

JCIB CAS Handbook: Creativity, Activity, Service



“Find your CASsion”

“Key to a student’s CAS programme is personal engagement, choice and enjoyment of CAS experience.”

-IBO CAS Subject Guide 2017

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What is CAS?

Creativity: exploring and extending ideas leading to an original or interpretive product or performance

Activity: physical exertion contributing to a healthy lifestyle

Service: collaborative and reciprocal engagement with the community in response to an authentic need

CAS enables students to demonstrate attributes of the IB Learner Profile in real and practical ways, to grow as unique individuals, and to recognize their role in relation to others. CAS complements a challenging rigorous program in a holistic way, providing opportunities for self-determination, collaboration, accomplishment, and enjoyment.

Successful completion of CAS is requirement for the award of the IB Diploma.

CAS is a series of experiences and reflections on those experiences. It does not mandate a specific number of hours to be completed. It is suggested that students achieve a reasonable balance between the three strands (creativity, activity, service) and does “something” weekly for at least 18 months. That “something” may involve investigating a topic, planning for an experience, taking action, or working on a reflection.

Requirements at a glance:

- **18 months** of ongoing work towards completion of CAS, ideally on a weekly basis.
- Completion of a **CAS portfolio** as evidence of engagement with CAS.
- Achievement of the seven **CAS learning outcomes** with evidence of these in CAS portfolio.
- Engage in **CAS Experiences** involving at least one of the CAS strands.
- Completion of a **CAS project** of at least one month’s duration.
- Use of the **CAS stages** for CAS experiences and the CAS project.
- Documentation of **three formal interviews** with CAS coordinator/advisor.
- **Reflection** on CAS experiences to inform students’ learning and growth.

The CAS program aims to develop students who...

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment

CAS Learning Outcomes

LO 1 Identify own strengths and develop areas for growth

- Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
 - Example of how you could achieve this LO:
-

LO 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 experiences that the student has not previously undertaken or through increased expertise in an established area.
 - Example of how you could achieve this LO:
-

LO 3 Demonstrate how to initiate and plan a CAS experience

- Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.

LO 4 Show commitment to and perseverance in CAS experiences

- Students demonstrate regular involvement and active engagement in CAS.
 - Example of how you could achieve this LO:
-

LO 5 Demonstrate the skills and recognize the benefits of working collaboratively

- Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
 - Example of how you could achieve this LO:
-

LO 6 Demonstrate engagement with issues of global significance

- Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
 - Example of how you could achieve this LO:
-

LO 7 Recognize and consider the ethics of choices and actions

- Students show awareness of the consequences of choices and actions in planning and carrying out experiences.
 - Example of how you could achieve this LO:
-

CAS Experiences



Figure 1: CAS experiences. Source: -IBO CAS Subject Guide 2017

A CAS experience must...

- fit within one or more of the CAS strands (creativity, activity, and/or service)
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student’s Diploma course requirements
- align to one or more of the CAS learning outcomes (see below)

To further assist students in deciding on a CAS experience, the following questions may be useful to consider:

- Will the experience be enjoyable?
- Does the experience allow for development of personal interests, skills and/or talents?
- What new possibilities or challenges could the experience provide?
- What might be the possible consequences of your CAS experience for you, others and the environment?
- Which CAS learning outcomes may be addressed? (see above)

CAS Experiences can fall into one of three categories:

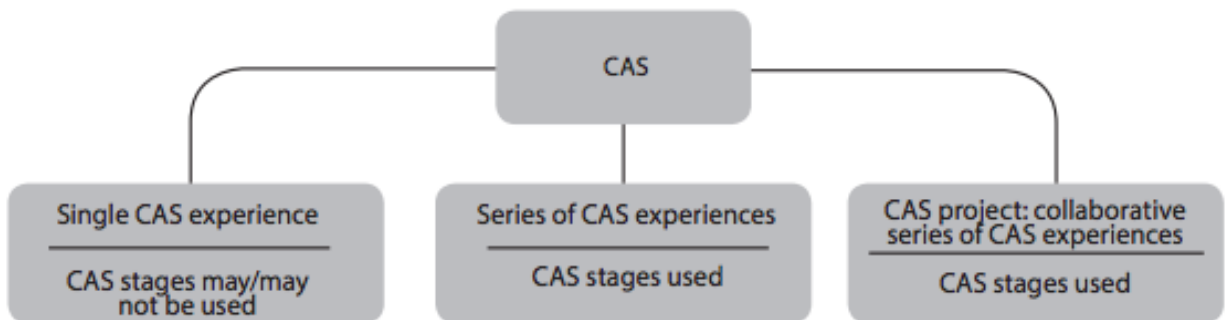


Figure 2: CAS experiences and stages. Source: -IBO CAS Subject Guide 2017

The 5 CAS Stages:

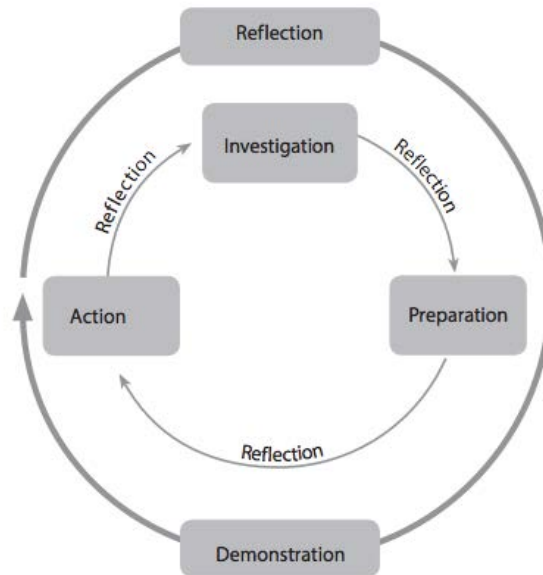


Figure 3: The five CAS stages. Source: -IBO CAS Subject Guide 2017

1. **Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
2. **Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
3. **Action:** Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.
4. **Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

CAS Strands: Creativity



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

What Creativity in CAS is:

- an opportunity to explore their own sense of original thinking and expression
- comes from the student's talents, interests, passions, emotional responses, and imagination
- a creative endeavor that moves students beyond the familiar, broadening their scope from conventional to unconventional thinking
- an extension of students' involvement in a particular creative form in which they are already accomplished
 - For example, a musician may compose and perform a guitar solo; an artist may create a new sculpture or photographic series; an actor may present an original dramatic piece.

What Creativity in CAS is not:

- just appreciating the creative efforts as others, such as attending a concert or art exhibition
- included or part of a Diploma course requirement, such as a painting made or used for your IB Visual Arts class
 - however, a student may be inspired by a course and as a result tackle a new challenge in creativity

Reflection:

As with all CAS experiences, students reflect meaningfully on their engagement with creativity, and should look for moments of personal significance or inspiration as a call for reflection. Creativity may provide inspiration for the ways in which students will reflect. For example, students may reflect through art, music, a brief narrative, a blog posting, photos, a skit, or other methods.

Approaches to creativity:

- **School-based Creativity:** A student may already be engaged in creativity as part of a school group or club, or through some other form of sustained creativity.
- **Community-based Creativity:** Participating in creativity within the local community advances student awareness and understanding of interpersonal relationships with others, particularly if the creativity experience involves the local community. For example, students could be encouraged to join a community-based theatre group, contribute towards a community art gallery, create a sculpture for the community park, take cooking classes, or other opportunities.

- **Individual Creativity:** Students may decide that they wish to engage in solitary creativity experiences such as composing music, developing a website, writing a compilation of short fiction stories, designing furniture, creating arts and crafts, or painting a series of portraits.

What creativity-aligned clubs, organizations, or groups does JCIB, SVHS, or your community already offer?

What creativity-aligned club, organization, or group would you want to add to JCIB, SVHS, or your community?

Personally, what creative forms are you already involved in?

To broaden your scope and push yourself out of your comfort zone, what creative forms would you like to learn more about?

CAS Strands: Activity



Physical exertion contributing to a healthy lifestyle

What Activity in CAS is:

- the promotion of lifelong healthy habits related to physical well-being
- pursuits including individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle
- participation on a regular basis to provide a genuine challenge and benefit
- involvement in a new activity or sport that students have not yet tried
- extension of students' involvement in an activity in which they already participate
 - For examples, student athletes could expand personal goals, maintain a planned rigorous training program, or explore different training models to enhance their existing sport.
- an activity that takes place after school or during a physical education course

What Activity in CAS is not:

- watching others participate in a sport or physical activity
- focused solely on nutrition or mental health (there must be a physical exertion component)

Reflection:

As with all CAS experiences, students reflect purposefully on their engagement with activity and should look for moments of personal significance or inspiration as a call for reflection.

Approaches to activity:

- **School-based Activity:** A student may already be engaged in activity as part of a school team or club, or through some other form of sustained physical exercise. Students may continue in this as part of their activity; however, they should set personal goals and further extend and develop their participation.
- **Community-based Activity:** Participating in activity within the local community advances student awareness and understanding of interpersonal relationships, particularly if the activity experience involves members of the local community.
 - However, single events of activity can lack depth and meaning. For example, rather than a single activity experience at a community-based fun run, students could be encouraged to join a community-based running club, a dance class, an aerobics class or an out-of-school sports group.
- **Individual Activity:** Students may decide that they wish to engage in solitary activity experiences such as, for example, attending a gym, bicycling, roller-skating, swimming, or strength conditioning. Such activity experiences are of most benefit when they take place over an extended duration of time. Students are encouraged to set personal goals

and work towards these in a sustained manner. Risk assessment should be considered to make sure students are selecting activities appropriate to their levels of health.

What activity-aligned teams or groups does JCIB, SVHS, or your community already offer?

Personally, what activities are you already involved in?

To broaden your scope and push yourself out of your comfort zone, what activities would you perhaps be interested in beginning?

CAS Strands: Service



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

What Service in CAS is:

- enables students to understand their capacity to make meaningful contributions to their community and society
- students developing and applying personal and social skills in real-life situations involving decision-making, problem-solving, initiative, collaboration, responsibility, and accountability for their actions
- promotes students' self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness

- addresses a particular, authentic need of a community and works to address that need and population
 - The community may be the school; however, it is recommended that service experiences extend beyond the school to local, national and/or international communities.

What Service in CAS is not:

- community service hours you completed prior to your junior year
- paid experiences
- simply donating money to a charity or cause

Reflection:

As with all CAS experiences, students reflect purposefully on their engagement with service, and should look for moments of personal significance or inspiration as a call for reflection.

Four Types of Service Action:

It is recommended that students engage with different types of service within their CAS program. These types of action are as follows:

- **Direct service:** Student interaction involves people, the environment, or animals. For example, this can appear as one-on-one tutoring, developing a garden in partnership with refugees, or working in an animal shelter.
- **Indirect service:** Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment. For example, this can appear as re-designing a non-profit organization’s website, writing original picture books to teach a language, or nurturing seedlings for planting.
- **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest. For example, this may appear as initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.
- **Research:** Students collect information through varied sources, analyze data, and report on a topic of importance to influence policy or practice. For example, they may conduct environmental surveys to influence their school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

Name an example of something you have done in the past that aligns to each of the 4 service actions. (Or, if you haven’t done something for each type, then name something you could do, not already stated in the examples above)

Direct Service:+

Indirect Service:

Advocacy:

Research:

Approaches to service:

- **School-based Service:** Service opportunities within the school setting must benefit an authentic need. Service needs met at a school may prepare students for further action within the larger community; for example, by tutoring within the school, students may then be better prepared to tutor at a community center.
- **Community-based Service:** Participating in service within the local community advances student awareness and understanding of social issues and solutions.
- **Immediate Need Service:** In response to a disaster, students immediately assess the need and devise a planned response. Later, the students can further investigate the issue to better understand underlying causes. With increased knowledge, students may commit to ongoing assistance, for example, such as joining with prevention or community resilience initiatives regarding an environmental issue.
- **Fundraising:** Students should initially develop their understanding of the organization they choose to support and the issues being addressed. Students can draw from their interests, skills and talents to plan the method and manner of fundraising. Ideally, students directly communicate with the organization and establish accountability for funds raised. Sharing the rationale for the fundraising educates others and advocates the chosen cause.
- **International Service:** Students are encouraged to participate locally in service before considering service opportunities outside their country. When participating in international service, students must understand the background and the circumstances of an identified and authenticated need to support their involvement.
- **Volunteerism:** Students often volunteer in service experiences organized by other students, the school or an external group. In such cases, students benefit from prior knowledge of the context and the service need. Being informed and prepared increases the likelihood that the students' contribution will have personal meaning and value.
- **Service Arising from the Curriculum:** After experiencing a unit in a class that has a service component, students may respond and act. For example, while studying freshwater ecology in environmental systems and society, students decide to monitor and improve a local water system.

CAS Project

A CAS project is a collaborative, well-considered series of sequential CAS experiences that...

- involves one or more of the strands (creativity, activity, and/or service)
- challenges students to show initiative, demonstrate perseverance, and develop skills such as cooperation, problem-solving, and decision-making
- unifies a group of students around a common goal
- lasts at least one month, from planning to completion (but longer is encouraged!)
- utilizes the CAS stages as a framework for implementation to ensure all requirements are met.

Students must complete at least one CAS project during their IB experience.

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

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

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

Reflection:

As with all CAS experiences, students reflect purposefully on their CAS project experience. Due to the collaborative nature of the CAS project, having occasions to reflect with others can prove most informative and assist students in gaining insights as well as personal growth.

Brainstorm some potential CAS project topics and/or groups to collaborate with on this project.

CAS Interviews

CAS Interviews are check-ins between a student and the CAS Coordinator/advisor. There must be a minimum of three interviews where student progress is discussed and appropriate encouragement and advice is given. The interviews are documented on a CAS progress form and/or some other appropriate method of documentation.

Initial Interview

This interview is conducted at the beginning of the Diploma Program. The CAS coordinator/advisor ensures the student understands the requirements for CAS, explains the CAS learning outcomes, discusses the student's interests and ideas, and reviews the CAS stages.

Second Interview

This interview is normally held towards the end of the first year of the Diploma Program. The main purpose of the interview is to assess the progress of the student in CAS. Of real interest in this interview is that the students have committed to a range of CAS experiences and they are achieving the CAS learning outcomes. The student's CAS portfolio is used as a reference in this interview and reviewed for gathered evidence.

Third Interview

This is the summative interview for CAS and will occur in the late Spring of your senior year. In this interview the student outlines how they have achieved the learning outcomes for CAS. In addition, they discuss and evaluate their overall CAS program and reflect on personal growth. The student's CAS portfolio is used as reference in this interview.

CAS Portfolio

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS.

A CAS Portfolio includes evidence of...

- CAS experiences and reflections, including
 - achievement of the seven CAS learning outcomes
 - development of the IB learner profile
 - evidence and artifacts from the experiences
- CAS project planning and execution
- the three interviews with the CAS Coordinator

The portfolio is not formally assessed with a rubric, but it must be complete and include all of its requirements. (See Checklist of Requirements on Page 15.)

We will be using the online system ManageBac to create our CAS portfolios. In addition to having the opportunity to add information on your opportunities and reflect on your experiences, ManageBac allows you to upload photographs, links, videos, artwork, and other files to supplement your portfolio. Your portfolio can get creative!

Reflections

Reflections are a large part of your CAS Portfolio, and of the whole CAS program itself. We don't simply learn by doing – we learn by reflecting on what we've done! Also, being reflective is one attribute of the IB learner profile: “We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.”

Four elements of reflection:

- Describing what happened: Retell memorable moments, identify what was important or influential, what went well or what was difficult.
- Expressing feelings: articulate emotional responses to your experiences.
- Generating ideas: rethink or re-examine your choices and actions to increase awareness of situations and yourself.
- Asking questions: questions about people, processes, or issues prompt further thinking and ongoing inquiry.

Forms of Reflection

Reflection can appear in countless forms. Student reflection may be expressed through paragraphs, a dialogue, a poem, a comic strip, a dramatic performance, a letter, a photograph, a dance, or other forms of expression. CAS students should be able to identify forms of expression that have personal meaning and best enable them to explore their experiences. For example:

- A student might take photographs while hiking and use these to reflect in writing.
- Two students could compose a song describing how they helped children.
- A student might dramatize a poem to capture a feeling of creative endeavor.
- A student could produce a short video summarizing a CAS experience.
- A group of students create a poster highlighting aspects of a shared experience.

In addition to creative components, the CAS portfolio must include a certain number of traditional reflections (see checklist of requirements Page 15). **Reflections should not simply summarize the experience.** They should go beyond summary by also commenting on what was gained from the experience (aligned to the learning outcomes and learner profile), what challenges were confronted, what skills were mastered, what emotions were provoked, and/or what questions were raised?

A Poor Reflection Example:

“As one of my service experiences I wanted to help an elderly person. I went to a nursing home in my community and asked a nurse to find a person in need of help and willing to be helped. She directed me to the room 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. It was good to feel needed, and I hope that when I'm old and in a nursing home, someone will come help and visit me too.”

A Strong Reflection Example:

“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. At the assisted living facility where I volunteer once a month, I've spent a lot of time with Jane, who has Parkinson's disease and struggles with speech and the ability to use her hands. I know from the time we have spent together that she has so much to say and many interests, but is slowed and sometimes stopped by her illness.

In addition to this experience directly developing the caring side of me, it has taught me to be a better communicator. Being surrounded by my friends all day, I'm used to quick responses and easy, clear conversation. Because of her speech troubles, Jane has taught me to be a better listener, and to be less hurried in wanting an immediate response. I've begun to be more aware of nonverbal clues and body language to tell things about Jane. Therefore, this service experience has helped me to achieve Learning Outcome 2 and develop as a communicator to overcome the challenge I faced working with Jane.

In addition, my whole experience volunteering in an assisted living facility has encouraged me to really consider the ethical side of the aging process (Learning Outcome 7). As a society I feel there's an enormous focus on ensuring children are treated well and have everything that they need; at the other end of the age spectrum, however, often time the elderly are neglected or ignored – and they sometimes need just as much help as children. This experience has caused me to think about equity and that, when we make CAS decisions in regard to service, we should consider not only populations that have a need, but also populations that are often underserved.”

Checklist of Requirements

1) Introduction to CAS lesson

Your CAS Coordinator or advisor will go over this packet with you, including all of the CAS requirements.

Date of completion: _____

2) Initial Interview

Your CAS Coordinator or advisor will meet with you to ensure that you understand the program and to discuss initial interests and ideas. He/she will add notes from the interview in Managebac.

Date of completion: _____

3) CAS Portfolio (*minimum requirements*)

a) Three Creativity Experiences:

Remind yourself of what a creativity experience can be by re-reading Page 5. For each experience, create a reflection and upload related evidence. At least 1 of the 3 experiences should have a written reflection. The other can be a video, poem, drawing, etc.

Dates of completion: _____

b) Three Activity Experiences

Remind yourself of what an activity experience can be by re-reading Page 7. For each experience, create a reflection and upload related evidence. At least 1 of the 3 experiences should have a written reflection. The other can be a video, poem, drawing, etc.

Dates of completion: _____

c) Three Service Experiences

Remind yourself of what a service experience can be by re-reading Pages 8-10. For each experience, create a reflection and upload related evidence. At least 1 of the 3 experiences should have a written reflection. The other can be a video, poem, drawing, etc.

Dates of completion: _____

4) CAS Project

Remind yourself of what a CAS Project must include by re-reading Page 11. Upload your group's completed CAS Project Planning Form (see page 17) and any other evidence or artifacts.

Date of completion: _____

Create at least 2 reflections – one during the planning of your project and one after completion of your project. At least 1 of the 2 reflections should be written. The other can be a video, poem, drawing, etc.

Dates of completion for reflections and project: _____

All reflections and pieces of evidence are to be entered or uploaded into Managebac. Your CAS Coordinator or advisor will approve your entries. If a reflection does not meet the acceptable standard, the Coordinator or advisor will provide you with feedback and you will need to revise your reflection accordingly.

**All seven learning outcomes must be addressed (see Page 2) in your collection of reflections from your CAS experiences and the CAS project.*

Checklist of LOs:

LO1: ____; LO2: ____; LO3: ____; LO4: ____; LO5: ____; LO6: ____; LO7: ____

5) Second Interview

At the end of your junior year, your CAS Coordinator or advisor will meet with you to discuss your experiences and progress toward meeting all of the learning outcomes. At this point in the year, you should be at least 1/2 done your CAS requirements. He/she will document this interview.

Date of completion: _____

6) Third Interview

This last interview with your CAS Coordinator will occur in the middle of your senior year as CAS is wrapping up. It will serve as reflection on your entire CAS experience and chronicle your development and personal growth. He/she will document this interview.

Date of completion: _____

CAS action plan/timeline

Month	Junior Year	Senior Year
August	CAS introductory meetings, CAS handbooks given to students. Personal Profile completed. Assign CAS advisors.	Ongoing CAS participation, ideally once a week. Routinely updating CAS portfolio. Informal interview with CAS coordinator or advisor to update status and plan completion of remaining CAS requirements.
September	First formal interview with CAS coordinator or advisor. Students start their CAS portfolios (for now self-maintained until given ManageBac log in). Students joining school ongoing CAS projects, brainstorming new CAS projects.	Ongoing CAS participation, ideally once a week. Routinely updating CAS portfolio.
October-December	Ongoing CAS participation, ideally once a week. Routinely updating CAS portfolio. CAS project proposal should be submitted and approved by the end of December.	Ongoing CAS participation, ideally once a week. Routinely updating CAS portfolio.
January-March	Ongoing CAS participation, ideally once a week. Routinely updating CAS portfolio. Continued work on CAS project.	Ongoing CAS participation, ideally once a week. Routinely updating CAS portfolio. CAS project should be completed. CAS checklist should be complete.
April-May	Ongoing CAS participation, ideally once a week. Routinely updating CAS portfolio. Continued work on CAS project. Second formal interview with CAS coordinator or advisor. Should be around half way done with CAS requirements.	April: Final formal meeting with CAS coordinator or advisor, CAS portfolio complete, CAS showcase to demonstrate CAS experience over two years (date to be determined).
June-July	Ongoing CAS participation, ideally once a week. Routinely updating CAS portfolio. Continued work on CAS project.	

CAS Project Planning Form

Step 1: Proposal

Group Members' Names:

Approximate Starting Date of
Project: _____

Approximate Duration of
Project: _____

Project Description: What is your project idea? Be specific about what you want to do and achieve.

Learning Outcomes: Which of the seven learning outcomes will be addressed? Give a brief explanation of how the outcome(s) will be addressed.

Final Results: What do you hope to accomplish as the results of your work? What do you expect to learn?

Step 2: Get your proposal approved by your CAS Coordinator

CAS coordinator or advisor signature _____

Step 3: Plan your Project

5 Stages	Notes & Comments
<p>1. Investigation</p> <ul style="list-style-type: none"> • Identify each group member’s interests, skills and talents to be used • Identify areas for personal growth and development • Research to learn background information about your topic or issue • Determine a specific need that exists and you want to address • Are there any risks? If so what should be considered? 	
<p>2. Preparation</p> <ul style="list-style-type: none"> • Develop a plan of actions to be taken • Clarify each member’s roles and responsibilities • Identify required resources • Establish timelines • Acquire any skills as needed • Anticipate challenges • Provide logistical information → 	<p>Name of organization the project is organized with or for, if applicable:</p> <p>Contact person at organization, contact phone and email, if applicable:</p> <p>Teacher or other external supervisor, if applicable:</p> <p>Dates of CAS Project:</p> <p>Other Notes</p>

<p>3. Action</p> <ul style="list-style-type: none"> • Implement your idea or plan • Problem-solve and adjust as necessary • Collaborate and interact with each other and community members 	
<p>4. Reflection</p> <ul style="list-style-type: none"> • Brainstorm for your 2 reflections <ul style="list-style-type: none"> --1 during planning --1 after completion • Consider what learning outcomes you achieved and how you achieved them • Consider what learner profile traits you developed 	
<p>5. Demonstration</p> <ul style="list-style-type: none"> • Brainstorm how you will share your experience and what you learned with others • You will be sharing your experience with your CAS Coordinator in your interview, but consider how you can share it with peers and community members 	

CAS Experience Planning Form

This form should help in the process of determining if your proposed activity and plan is suitable for your CAS portfolio. This form is not formally required for all CAS experiences, but these are questions you should ask yourself when planning CAS experiences.

What is the activity you are proposing?

Is the activity a new role for me?

Is the activity a real task that I am going to undertake?

Does the activity have real consequences for other people and for me?

What do I hope to learn from this activity?

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?

Be sure to have the supervisor's email so that they can approve your experience.