A minimum of **150 hours** well spent in three categories of CAS is required by the IB.

CAS is meant to contribute towards a continuous and lasting personal development - so it is not the odd job, not a matter of collecting points or hours. **CONTINUITY** in your activities is required, so most of **your CAS hours should be spent on long-term projects, with only occasional single activities.**

Fulfilment of CAS requirements is a condition of award of a Diploma just as much as is the gaining of sufficient points in the academic subjects. Each student must complete a minimum of 150 hours of evaluated CAS activities for the award of the Diploma.

---

## Responsibilities of the student

The CAS program is your responsibility. You should "own" your personal CAS program. Yes, we will provide you guidance; however, the CAS experience is personal and only you can build a program that meets your needs. There are, of course, requirements that must be met.

You are **required** to:

- self-review at the beginning of your CAS experience and set personal goals for what you hope to achieve through their CAS program
- plan, do and reflect (plan activities, carry them out and reflect on what you have learned).. Remember to have activities preapproved by CAS coordinator. ((Fill the activity proposal form)
- consult with their CAS coordinator as necessary, at least three times in year 1 and at least twice in year 2 to discuss plans and your progress in completing activities, meeting goals, completing reflections and meeting the 8 Learning Outcomes. (It is **recommended that students briefly consult with the CAS Coordinator each month**)
- take part in a range of activities, including at least one project, some of which you have initiated. One project must include two of the three CAS components (creativity, action, service).
- keep records of their activities and achievements, including a list of the principal activities undertaken, reflections, and take photos whenever possible. (**10 sample pages** from their on-going documentation and a **comprehensive list of all activities**)
- Show evidence of achievement of the eight learning outcomes during the 18-month CAS commitment.

---

## CAS Evaluation

Successful completion of CAS is a requirement for the award of the IB Diploma Programme. CAS is not formally assessed but students **need to document** their activities fully and provide evidence of active participation and thoughtful consideration of the eight learning outcomes.

**The most important aspect of evaluation is self-evaluation by the student.**

The school will provide formative feedback on progress and offer guidance on future activities. **The school also makes the final decision on completion, which is reported to the IB regional office.** There is no other assessment of student performance in CAS. The IB regional office systematically monitors school CAS programme and provides feedback to the school.

---

## Reflection, recording and reporting

An activity without reflection is just another experience and is not CAS. Reflection is what makes a CAS activity a true learning experience. When you reflect on your experiences, you think, write, and talk about them. You share the experiences with others and relate them to other experiences that you have had. You become aware of your feelings. Reflection allows you to learn during and from your experiences. Learning takes place when you combine theory and practice, thought and action, observation and interaction.

Reflection is a skill that needs to be developed. It should not be assumed that it comes naturally. Just as the kind of reflection that a critic applies to a work of art or literature is something that develops with time and experience, so the kind of reflection appropriate in CAS is something that requires guidance and practice.

The fundamentals are simple. Of any activity, it is appropriate to ask the following questions.

- What did I plan to do?
- What did I do?
- What were the outcomes, for me, the team I was working with, and others?
- How did I meet the outcomes? Address each outcome in your reflection.

The difficulty lies in the complexity of the possible answers.

---

## **Kinds of reflection**

Different kinds of reflection work for different people. Reflection can be:

- public or private
- individual or shared
- objective or subjective.

For example, in a CAS group project, the planning stages are largely public, so reflection on them can be largely public, shared and objective. The term “largely” is used because there may be individual views that arise independently, in terms of how satisfactory the process was for a particular student (who may enter and leave the activity with different personal experiences from others).

Carrying out the project is likely to be both public and private, both individual and shared, and both objective and subjective.

Outcomes of a project or other activity are similar: there may be objective successes and limitations of the activity as a whole, but what it has meant for the team and for individuals within it may be more varied.

For some students and some kinds of reflection (such as private, individual, subjective), writing is the best tool for reflection. However, for many, reflective writing does not come naturally. It can, to some extent, be “modelled” in oral discussion of more public, less sensitive matters, either as an end in itself or as a prelude to writing.

But writing is by no means the only possible outcome of reflection. You can present your activities orally to peers, parents or outsiders.

You can make **scrapbooks, photo essays, videos/DVDs or web logs**. You can use journals or make up varied portfolios. You may decide to build an e-mail relationship with your CAS adviser. All of these are valid reflective forms and all can be uploaded to the Google Docs

---

## Developing reflection

Moving on from the “What ...?” questions outlined earlier, experiential learners might consider, where appropriate, for themselves and others, and for each stage of an activity (before, during and after):

- How did I feel?
- What did I perceive?
- What did I think about the activity?
- What did the activity mean to me?
- What was the value of the activity?
- What did I learned from the activity and how did this learning (for example, a change of perspective) might apply more widely?

If the activity is service, you might also want to consider ethical questions such as:

- What is a service?
- Why is service to the family not considered as a service?
- Am I trying to help or empower people with a service?
- What obligation do I have to the person who is being served?
- How do I finish a service relationship?
- What do I do if the person does not want my service?

**Remember, your reflections are the evidence that you have met the Learning Outcomes, so please reflect deeply and carefully!**

---

## Examples of good reflections

(from the International School of Panama)

Volunteer at the Minneapolis Children's Hospital – Service

“... The children were very open in accepting me. They were always the ones who made this brief interaction between two strangers seem comfortable. Through the compassion I constantly saw in these very sick children I was exposed to an amazing outlook on life. One of the false assumptions I made about working at Children's was that as a result of my work I would feel good about myself for giving my time to these children. In fact, I did feel good about myself but it was not because of what I had given. Instead it was the children who gave to me. From them I learned how positive and selfless people can be...”

Activity: Volleyball – Junior Varsity (Action)

Goal- I haven't played volleyball for very long. I am really not much of an athlete, but my best friend, Kathy, promised me I would love this sport if I gave it a try. This is definitely out of my ordinary type of activity. I am a runner and prefer to work out alone. Volleyball seems like another way to improve my fitness level, have fun and work with a group. I have to admit that I am a bit nervous about trying something so public.

Activity to date:

My stomach was upset the first day we suited up. It seemed as if everyone knew exactly what they were doing, everyone but me. My friend was so patient and kind, helping me understand the rules, the regulations and where to stand. I found serving the ball most intimidating. All eyes were on me...I thought I would die. The game went much faster than I imagined. Everyone is always in motion and all the players were most serious about winning. This made me a bit uncomfortable as the group dynamic was new for me. I found it difficult not to be in control all the time.

This activity is becoming more important to me. It gives me a sense of belonging. It's fun to see other players in the hallway and be able to say hello and know that we belong to a club together. My high school is so large, it can be easy to feel a bit alone.

## Examples of poor reflection

“Today I got to the nursing home at 2:00. Talked to some ladies. Passed out popcorn at the movie. Went home at 4:00. When you volunteer at the nursing home, the residents really make you feel appreciated. It makes it all worthwhile.”

---

## Recording and reporting

You should document your CAS activities, noting in particular your reflections upon the experiences.

CAS documentation may take many forms:

- web logs, emails
- oral presentations or audio journals
- illustrated displays and videos
- written notes (diaries, journals)
- PowerPoint presentations

Where a school is required to submit student CAS records to the regional office, the records required will include up to 10 pages from student's on-going documentation.

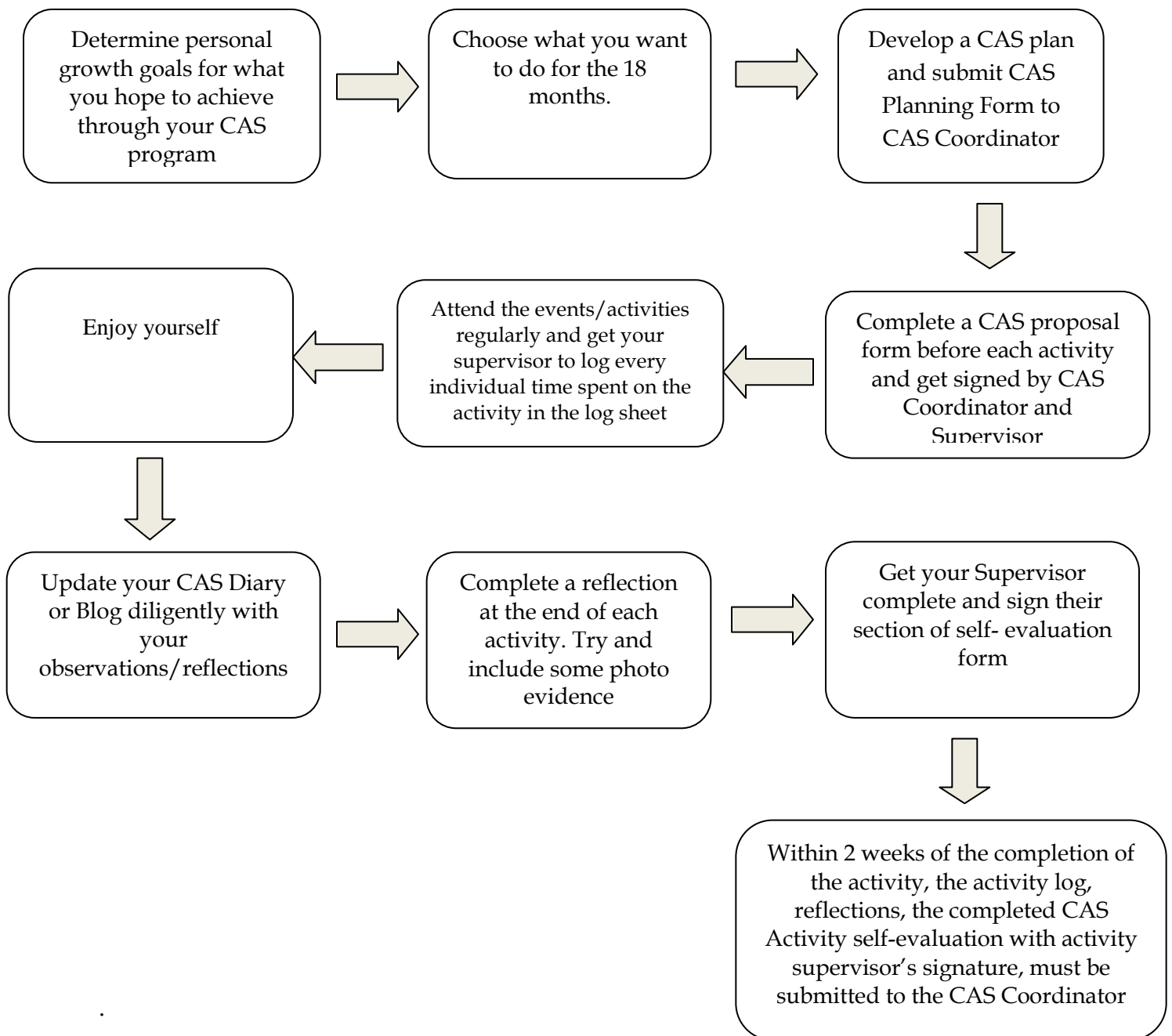
Documentation should include:

- List of principal activities undertaken
- Evidence of planning and reflection
- Supervisor's confirmation

**It must be possible for IB evaluator to tell what happened, why it happened, how it happened, what its value was, and what student learned from it.**

Its extent should match the significance of the particular activity to you. There is no point in writing lengthy accounts about relatively routine experiences. If participating in an on-going activity (such as dance or a school sport) you can reflect a few times during the season to illustrate your goals, progress and final reflections.

## CAS process



**The CAS Calendar must be observed. All forms must be signed and work must be submitted on time.**



## CAS Calendar 2013 – 2015

	IB1	IB2
<b>August</b>	<ul style="list-style-type: none"> <li>• CAS induction session for students (about 2-3 hours)</li> <li>• Receive CAS Handbook</li> <li>• CAS information meeting with parents</li> </ul>	
<b>September</b>	<ul style="list-style-type: none"> <li>• Students should have read through the CAS guide</li> <li>• Select CAS activities</li> <li>• Design your CAS programme</li> <li>• <b>First consultation with CAS coordinator (discuss their CAS programme)</b> <ul style="list-style-type: none"> <li>○ Submit an acceptable CAS planning works sheet</li> </ul> </li> <li>• <b>Start CAS programme</b> <ul style="list-style-type: none"> <li>○ Begin the Activity Proposal process</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• CAS information meeting with students</li> <li>• Make possible changes on your CAS plan if desired</li> <li>• Start your CAS activities as soon as possible</li> <li>• <b>Forth consultation (review students progress in CAS and contact students and their parents that have not been meeting the CAS requirements)</b></li> </ul> <p>Student has submitted evidence of progress:</p> <ul style="list-style-type: none"> <li>▪ updated CAS Log</li> <li>▪ updated reflections upon activities &amp; learning outcomes</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>• Regular consulting hours</li> </ul> <p>Discuss your CAS progress with the CAS coordinator/adviser</p> <ul style="list-style-type: none"> <li>• Session about different forms of reflection</li> <li>• CAS group project (2 hours) <ul style="list-style-type: none"> <li>○ Students will brainstorm ideas for CAS group projects, form groups and research possible projects) and identify a group project</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Regular consulting hours</li> </ul> <p>Students discuss their CAS progress with the CAS coordinator/adviser</p>
<b>November</b>	<ul style="list-style-type: none"> <li>• CAS check (CAS portfolio – reflections, activity log, self- evaluation and etc.- at least 2 activities documented )</li> <li>• CAS group project (groups will meet with coordinator to declare a team project and present their project plan) <ul style="list-style-type: none"> <li>○ Groups will meet monthly to plan and update their progress</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• CAS check (CAS portfolio – reflections, activity log, self- evaluation and etc.)</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>• Regular consulting hours</li> </ul> <p>Students discuss progress on their CAS activities with the CAS coordinator/CAS advisers</p> <ul style="list-style-type: none"> <li>• CAS group project</li> </ul>	<ul style="list-style-type: none"> <li>• Regular consulting hours</li> </ul> <p>Students discuss their CAS progress with the CAS coordinator/CAS advisers</p> <p>Outline to the students what they will be required to do to complete CAS</p> <ul style="list-style-type: none"> <li>• Students in IB 2 make presentations about their programme to parents and IB1</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>• <b>Second consultation with CAS coordinator</b> discuss progress on CAS activities, brief summary of your CAS activities, reflection on your strong and weak points and the way you achieve CAS goals, at least 3-4 activities documented) <ul style="list-style-type: none"> <li>○ updated CAS Log</li> <li>○ updated reflections upon activities &amp; learning outcomes</li> </ul> </li> <li>• CAS group project</li> </ul>	<p><b>Fifth consultation with CAS coordinator</b></p> <p>Student has submitted evidence of progress (at least 7-8 activities documented):</p> <ul style="list-style-type: none"> <li>○ updated CAS Log</li> <li>○ updated reflections upon activities &amp; learning outcomes</li> </ul>

<b>February</b>	<ul style="list-style-type: none"> <li>• Coordinator contact activity providers and get the feedback from them</li> <li>• CAS visits</li> <li>• CAS group project</li> </ul>	<ul style="list-style-type: none"> <li>• CAS check (CAS portfolio – reflections, activity log, self- evaluation and etc.)</li> <li>• Discuss the requirements for your CAS final reflection</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>• CAS check (CAS portfolio – reflections, activity log, self- evaluation and etc.)</li> <li>• CAS group project</li> </ul>	Students finish their CAS
<b>April</b>	<ul style="list-style-type: none"> <li>• Session for students about reflection (involving TOK)</li> <li>• CAS group project</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Final consultation</b></li> </ul> <p>Student has submitted final evidence of progress:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> updated CAS Log</li> <li><input type="checkbox"/> updated reflections upon activities &amp; learning outcomes</li> <li><input type="checkbox"/> CAS final reflection</li> <li><input type="checkbox"/> CAS Individual Student Completion Form</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>• Group project completed</li> <li>• <b>Third consultation</b></li> </ul> <p>(brief summary of your CAS activities, critical reflection on your strong and weak points and the way you achieve CAS goals, at least 5-6 activities documented)</p> <ul style="list-style-type: none"> <li>• updated CAS Log</li> <li>• updated reflections upon activities &amp; learning outcomes</li> <li>• completed Year 1 completion form</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations of CAS experience for IB1 students</li> <li>• Celebrate CAS accomplishments</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>• Proposals for summer activities submitted for approval</li> <li>• Presentations of CAS experience</li> </ul>	

**CAS DEADLINES ARE AS IMPORTANT AS ACADEMIC ONES: THEY MUST BE RESPECTED SCRUPULOUSLY**

IN SUMMARY:

- Compile your CAS Plan.
- Always get your activities approved by the CAS coordinator before you start them.
- Write meaningful reflections.
- Keep all evidence of your CAS learning, take photos, videos.
- Check CAS supervisor regularly.
- Complete the CAS requirement by April 2015
- Talk to your CAS Coordinator if you get into difficulties

## **Appendices**

- A - Student Information Form
- B - Proposal Form
- C - CAS plan
- D - CAS Projects/ Activities Form
- E - CAS Log Sheet
- F - Self-Evaluation Form
- G - CAS Progress Form (for CAS advisers)
- H - CAS Completion Form

## STUDENT INFORMATION FORM

Date: _____	IB class: _____
Student's name _____	
E-mail: _____	Phone: _____
Languages spoken: _____	

Hobbies, interests, and other activities:

---

---

---

What are your personal goals and how do you hope to achieve them through your CAS programme?

---

---

---

---

Briefly write down your strengths and weaknesses that may help or hinder you in order to complete the CAS program.

---

---

---

---

---

**PROJECTS/ACTIVITIES I AM INVOLVED IN**

Project / Activity	Duration	CAS Elements	Learning outcomes

**CAS ACTIVITY LOG**  
for  
\_\_\_\_\_

Date	Project/ Activity	Brief description of task/work done	Supervisor's signature



**CAS YEAR 1 (2013 - 2014) individual student completion form****At the end of each semester**

<b>Learning outcomes</b>	<b>Achieved ?</b>	<b>Nature/location of evidence</b> (for example, weblog [date], journal [page xx], progress form [date])
Increased their awareness of their own strengths and areas for growth		
Undertaken new challenges		
Planned and initiated activities		
Worked collaboratively with others		
Shown perseverance and commitment in their activities		
Engaged with issues of global importance		
Considered the ethical implications of their actions		
Developed new skills		

Name of CAS coordinator \_\_\_\_\_ CAS coordinator's signature \_\_\_\_\_

Date \_\_\_\_\_



## CAS PLAN

Student name: \_\_\_\_\_ IB year/class: \_\_\_\_\_ Date: \_\_\_\_\_

Think about the activities that you are currently involved with and activities that you have always wanted to be involved with. Align these with the CAS Learning Outcomes and complete the form below. By the start of your first IB year, you must have a plan in place for at least one activity in each CAS area. You may add activities as you proceed through the two years of the programme. Each activity must be well thought out to allow you to meet learning outcomes.

Learning Outcome	Activity/personal goals	Date	C	A	S	Anticipated supervisor (name, contact)
<b>Increased my awareness of my own strengths and areas for growth</b>						
<b>Undertaken new challenges</b>						
<b>Planned and initiated activities</b>						
<b>Worked collaboratively with others</b> <small>At least one long-term group project, at least two of the creativity, action and service elements, is required.</small>						
<b>Shown perseverance and commitment in my activities</b>						
<b>Engaged with issues of global importance</b>						
<b>Considered the ethical implications of my actions</b>						
<b>Developed new skills</b>						

## CAS Progress Form

Student Name: \_\_\_\_\_

CAS coordinator \_\_\_\_\_

Event/checkpoint	Date	Signature	CAS Adviser Comments
First Consultation between CAS adviser and student	<b>September' 2013</b>		
<input type="checkbox"/> Student has submitted an acceptable CAS Planning Worksheet	<b>September' 2013</b>		
Second consultation between CAS adviser and student	<b>January '2014</b>		
Student has submitted evidence of progress: <input type="checkbox"/> updated CAS Log <input type="checkbox"/> updated reflections upon activities & learning outcomes	<b>January '2014</b>		
Third consultation between CAS adviser and student	<b>May'2014</b>		
Student has submitted evidence of progress: <input type="checkbox"/> updated CAS Log <input type="checkbox"/> updated reflections upon activities & learning outcomes <input type="checkbox"/> completed Year 1 completion form	<b>May'2014</b>		
Fourth consultation between CAS adviser and student	<b>September' 2014</b>		
Student has submitted evidence of progress: <input type="checkbox"/> updated CAS Log <input type="checkbox"/> updated reflections upon activities & learning outcomes	<b>November' 2014</b>		
Fifth consultation between CAS adviser and student	<b>January' 2015</b>		
Student has submitted evidence of progress: <input type="checkbox"/> updated CAS Log <input type="checkbox"/> updated reflections upon activities & learning outcomes	<b>January' 2015</b>		
Final consultation between CAS adviser and student	<b>By April 30 Senior Year</b>		
Student has submitted final evidence of progress: <input type="checkbox"/> updated CAS Log <input type="checkbox"/> updated reflections upon activities & learning outcomes <input type="checkbox"/> Final reflection (for two-year programme) <input type="checkbox"/> CAS Individual Student Completion Form	<b>By April 30 Senior Year</b>		

