



International Baccalaureate Diploma Programme



Prva gimnazija Varaždin

Creativity Activity Service

Student Handbook



Student: _____
Class: _____

CAS Coordinator: Željka Pačalat
Contact: zpacalat@gmail.com, 095 4200473



International Baccalaureate Diploma Programme

Prva gimnazija Varaždin

IB 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.

PGV MISSION STATEMENT

We aim to provide students with the opportunity to develop their knowledge and skills according to contemporary educational practice. We want to develop curious, inquiring and knowledgeable young people who will understand, respect and care about others. Our goal is to produce future citizens of the world who will know how to accept challenges, how to act in global reality, be active lifelong learners and competitive collaborators within international society.

IB LEARNERS PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

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



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Introduction to Creativity, Activity, Service

What is CAS?

CAS (Creativity, Activity, Service) is intended to be a collection of enjoyable and challenging experiences *determined by you* to extend your abilities in Creativity, Activity, and Service.

Creativity is defined as *exploring and extending ideas leading to an original or interpretive product or performance*. For example, you may join a choir or theatre group, engage in fashion design or other projects that require creative thinking.

Activity is defined as *physical exertion contributing to a healthy lifestyle*. Examples include taking up a new sport or extending your ability in an ongoing activity, going to the gym, taking dance, yoga or aerobics classes, biking, hiking etc.

Service is defined as *collaborative and reciprocal engagement with the community in response to an authentic need*. By investigating and identifying community need, determine a plan of action that respects rights, dignity and autonomy of all involved, for example reading to the aged or advocating for a cause.

Why CAS?

CAS enables you to:

- have significant learning experiences **outside the classroom**
- **extend** what you learn in class to real-life situations
- **choose** your own learning experiences
- see what **motivates you intrinsically**
- face the level of **responsibility** you are willing to take
- include experiences you find **enjoyable** to your course of study
- show what **more you can do** besides having a great grade average

Does it all sound familiar?

To many students, CAS seems like a collection of your extracurricular activities. While this is correct to some degree, there are some important **features that make CAS distinct from your regular extracurricular activities:**

- the importance of **Planning and Reflection** (p. 8-9)
 Oftentimes when you engage in enjoyable activities you tend to just “do”. In CAS, thinking about what you learned, what you aim to achieve and why is equally important.
- **Real, purposeful** activities that pose a **personal challenge**
 Repetitive, non-challenging activities and menial tasks are not CAS - See more about “What’s not CAS” (p. 7)
- the obligation of **Recording your experiences** (p. 11)
 Since CAS is not formally assessed, the Portfolio you compose is the proof of your successful completion of CAS programme and a requirement for completion of the Diploma Programme.
- the requirement of participating in at least one **CAS Project** (p. 7)
 CAS project is a series of CAS experiences that requires your initiative and collaboration with others and lasts at least one month.
- Through your CAS experiences you are to achieve the following **Learning Outcomes:**
 1. **Identify your own strengths and develop areas for personal growth**
 2. **Demonstrate that you have undertaken challenges and developed new skills in the process**
 3. **Demonstrate how to initiate and plan a CAS experience**
 4. **Show commitment to and perseverance in our CAS experiences**
 5. **Demonstrate the skills and recognize the benefits of working collaboratively**
 6. **Demonstrate engagement with issues of global significance**
 7. **Recognize and consider the ethics of your own choices and actions**



Where do you start?

In order to be able to plan your own CAS programme, I'd like you to start with a short analysis of how you see yourself at the start of the programme. Some of the suggested approaches to start answering this question include:

- free online personality inventories (Google: Big five inventory, and Myers-Briggs personality inventory)
- Associative cards activity in class
- Self- appraisal of IB learner profile attributes
- A talk with peers or family members about your traits and values
- Doodling/sketching
- Brainstorming on this key concepts: likes, dislikes, fears, goals, hopes, important in life, obligatory to do, (realistic and realistic) dreams
- Filling out a personal inventory
- Discussion with your coordinator during the first individual interview (see p) and at group meetings

Space for doodling/brainstorming

A large, empty rectangular box with a black border, intended for doodling or brainstorming.



A personal pre-CAS inventory

Name: _____

List the subjects you like most in school.

List activities in which you participate regularly (sports, music, drama, etc.).

State your career interests.

List community/national/global problems that concern you the most.

What would you like to learn more about?

Consider all your current responsibilities. How much time do you realistically have to commit each week?

What skill would you like to use in your volunteer work?

What days and times are most convenient for you?

Do you want to work directly with people? If yes, would you prefer to work with children, adults, or the elderly?

How long do you plan on carrying out your biggest commitment - three months, six months, one year?

IB Profile

(indicate your attributes by coloring rectangles)

	0%	100%
INQUIRER		
KNOWLEDGEABLE		
THINKERS		
COMMUNICATORS		
PRINCIPLED		
OPEN-MINDED		
CARING		
RISK-TAKERS		
BALANCED		
REFLECTIVE		

Complete pages 4 and 5 in a week following our initial CAS workshop (September, Year 1 of the DP)



Choosing your CAS activities

You are strongly encouraged to **identify your own interests, needs and aims first, and then investigate available opportunities** for participating in various activities at school and in the community. Working the other way around (e.g. seeing what's available and choosing whatever seems to be ok) can result in activities that are not personally meaningful to you. It's oftentimes more fulfilling to **initiate and organize an activity on your own** than to participate in an available organized activity just to fulfil a requirement (**CAS is not about fulfilling requirements**). **Talking to your classmates** about your activities and projects can reveal mutual interests and passions and make it easier to organize activities together.

You should aim for both the **variety and depth** of your CAS experiences. This means that it's optimal to choose several long-term activities, but also to stay open to short-term or one-time opportunities that arise along the way.

Organization of your CAS experiences

While it is required that you initiate and organize at least one project on your own (see p --), there are many approaches to organization of your CAS experiences with varying degrees of structure (vs. freedom). Here are some of the possible approaches with examples and important notes:

- **Ongoing activities:** you may already be engaged in some form of sustained creativity, activity or service (for example, playing an instrument or doing sports). You may continue participating in these activities as part of your CAS programme; however, you are encouraged to *further extend and develop your participation* if appropriate.
- **School-based activities:** appropriate opportunities at our school include:

- extracurricular activities such as Theatre group "Theatron", Literary group, Musical workshop, Sports club "Srednjoškolec", Debate club etc.
- long-term projects (volunteering project that offers you an opportunity to work with children in foster care, children at Cenacolo community, children with developmental issues, with and senior citizens at Elderly nursing home Varaždin; current ERASMUS+ projects that include creative and voluntary work etc.)
- numerous short term and one-time projects: Fundraisers by the Interact club and Student council, Student-teacher exchange day, Medieval week, Math evening, Reading night etc.
- **Community-based activities:**
 - instrument-playing classes, cooking classes, dancing classes etc. at local clubs and associations
 - music school
 - sports clubs and gyms
 - service at local charity organization (Red Cross, Caritas, Association Franjo Košćec, Youth organization Vakuum, animal shelter Spas)
 - volunteering projects and organizations (Društvo Naša djeca organizes volunteering with children in hospital, School Centar Tomislav Špoljar and association Uz tebe sam accept volunteers on various projects)
 - one-time workshops (for example creative workshops during street festival Špancirfest)
- **Individual activities:** Some students feel best when engaging in solitary experiences such as composing music, developing a website, creating arts and crafts, working out at home, running, hiking, etc. Such experiences are of most benefit when they take place over an extended duration of time. Planning is especially important in this kind of activities because of the lack of a solid schedule. You are encouraged *to set personal goals and work towards these in a sustained manner*.



CAS project

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

Examples of CAS projects:

- Start a school newspaper/zine
- Write a play or a piece of music that will be performed publicly
- Organize a Food/Clothes Drive
- Organize an awareness campaign for an environmental/social issue
- Choreograph a dance and perform it
- Design a website for an environmental/social cause
- Start an after-school club
- Design a series of lessons to teach someone something
- Organize and run an MUN club

How much CAS is enough CAS?

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, **for at least 18 months** with a reasonable balance between creativity, activity, and service. Students get to choose if they want to engage in some CAS experiences during school breaks.

While hour-counting is discouraged, it is recommended that you devote 3-4 hours per week to CAS. However, *your own expectations, the quality of your engagement in CAS experiences and guidance from your coordinator* is more important for judging what is “too little”, “too much” or “just right” amount of devotion then time spent in activities.

What Is NOT CAS?

Generally, CAS is not taking place when you are in a passive rather than an active role. There should be interaction. Examples of activities, which at first sight would appear to be inappropriate, are listed below.

- any class, activity or project that is already part of the Diploma Programme
- an activity for personal reward, financial or benefit-in-kind
- simple, tedious and repetitive work
- a passive pursuit, e.g. museum, theatre, exhibition, concert visits
- part of your family duties
- service without investigating the real need
- fundraising with no clearly defined end in sight
- activities that cause division amongst different groups in the community

If you are still unsure whether your preferred activity qualifies as CAS, you are encouraged to consider the questions in „*Does activity qualify? Form*“. You will also be asked to fill out that form in case your coordinator isn't convinced that you choose the right activity.

Collaboration with your Coordinator and Supervisors

During the Diploma Programme, you will participate in three obligatory individual interviews with your coordinator, class workshops and regular individual and group check-ups. We will also communicate via e-mail (zpocalat@gmail.com; psiholog@gimnazija-varazdin.skole.hr) and through Facebook CAS group or Edmodo. Apart from that, you are welcome to come by her office anytime!

You will also collaborate with a number of **CAS Supervisors** who will assist, offer guidance and monitor specific experiences when needed. CAS supervisors may be sports or music coaches, dance teachers, or teachers in charge of clubs or societies. In all cases they should be responsible adults familiar with the specific experience they are supervising.



Planning and proposing your CAS experiences

You will use the following five **CAS stages** as a framework for your CAS experiences and the CAS project:

1. Investigation: Identify your interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Investigate what you want to do and determine the purpose for your CAS experience. In the case of service, you must identify a community need you want to address.

2. Preparation: Clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.

3. Action: Implement your idea or plan. This often requires decision-making and problem-solving. You may work individually, with partners, or in groups.

4. Reflection: 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 your growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.

5. Demonstration: Make explicit what and how they learned and what they have accomplished, for example, 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.

Utilizing all CAS stages may not be possible or necessary for one-off events and activities, but is important in all longer experiences and **obligatory for all projects and service activities.**

Please keep in mind that all activities must be pre-approved by your CAS Coordinator before you start an activity. The necessary information you need to submit in order to get an approval includes:

1. Experience Description – what you plan to do, where, when (how often and for how long) and who else will be involved
2. Goals - challenging for you but not impossible to achieve.
3. Selected Learning Outcomes
4. Risk assessment – consider if there are any risks greater than the risks of your everyday life associated with the activity and list measures you intend to undertake in order to deal with them
5. Supervisor contact details - You should request the permission of your Supervisor **BEFORE** the experience begins and explain to them in detail what the role involves. A *supervisor briefing form*, which you can use to explain to a supervisor what CAS is, is included in the appendix of this handbook. If you genuinely cannot find a Supervisor for an experience you may ask your CAS coordinator to be your Supervisor.

An example of the *Proposing/Planning Activity form* is available in the appendix. You may use it or just send your coordinator an e-mail with necessary information. Remember that the evidence of your planning should be kept in your portfolio as well.



Reflection

Experiential learning is at the heart of CAS. Experiential learning involves much more than just planning and carrying out the activity itself. It also involves personal observation and reflection of your feelings and interactions, analysis of your perceptions, identifying your achievements, outstanding issues, personal strengths and challenges, evaluating your actions and thinking about your new understandings.

Four elements assist in the CAS reflective process:

- **Describing what happened:** Retell your memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- **Expressing feelings:** Articulate emotional responses to your experiences.
- **Generating ideas:** Rethinking or re-examining choices and actions increases awareness about yourself and situations.
- **Asking questions:** Questions about people, processes or issues prompt further thinking and ongoing inquiry.

You are encouraged to choose significant moments as the basis for reflection, for example when:

- a moment of discovery is happening
- a skill is mastered
- a challenge is confronted
- emotions are provoked
- achievement deserves celebration

If you have trouble recognizing opportunities for reflection, try to follow the rule of one reflection after each short activity and after every 10 hours for longer-running activities.

There are Reflection Activity Forms available for you to use if needed (see appendix). This form is not obligatory, though, and authentic expression that suits you is encouraged.

Links with TOK

CAS and TOK share some common ground which can help you to write compelling reflection. As you get to learn more about both, you can use this to your advantage. TOK explores a number of "Ways of Knowing" that can be useful in analysing your CAS experiences in order to draw out learning:

- **Language:** Which types of language were used and were relevant to this experience, why?
- **Sense perception:** What did you see, hear, smell and feel (touch) during the experience?
- **Emotion:** How did the experience make you feel before, during and afterwards?
- **Reason:** What logical conclusions can be drawn from your experience?
- **Imagination:** What did you anticipate your experience would be like before it happened?
- **Faith:** Does your faith give you a perspective on this experience? If so what is it?
- **Intuition:** Does your logical analysis of the experience differ from your "gut feeling"?
- **Memory:** Which previous experiences of yours were relevant to this one and why?

NOTE: If your experience wasn't actually that profound in the end and you feel like you haven't genuinely learnt anything from it, don't force it or feel obliged to write something down. CAS is not about jumping through hoops in order to get a "pass", it is about learning how to learn from your experiences. This life skill is much more important than making your life a little easier for yourself right now. False reflection is very obvious and comes across badly. Try to be as honest and as authentic as you can. We will go through some examples of good and poor (superficial or forced) reflection in classes so you can get a general idea of what is expected.



Links to other subjects

CAS Should support, and be supported by the academic disciplines. Here are some examples of experiences you can engage in that give you an opportunity to use the skills, knowledge and experience you already have in an academic subject area and where using these in a real world setting will help you refine them. You may identify many more on your own or with help from your subject teachers and CAS coordinator.

	Creativity	Activity	Service
Studies in language and literature	Writing articles about CAS or CAS projects for school and local newspapers or websites *at PGV: Literary group, Media group	Taking part in a ballet performance of Romeo and Juliet	Producing audiobooks for an organization serving people who are blind
Language acquisition	Creative writing in the language being studied	Learning Thai Boxing in your second language	Providing language lessons to those in need
Individuals and societies	Creating displays and planning an assembly on history, particularly of the area around the school *at PGV: Medieval Week, Idea of the year contest	Hiking to remote villages to conduct research into their history and future development.	Recording the oral histories of people living in a retirement home and creating family memoirs *at PGV: fundraisers for Africa, volunteering project
Sciences	Creating posters for the school canteen to promote healthy eating and drinking	Helping measure fitness of athletes in a school sports team you are a member of	Raising awareness by monitoring air quality around the school

			*at PGV: co group, Project On the Wings of Europe
Mathematics	Creating a video series of "mathematics adventures" for younger children *at PGV: Math evening	Conducting pre- and post-fitness assessment statistical analysis for a school team you are a member of.	Maintaining financial accounts for a local charity
The arts	Forming a band and performing at a function	Composing, choreographing and performing a dance routine	Music instrument coaching for charities helping deprived children



Recording your experiences

As a CAS student you are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences, including descriptions of activities, planning and reflection, photos, videos, certificates etc.

You may choose among different forms of portfolios including MS Word (or any other document) file, a physical notebook or scrapbook, video log etc. However, the **preferred form at Prva gimnazija Varaždin is online blog** or any other online form that can be accessed by coordinator at all times.

Proposed sections of a portfolio include:

- introduction or *about* section - your profile, your expectations and goals, general plan of your CAS programme
- series of CAS experiences including CAS projects with evidence of planning and reflection, photos, certificates etc.
- conclusion - final reflection at the end of the CAS programme

Completion of CAS is based on your achievement of the seven CAS learning outcomes and carrying out all the programme requirements. Through your CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

CAS timeline

Month	IB Year One	IB Year Two
September	-the introduction of CAS to students, parents and staff -first CAS workshop for students (Getting started)	-at least 2 activities for each strand undertaken -CAS workshop – our projects and their effects -updating portfolio
October	-scheduled first interviews -self-analysis finished -introduction to portfolio written -general CAS plan finished	-portfolio check-up - last time to start implementing project plan (if not finished yet)
November	-at least 3 activates started after getting approval -portfolio check-up -parents meeting report	-parents meeting report
December	-second CAS workshop (Reflection) -end of term report	- review student's progress -each LO addressed at least twice till now
January	-third CAS workshop (Projects) -contact activity providers and get feedback from them	-all projects finished (unless they are on-going engagement until the end of school year), engagement only in ongoing and simpler activities
February	-portfolio check-up	-third interviews (till April)
March	-planning at least one project	-writing final reflection on the programme -CAS awards meeting
April	(-April to October) – second individual interviews	CAS should be completed by April 10
May	-parents meeting report	IB exams
June	-review students' progress	



Consequences for not complying with CAS requirements

If you fail to engage in an adequate quantity of CAS activities or you are not documenting them in a timely manner with appropriate reflections, the following procedures will take place:

- 1) You will receive an email reminder and will be required to comply with the request within three days of receiving the email;
- 2) Failure to comply will result in being asked to a meeting with your CAS Coordinator;
- 3) Continual failure to comply with the CAS requirement will result asking parents to attend a meeting with the administration team;
- 4) Failure to complete the CAS program ultimately means that you will not receive your IB Diploma until the following academic year, providing that you independently complete the CAS requirements within that time.

Evaluating the implementation of your CAS programme

When considering whether or not you completed your CAS program, only one question is to be answered: "Did the student meet all of the criteria necessary?" (see *checklist in appendix that may be used for your own progress monitoring*)

The ultimate evaluation of your CAS work is a simple "yes" or "no." However, both the CAS coordinator and your fellow students can see the differences in engagement between students, and we all appreciate when you show outstanding commitment to your CAS programme. That is why the school CAS recognitions are given out in two categories: *Best CAS programme* and *Best CAS project*. The programmes and projects will be appraised by the whole class and your CAS coordinator based on the following criteria:

- **Attendance, punctuality and time spent on the activity(/ies)**
- **Evidence of initiative, planning, organization**
- **Amount of effort and commitment to the activity(/ies)**

- **Evidence of personal achievement and development, taking into account the student's skills/attitudes at the start of the activity**

Each criterion may be rated as Outstanding, Good, Average or Below average. A project and a programme with highest ratings will be awarded.

Think of this award as a prompt to inspire discussion on quality of our work, and not as the point of the whole experience. Your portfolio should be the truest reflection and recognition of your own work, and the joy and growth you experienced should be the most valuable award you'll carry out of this programme.

Appendix →



YOUR CAS PLAN

Name: _____

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

Which activities will you get involved in? (you can place an activity in more than one box)

	Activity description	Date (month, year)	Approximate duration (in hours)
A group activity where you will collaborate with others			
An activity that combines two of creativity, action or service			
An activity that will be a new challenge to you			
An activity that will be an extension of an existing one			
An activity where you will learn a new skill			
Involvement with local, national, or international community			

An activity that will involve collaboration with others			
An activity that you will initiate			

Which activities will be based at school?

Which activities are further away from school but still in Varaždin?

Which national or international project will you be involved in?



List all your planned activities mentioned above, in the appropriate column(s), (there should be two in each category). You can include more activities.

Creativity	Action	Service

Reflect on your plan. (Any questions, comments, or concerns. Where do you see problems arising? What will you need to do to make your activities happen?)

_____ Date: _____
Student's Signature

_____ Date: _____
Parent's Signature

_____ Date: _____
CAS Coordinator's Signature



DOES AN ACTIVITY QUALIFY?

Student Name: _____

You must have your CAS activities approved in advance by the CAS Coordinator. This sheet will help you determine if your planned activity is suitable for your CAS portfolio. You only need to complete this sheet if your CAS coordinator asks you to.

Complete the guiding questions below and complete the CAS Activity Evaluation Rubric on the back of this sheet.

Activity title: _____

Is the activity a **new role** for me?

Is it a **real task** that I am going to undertake? Explain.

Does it have **real consequences** for other people and for me? Which?

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

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

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

How can I **reflect** on this activity?

Have you found an adult supervisor yet?

email address is:

telephone number is:

name is:

(cannot start this activity without this information)



PROPOSING/PLANNING ACTIVITY

Name: _____ Class: _____ Date: _____

	Creativity	Action	Service
Description (What are you planning to do? *CAS Stages obligatory for Service an all long-term activities!)			
Supervisor & contact details:			
Location and time (and for how long)			
Goals of the activity (you'll be happy if you achieve this; *S.M.A.R.T.)			
Risk assessment (what could go wrong or put you at risk and how you'll prevent it/deal with it)			

CAS Learning Outcomes (that you'll address with this activity)	
Values: (How will it contribute to your personal development? *CAS Learner Profile)	

CAS Advisor: _____ approved: yes no

Signature CAS Advisor: _____

Suggestions:



REFLECTING ON ACTIVITY

Name: _____ Class: _____ Date: _____

1. Summarise what you did in this activity/project and how you interacted with others.

2. Explain what you hoped to accomplish through this activity/project.

3. How successful were you in achieving your goals? What difficulties did you encounter and how did you overcome them?

4. What did you learn about yourself and others through this activity/project? What abilities, attitudes and values have you developed?

5. Did anyone help you to think about your learning during this activity/project? If so, who helped and how did they help?

6. How did this activity/project benefit others?

7. What might you do differently next time to improve?

8. How did you feel at different stages of the activity?

9. How can you apply what you have learned in other life situations?

Important note: Reflection is really not about filling out forms. These questions are meant to be help if you don't know where to start. However, it's better if you answer any of these questions in depth than if you write something superficial on each line.



CAS PROJECT PLANNING

Student project leader(s)	
Members	
Title of project	
Focus of project	
How we are following the CAS stages:	
<ul style="list-style-type: none"> Investigation 	
<ul style="list-style-type: none"> Preparation 	
<ul style="list-style-type: none"> Action 	
<ul style="list-style-type: none"> Reflection 	
<ul style="list-style-type: none"> Demonstration 	

Name of organization the project is organized with or for, if applicable	
Contact person at organization, contact phone and email, if applicable	
Teacher or other external supervisor, if applicable	
Anticipated dates of CAS project	
Risk assessment	
Student signatures	
CAS supervisor/adviser signature/date	
Principal signature (if required)/date	



CAS CHECKLIST

My CAS programme	Y/N?
Evidence of planning of a CAS programme <i>(Self-review undertaken and personal goals set at the beginning of the programme)</i>	
Regular commitment over at least 18 months to CAS <i>with participation in CAS ideally on a weekly basis</i>	
Understanding and ability to use the CAS stages when planning CAS experiences	
Balance between creativity, activity and service	
At least one planned project undertaken over at least one month involving teamwork	
Evidence of achieving all seven learning outcomes	
<ul style="list-style-type: none"> Evidence of identification of strengths and areas for personal growth (LO1) 	
<ul style="list-style-type: none"> Evidence of undertaking new challenges and developing new skills in the process (LO2) 	
<ul style="list-style-type: none"> Evidence of initiating and planning a CAS experience (LO3) 	
<ul style="list-style-type: none"> Evidence of commitment and perseverance in CAS experiences (LO4) 	

<ul style="list-style-type: none"> Evidence of demonstrating the skills and recognizing the benefits of working collaboratively (LO5) 	
<ul style="list-style-type: none"> Evidence of engagement with issues of global significance (LO6) 	
<ul style="list-style-type: none"> Evidence of recognizing and considering the ethics of choices and actions (LO7) 	
Reflections completed on significant CAS experiences	
Supervisor reports supplied where necessary	
CAS interview 1 completed	
CAS interview 2 completed	
CAS interview 3 completed	
CAS portfolio completed	