



CAS HANDBOOK

Creativity, Activity, Service

(For students graduating in 2021 and thereafter)

SHINE UE SCHOOL

2021

IB Mission Statement

The International Baccalaureate Organization 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 IBO 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.

Shine Ue School Mission Statement

To provide students with a quality education based on the methods and experience of highly qualified teachers, cultivate citizens with the knowledge that meets international standards, can live independently, are humane and ethical, and respect Mongolian traditions.

IB Diploma CAS Coordinator

Name: Orgil Ulziidelger

Phone: +976 89894580

Email: orgil@shineue.edu.mn

Address: Shine Ue School, Sukhbaatar district, Khoroo 1, UNESCO Street-12, IB Office

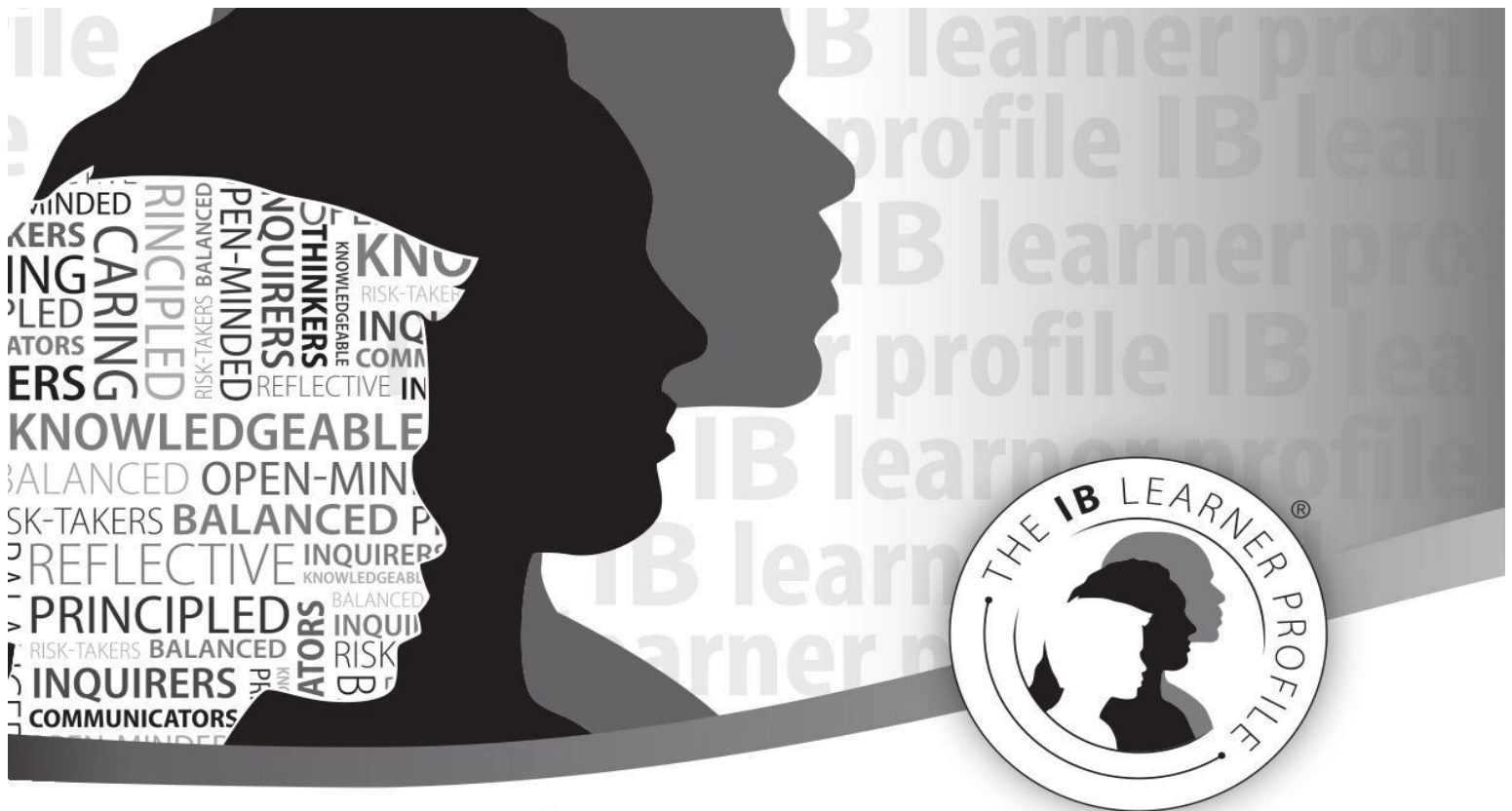
IB CAS Advisor

Name: Myadagmaa Mishigdorj

Phone: +976 99901195

Email: myadagmaa.m@shineue.edu.mn

Address: Shine Ue School, Sukhbaatar district, Khoroo 1, UNESCO Street-12, IB Office



IB learner 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.

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

© International Baccalaureate Organization 2013

International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®

Table of Contents

The nature of CAS	5
The three strands of CAS	6
The seven learning outcomes	9
The CAS stages	10
Reflection	11
The CAS project	14
Guiding questions	15
Sample CAS Experiences & Projects	16
The CAS portfolio	17
The CAS student's responsibility	18
Step-by-step guide to CAS	19
CAS Student Agreement Form	20
CAS Reporting Timelines	22
CAS Planning Form	25
CAS Project Form	28
A Student Checklist for CAS	30
CAS Portfolio Checklist	31
IB CAS Reflection Form	34
IB CAS Log Sheet	36
IB CAS Summative Reflection Form	38
CAS interviews: Introduction	39
Reference	48

The Nature of CAS

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

(Peterson 2003)

“CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students’ personal and interpersonal learning from the PYP (Primary Years Programme) and MYP (Middle Years Programme).

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

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

CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.” (Creativity, activity, service guide, 2017, p.8)

The three strands of CAS



- 1. According to the IB guidelines, CREATIVITY refers to “arts, and other experiences that involve creative thinking.”**

You may start a newspaper, make a film, choreograph a dance, direct or act in a theater piece, learn an instrument, study a new language, participate in a musical production, or teach younger students.

Remember that all your activities should have a very clear goal or outcome. Your CAS activity should push your boundaries and not just be a continuation of something that you have always done. For example, if you have been playing the guitar for the past five years, you could turn this into a CAS activity by deciding to learn a very difficult piece or trying a new style of playing that you've never played before. You could take part in a performance aimed at raising funds for a charity or give a presentation about guitar playing to younger students.

- 2. ACTIVITY refers to “physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.”**

You may participate in sports, dance, personal training, fund awareness raising events like sponsored distance running, go on an expedition, do some extreme sports like snow skiing and much more. Again, you should set yourself a very clear, well-defined objective that you aim to achieve. If your sport has always been individual, you could try a team game. If you

have gained certain skills, you could extend them into a CAS activity by coaching younger students and passing your knowledge on to others.

3. *SERVICE refers to “an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.”*

Serve your community by getting involved with an NGO, local or global community organization, or a social entrepreneurship project. The focus here is on doing things with others, and not only for others. As always, keep a clear goal of what it is that you aim to achieve through your service activity/project.

Creativity, activity, and service opportunities

The following are suggestions to help you think about the multitude of opportunities you could be involved in. You are encouraged to discuss additional organizations with your CAS coordinator if you are unsure about CAS experience requirements. Some organizations may cover multiple CAS strands.

Creativity

- ☐ Chess club
- ☐ Chorus
- ☐ Debate club
- ☐ School Magazine
- ☐ School podcast
- ☐ Instrument lessons (learning or teaching)- piano, violin, horse-headed fiddle, ukulele, guitar, traditional musical instruments etc
- ☐ Web page design for a group activity
- ☐ Photoshop program teaching
- ☐ Code writing
- ☐ Book translation
- ☐ Audio books for the blind
- ☐ Blog or movie writing

Activity

- ☐ Wrestling competitions
- ☐ Participation on an organized sports team
- ☐ Walking, running, hiking, biking with an organization

- ☐ Yoga, fitness lessons service
- ☐ Modern/classic dance lessons service
- ☐ Ballet dance lessons service
- ☐ Crochet
- ☐ Making jewelry and small ornaments
- ☐ Nail art
- ☐ Clay sculpture
- ☐ Plastic recycling
- ☐ Paper recycling
- ☐ Swimming (learning and teaching children with disabilities to swim)

Service

- ☐ Environmental clean-up
- ☐ Non-profit summer camp volunteer
- ☐ Hospital volunteer
- ☐ Local library volunteer
- ☐ Public library volunteer
- ☐ Retirement and elder care
- ☐ Tutoring at middle / elementary schools
- ☐ Planting trees
- ☐ Volunteering at dog shelter
- ☐ Harvesting vegetables like potatoes, carrots and cabbages
- ☐ Picking up/collecting the wild berries
- ☐ Volunteering at herders' home doing such as combing goats, milking cows, herding sheep and collecting animal droppings, cleaning the environment
- ☐ Street cleaning
- ☐ Renovation of the child protection room
- ☐ Book donation
- ☐ Warm clothes donation for orphanage children
- ☐ Teaching some subjects for orphanage children
- ☐ Volunteering at elders' home

The seven learning outcomes

According to the CAS guide all of your CAS activities must include at least three of the seven outcomes listed below. Please read the outcomes carefully and decide which ones apply to the project/activity you would like to start. Over the course of the two years of your IB Diploma all seven 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. Always refer to the outcomes and give specific examples of how you are achieving your outcomes when you write your midterm or final reflections.

1. STRENGTHS AND GROWTH. This means that your projects and activities should give you the chance to increase your awareness of your personal strengths and areas for growth. Think about what your strengths are. Are you a good communicator, organizer, learner, or leader?

2. CHALLENGE AND SKILLS. This means that your CAS activity should always be something which is a new challenge for you. *This doesn't mean that you must do something you don't like or are not interested in.* It means that you should think about what you are passionate about, what interests you, what you are already doing. Are you already involved in music, sports or art? Choose an activity or projects which give you the opportunity to experience and learn *new things*. Get out of your comfort zone. Try something totally different and unexpected.

3. INITIATIVE AND PLANNING. What do you choose to do for CAS should give you the opportunity to plan and initiate all or part of the activity or project? What role do you play in making your activity actually happen? What decisions will you make? How exactly are you going to make it happen?

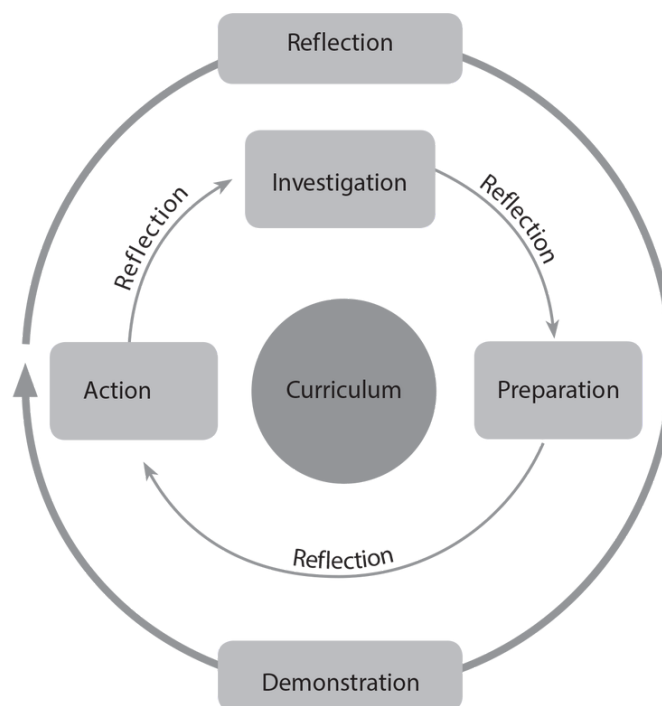
4. COLLABORATIVE SKILLS. This means that you should work collaboratively. *Be a part of a team, work with others!* Think about how your actions, attitudes and decisions will affect the whole group of people you are working with and plan and act accordingly. A team effort means better decision making and better understanding of the bigger picture.

5. COMMITMENT AND PERSEVERANCE. You should always show commitment and persevere.

6. GLOBAL ENGAGEMENT. You should do something that addresses a problem faced by people all over the world such as homelessness, poverty, discrimination, old age, pollution, disease, etc. What can you do here in Mongolia that will have implications for people everywhere? What can you do for our environment? Here are some topics to get you thinking: Human rights, animal rights, global warming, public health disparities, stormwater, etc.

7. **ETHICS OF CHOICES AND ACTIONS.** You should do something which gives you the opportunity to think about the ethical implications of your actions. We all may intuitively “know” what the right thing to do is, but knowing how to do it, or being able to think through long-term consequences are challenging and often stop us from action. What does it mean to be morally autonomous? How are your actions perceived by others? What are the short and long term effects of your actions on yourself, an individual’s, a group of people’s, or an entire community’s beliefs, social and economic status, health status, sustainability, freedom, safety, legal status, living standards and quality of life?

The CAS stages



According to CAS guide the CAS stages are as follows:

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, identify a 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 you learned and what you 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 solidify your understanding and evoke response from others.

Reflection

Elements of Reflection

“Reflection is a dynamic means for self-knowing, learning and decision- making. Four elements assist in the CAS reflective process.” (Creativity, activity, service guide, 2017, p.26)

The first two elements form the foundation of reflection:

- ☐ 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.

The following two elements add greater depth and expand perspectives:

- ☐ Generating ideas: rethinking or re-examining choices and actions increases awareness about self and situations.
- ☐ Asking questions: questions about people, processes or issues prompt further thinking and ongoing inquiry.

Understanding reflection One way to explain reflection is to clarify what it is and is not. A helpful way to initiate discussion of the reflective process is for students to collaborate with their peers and draw up their comparison tables. This chart shows examples of what students may list and discuss.

Reflection is:	Reflection is not:
<ul style="list-style-type: none"> • honest • personal • done in many different ways • sometimes difficult • sometimes easy • sometimes creative • building self-awareness • necessary for learning • what I did, combined with how I felt • surprising • helpful for planning • done alone or with others • about thoughts, feelings, and ideas • adding perspective. 	<ul style="list-style-type: none"> • forced • right or wrong • good or bad • marked or graded • difficult • copying what someone else said • predictable • to be judged by others • only a summary of what happened • done to please someone else • a waste of time • only written • only discussion • only led by teachers.

A CAS coordinator guides students in how to reflect by doing the following.

- Defining reflection: This can include clarifying what reflection is and is not, showing integral elements of reflection and giving examples.
- Modeling reflection: CAS coordinators can share ways they reflect. The emphasis is on providing examples of what reflection can look like and ways it can occur.
- Leading reflection: Engage students in diverse reflective practices catering to different learning styles.
- Sharing reflections: Current and past student reflections are shared (with the student's permission).
- Provoking reflection: Provide a series of questions, statements or experiences that elicit a thoughtful response.

Extending reflection

Having established an effective understanding of the four elements of reflection, develop higher order thinking skills by critically examining thoughts, feelings and actions, thereby synthesizing your learning. The theory of knowledge (TOK) course provides you with critical thinking skills to develop and extend your reflections. For example, during TOK you consider your emotions, ability to reason and how to use language.

You can be encouraged to move forward through deeper questions. For example:

What did I do? Could become:

- ☐ Why did I make this particular choice?
- ☐ How did this experience reflect my personal ideas and values?
- ☐ In what ways am I being challenged to think differently about myself and others?

How did I feel? Could become:

- ☐ How did I feel about the challenges?
- ☐ What choices might have resulted in different feelings and outcomes?

Following reflection, feedback from the CAS coordinator and/or adviser is beneficial and necessary. Feedback can take many forms such as part of an informal or formal discussion, as a written response to a blog posting, during group discussion or conversation. *You may also advise on your preferred method for feedback.*

Time for reflection

You are not expected to reflect on every CAS experience; you should identify moments worthy of reflection.

The preferred emphasis is for you to determine key moments during CAS experiences that inspire reflection. The following approaches may be helpful.

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.

Reflect during or at the end of a CAS experience or series of CAS experiences, to identify important moments, discuss a possible learning outcome, recognize personal growth and achievements, and plan for your next CAS experience.

Engage in group reflection with your peers to discover shared insights.

Reflect at the beginning, during, and at the end of a series of CAS experiences. This enables you to deliberate on such elements as planning, opportunities, expectations, challenges, progress, and personal growth.

Forms of reflection

Reflection can appear in countless forms. You should be able to identify forms of expression that have personal meaning and best enable you to explore your experiences. For example:

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

Your reflection may be expressed through a paragraph, a dialogue, a poem, a comic strip, a dramatic performance, a letter, a photograph, a dance, or other forms of expression. It is possible you may wish to keep certain reflections private. As such, it is recommended that you decide which reflections will be placed in your CAS portfolio. You should include reflections in your CAS portfolio that give evidence to achieving each of the seven CAS learning outcomes.

Deadline

All CAS requirements must be completed and turned into the CAS Coordinator on May 1st of the senior year. If May 1st falls on a non-school day, then the following school day is the deadline. Failure to meet this deadline may result in delays in the awarding of the diploma.

The CAS project

“A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. CAS students must be involved in at least one CAS project during their CAS programme.” (Creativity, activity, service guide, 2017, p.24)

A CAS project challenges you to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making. A CAS project involves collaboration between a group of students or with members of the wider community. A CAS project offers you the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities to enhance and integrate your personal interests, skills and talents into the planning and implementation of CAS projects. All CAS projects should use the CAS Stages as a framework for implementation to ensure that all requirements are met. A CAS project can address any single strand of CAS, or combine two or all three strands.

The following examples are provided to help generate further ideas without limiting the scope and

direction of a CAS project.

- *Creativity: A student group plans, designs and creates a collage.*
- *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, activity, and service: Students rehearse and perform a dance production for a community retirement home.*

A minimum of one month is recommended for a CAS project, from planning to completion. As expected throughout CAS, you should reflect on your CAS project experience.

Guiding questions

The following guiding questions may help you determine whether an intended experience/project qualifies as CAS:

1. Will this experience allow me to have a new role?
2. Is it a real task that I am going to undertake?
3. Does it have real consequences for other people and for me?
4. What do I hope to learn from getting involved?
5. How can this experience benefit other people?
6. What can I reflect on during this experience?
7. Who will be my adult supervisor?
8. Which strand(s) of CAS will this experience/project cover? _____ C _____ A _____ S
9. Which of the learning outcomes does this experience/project meet? _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7

Sample CAS Experiences & Projects

CAS and the Diploma Programme Students should be able to see connections between CAS and the various subject groups that they are studying in the Diploma Programme. Below are sample CAS experiences and projects and how they may be tied to the Diploma Programme groups:

Sample CAS Experience/Project		C	A	S
Group 1 (Language & Literature)	Producing audiobooks for the blind	*		*
Group 2 (Language Acquisition)	Provide language lessons to those in need	*		*
Group 3 (Individuals & Societies)	Record the oral histories of people living in an elderly residential facility	*		*
Group 4 (Sciences)	Form an astronomy club for younger students	*	*	*
Group 5 (Mathematics)	Maintain financial accounts for a local charity			*
Group 6 (The Arts)	Take dance lessons that lead to a theatrical performance	*	*	

**Additional Sample CAS Experiences & Projects*

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

The CAS portfolio

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

The CAS portfolio is used by students to plan their CAS programme, reflect on their CAS experiences and gather evidence of involvement in CAS; it is not formally assessed.” (Creativity, activity, service guide, 2017, p.30)

A successful CAS Portfolio must contain:

- ☐ Evidence of planning for CAS experiences
- ☐ Meaningful reflections on CAS experiences
- ☐ Evidence that the student has completed all seven Learning Outcomes

Documentation of the student’s CAS Project. The CAS Portfolio should be an ongoing project, and students should update their CAS Portfolio continually with reflections and evidence.

What form should my CAS Portfolio take?

There is no requirement as to what format you may use for your CAS Portfolio. Possible formats include weblogs, written journals (typed or handwritten), videos, Google Sites, or illustrated displays, etc.

The CAS portfolio is used to showcase your CAS experiences and project(s) and should be a source of pride for you. To highlight its significance, you could have the choice of how the CAS portfolio is assembled, what you include and how it is shared. Your individual learning style will dictate the type of portfolio that you use: digital, online, diary, journal, scrapbook or a blended approach. You are encouraged to explore the different options available to you.

The CAS student’s responsibilities

“Key to a student’s CAS programme is personal engagement, choice, and enjoyment of CAS experiences. Throughout the Diploma Programme students undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. They must also undertake at least one CAS project with a minimum duration of one month. Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. Using evidence from their CAS portfolio, students will demonstrate achievement of *the seven CAS learning outcomes* to the CAS coordinator’s satisfaction.” (Creativity, activity, service guide, 2017, p.13)

As a CAS student you are expected to:

- ☐ approach CAS with a proactive attitude
- ☐ develop a clear understanding of CAS expectations and the purpose of CAS
- ☐ explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- ☐ determine personal goals
- ☐ discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser
- ☐ understand and apply the CAS stages where appropriate, be sure to apply them when undertaking a CAS project
- ☐ take part in a variety of experiences, some of which are self-initiated, and at least one CAS project that extends over at least one month
- ☐ become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme, challenge yourself!
- ☐ maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
- ☐ understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- ☐ demonstrate accomplishments within your CAS project
- ☐ communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings
- ☐ ensure a suitable balance between creativity, activity and service in your CAS
- ☐ Improve writing and presenting skills in English
- ☐ Improve time management
- ☐ Build up their leadership and communication skills
- ☐ behave appropriately and ethically in your choices and behaviors.

Step-by-step guide to CAS

- ☐ Read the CAS Handbook and sign the **CAS Student Agreement (p.21)**
- ☐ Review the **CAS Reporting Timelines (p.23)**
- ☐ List your potential CAS experiences and project(s) on the **CAS Planning Form (p.25)**
- ☐ Meet with the CAS coordinator/adviser for initial interview (Term 1 of 11th Grade)
- ☐ Start CAS experiences listed in your CAS Planning Form and fill out the **IB CAS Log Sheet (p.34)** on a daily basis to keep track of your activities.
- ☐ Begin filling out your CAS Portfolio, keep track of what you are doing and collect artifacts that prove you participated in each CAS experience, put these artifacts in your portfolio.
- ☐ Write a reflection and fill out the IB **CAS Reflection Form (p.32)** at the end of each CAS experience.
- ☐ Meet with the CAS coordinator/adviser for interim interview (Term 1 of 12th Grade)
- ☐ Start planning a CAS project and fill out the **CAS Project Form (p.27)**
- ☐ Start CAS project.
- ☐ Write a reflection and fill out the IB **CAS Reflection Form (p.32)** at the end of your CAS project.
- ☐ Begin filling out the **A Student Checklist for CAS (p.29)** and evaluate against it.
- ☐ Fill out the **IB CAS Summative Reflection Form (p.35)**
- ☐ Review the **CAS Portfolio Checklist (p.31)** and make sure you meet the CAS Portfolio requirements.
- ☐ Meet with the CAS Coordinator/adviser for final interview 3 (Final term of the 12th Grade)
- ☐ Hand out your **CAS Portfolio** to the CAS coordinator/adviser.

SHINE UE SCHOOL

Unesco-12, Khoroo 1,
Sukhbaatar district, Ulaanbaatar 14220
Tel: 70128044
E-mail: info@shineue.edu.mn
Website: <http://www.shineue.edu.mn>



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

The CAS Student Agreement

I, _____ have read the Shine Ue School's CAS handbook for students and I understand that my CAS experiences:

- ☐ must be continuous and include a minimum of 18 months
- ☐ must continue through at least February of the senior year

I will:

- self-review at the beginning of my CAS experience and set personal goals for what I hope to achieve through my CAS programme
- plan, do and reflect (plan activities, carry them out and reflect on what I have learned)
- communicate with the CAS coordinator throughout the process over 18 months.
- discuss with the CAS coordinator my plans and progress at least monthly
- take part in a range of activities, including at least one project involving teamwork, some of which I initiated
- keep records of my activities and achievements
- show evidence of achievement of the seven CAS learning outcomes.

My CAS activities should involve:

- more than volunteering
- real, purposeful activities, with significant outcomes
- a personal challenge – tasks must extend me and be achievable in scope
- thoughtful planning, reviewing of progress and reporting
- reflection on outcomes and personal learning.

I understand that usually Shine Ue School does not sponsor activities but provides me with guidance, direction, and support.

In case if I will choose the CAS activity which is not sponsored by the school it becomes my and my parent's responsibility to schedule events and transportation to and from these events. My parents will take all legal responsibility for my safety.

I wouldn't have any claims for damages and compensations to Shine Ue School in case of injuries

or any mishap in connection with my participation in CAS activity within or outside school premises.
In the event of illness or accident I give permission for first aid to be administered.

I also hereby give my permission for my photograph to be taken for records or internal school education purposes.

I sign this agreement stating that I, the student, understand the requirements of CAS and will be actively involved in monitoring my progress in meeting the CAS requirements.

Your name

Date

Your signature

Mobile number

Your email address

Your Coordinator's name and signature



CAS REPORTING TIMELINES

Year and phase	Expectations	Student requirements	Evidence
DP year 1 Term 1	CAS planning and completion of proposal	Students discuss proposals with CAS coordinator/adviser and parents.	Proposal approved and signed by student, parents and CAS coordinator/adviser
DP year 1 End of term 1	CAS experiences begun	Students have engaged in CAS experiences.	Completion of reflections and gathering of evidence
	CAS reporting	Based on the meetings of weekly basis	Progress comment on term 1 academic report
DP year 1 End of term 2	Ongoing CAS experiences	Students show evidence of planning and progress on the project.	Completion of reflections and gathering of evidence
	Some CAS experiences completed	Some CAS experiences are finalized, including reflections, evidence and supervisor reports if available.	Completion of reflections and gathering of evidence
	CAS reporting	Students take the initial interview with the CAS coordinator/adviser to discuss progress. Coordinator/adviser and student complete CAS checklist.	Progress comment on semester 1 academic report
DP year 1 End of term	Project under way	Students show evidence of planning and progress on the project.	Completion of reflections and gathering of evidence

	Further CAS experiences completed	Further CAS experiences are finalized, including reflections, evidence and supervisor reports if available.	Completion of reflections and gathering of evidence
	CAS reporting	Students take the interim interview with the CAS coordinator/adviser to discuss progress. Coordinator/adviser and student complete CAS checklist.	Progress comment on final term of the year academic report; letter home to parents if unsatisfactory
DP year 2 End of term 1	Project completed	Project is finalized, including reflections, evidence and supervisor report if available.	Completion of reflections and gathering of evidence
DP year 2 End of term 2	Project and most CAS experiences completed; progress evident on final CAS experiences	Project and most CAS experiences are finalized. Significant progress on remaining CAS experiences is evident.	Progress comment on semester 1 term 1 academic report; letter home to parents if unsatisfactory
DP year 2 in term 3	Final CAS experiences and projects completed	CAS experiences and projects are finalized, including reflections, evidence and supervisor reports if available.	Completion of reflections and gathering of evidence
	Final CAS reporting	Students take the final interview with the CAS coordinator/adviser to discuss progress. Coordinator/adviser and student complete CAS checklist. CAS adviser reports on CAS completion.	Completion comment on semester 1 academic report; letter to parents if unsatisfactory

<p>DP year 2 End of the final term</p>	<p>Official CAS sign-off</p>	<p>CAS project and all CAS experiences are complete, including: all reflections, all evidence and supervisor reports where available.</p> <p>Note: CAS coordinator/adviser signs off CAS portfolio using the CAS checklist. The CAS coordinator compiles a list of students whose portfolios are unsatisfactory and follows up until complete.</p>	<p>Completion of reflections and gathering of evidence; letter home to parents again if student CAS portfolio is unsatisfactory, with warning about IB Diploma now being “at risk”.</p>
---	------------------------------	--	---

SHINE UE SCHOOL

Unesco-12, Khoroo 1, Sukhbaatar district, Ulaanbaatar 14220

Tel: 70128044; 328044

E-mail: info@shineue.edu.mn

Website: <http://www.shineue.edu.mn>



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

The CAS Planning Form

Candidate name: _____

Year of Graduation:

CAS activities should continue over 18 months; occur for a minimum of 2 hrs. per week.

- An activity must be a sustained activity over 4 months.
- One experience must involve all three areas of CAS.
- CAS activities must have a balance of C, A, and S.
- One experience must be a self-initiated project.

**Please complete an Academic Resume and attach it to this form.*

No	Name of Activity	Date(s) of Activity	Category (C, A, S)	Duration of Activity /Number of Anticipated Hours/	Learning Outcome(s) to be met (#)	Nature/Location of Evidence (blog, email, photo)

SHINE UE SCHOOL

Unesco street-12, Khoroo 1, Sukhbaatar district, Ulaanbaatar 14220

Tel: 70128044; 328044

E-mail: info@shineue.edu.mnWebsite: <http://www.shineue.edu.mn>

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

CAS Project Form

Student project leader(s)	
Members	
Title of project	
Focus of project	
How we are following the CAS stages	For each CAS stage, describe either what has been done or what you plan to do.
• Investigation	
• Preparation	
• Action	
• Reflection	
• 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 required?	Yes/No	Risk assessment completed?	Yes/No
Student signatures			
CAS supervisor/adviser signature/date			
Principal signature (if required)/date			

Name of student:

SHINE UE SCHOOL

Unesco street-12, Khoroo 1, Sukhbaatar district, Ulaanbaatar 14220

Tel: 70128044; 328044

E-mail: info@shineue.edu.mn

Website: <http://www.shineue.edu.mn>



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

A STUDENT CHECKLIST FOR CAS

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

My CAS programme	Y/N?	Notes & Date
Evidence of planning of a CAS programme		
Regular commitment over at least 18 months to CAS		
Understanding and ability to use the CAS stages when planning CAS experiences		
Balance between creativity, activity and service		
At least one planned project undertaken over at least one month		
Evidence of achieving all seven learning outcomes		
Evidence of identification of strengths and areas for personal growth (LO1)		
Evidence of undertaking new challenges and developing new skills in the process (LO2)		
Evidence of initiating and planning a CAS experience (LO3)		

Evidence of commitment and perseverance in CAS experiences (LO4)		
Evidence of demonstrating the skills and recognizing the benefits of working collaboratively (LO5)		
Evidence of engagement with issues of global significance (LO6)		
Evidence of recognizing and considering the ethics of choices and actions (LO7)		
Reflections completed on significant CAS experiences		
Supervisor reports supplied where necessary		
CAS interview 1 completed		
CAS interview 2 completed		
CAS interview 3 completed		
CAS portfolio completed		

Name of student:

SHINE UE SCHOOL

Unesco-12, Khoroo 1,
Sukhbaatar district, Ulaanbaatar 14220
Tel: 70128044; 328044
E-mail: info@shineue.edu.mn
Website: <http://www.shineue.edu.mn>



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

CAS Portfolio Checklist

The CAS portfolio is a requirement of the IB Diploma Programme, but it is increasingly becoming a document that is used beyond its originally intended purpose. Many students are using the CAS portfolio as a presentation document for proof of past performance and future job placements.

Your completed **CAS program** must include:

- ☐ a separate CAS Planner for each one of the three components: Creativity, Action and Service
- ☐ a balanced program – devote 2 to 3 hours each week in years DP1 and DP2
- ☐ a separate CAS Diary and CAS Reflection Form for each activity undertaken
- ☐ new challenges or extensions to familiar activities
- ☐ evidence of planning in collaboration with others on at least one project
- ☐ an activity that integrates two of the three program components: Creativity, Action and Service (state how this activity crosses over 2 of the CAS components)
- ☐ an activity engaging issues of global importance
- ☐ some evidence of thinking about ethical issues
- ☐ some evidence of development of new skills
- ☐ thoughtful reflections on your experiences
- ☐ a CAS Summary Log that lists each of your CAS activities and the outcomes achieved in each activity
- ☐ a CAS Summative Reflection Form that describes your participation in the CAS program including: 1) personal development 2) benefits to others 3) how you have achieved each of the seven required learning outcomes using specific examples from your personal CAS experience

Your **CAS Portfolio** will:

- ☐ be presented in a business like fashion
- ☐ be in booklet form
- ☐ be bound with a clear plastic front covering through which can be seen an attractive title page on which your name is clearly indicated
- ☐ use dividers to create and identify 5 sections (Introduction, Creativity, Action, Service, Summary)
- ☐ have all required signatures complete (CAS Coordinator/Adviser, Project/Activity Leaders)
- ☐ be neatly typed
- ☐ be assessed as a presentation document

- ❑ be completed in all aspects (refer to CAS forms)
- ❑ be handed in to the IB Coordinator by May 1 of your DP2 year

As you are aware, marks will be deducted if you have not completed the CAS portfolio in the manner as described above, and your final grade will be adjusted accordingly.

SHINE UE SCHOOL

Unesco-12, Khoroo 1, Sukhbaatar district, Ulaanbaatar 14220

Tel: 70128044; 328044

E-mail: info@shineue.edu.mn

Website: <http://www.shineue.edu.mn>



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

IB CAS Reflection Form

Candidate name: _____

Year of Graduation: _____

Name of Activity: _____

Date the activity began: _____

Date the activity ended: _____

Total # of hours: _____. Here: _____ hours of creativity, _____ hours of action, _____ hours of service.

What did you do during this activity?

Directions: Please place a check (✓) by each of the learning outcomes you achieved during this activity and use the box to the right of the check to explain how this learning outcome was achieved. (Not all learning outcomes will be achieved for each activity.)

CAS Learning Outcomes	Achieved	Explain how the learning outcome was achieved through this activity.
Identify your own strengths and develop areas for growth.		
Demonstrate that challenges have been undertaken, developing new skills in the process.		
Demonstrate how to initiate and plan a CAS experience.		
Show commitment to and perseverance in CAS experiences.		
Demonstrate the skills and recognize the benefits of working collaboratively.		
Demonstrate engagement with issues of global significance.		
Recognize and consider the ethics of choices and actions.		

Candidate's Signature: _____

Date: _____

Parent's Signature: _____

Date: _____

SHINE UE SCHOOL

Unesco-12, Khoroo 1,
Sukhbaatar district, Ulaanbaatar 14220
Tel: 70128044; 328044
E-mail: info@shineue.edu.mn
Website: <http://www.shineue.edu.mn>



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

IB CAS Log Sheet**Candidate name:** _____**Year of Graduation:** _____

Directions: IB requires that you show evidence of participation in your CAS activities. You can replace this sheet with other forms of documentation to verify your CAS activities.

Name of Activity: _____

Dates	# of hours	Summary	Initials of supervisor

SUPERVISOR EVALUATION: It is to the best of my knowledge that the candidate has completed the form above with honesty. My signature is verification that the candidate has completed the number of hours listed below.

Punctuality and attendance: _____

Effort and commitment: _____

Further comments: _____

Supervisor's Name (print): _____

Phone Number: _____

Title of Supervisor: _____

Total Number of Hours: _____

Supervisor's Signature: _____

Date: _____

CAS interviews: Introduction

This section includes documents that can assist CAS coordinators and advisers with each of the three CAS interviews.

CAS interviews are important in the CAS process and serve as a means of:

- checking and reinforcing student understanding of CAS
- assisting students to consider whether they are enjoying CAS and maximizing the opportunities and possibilities of CAS
- ensuring students know about available resources to support them in CAS
- giving students an opportunity to reflect upon their CAS experiences to date
- inviting students to show evidence of achieving CAS learning outcomes
- allowing students to discuss CAS successes and ways of meeting challenges
- reviewing and monitoring student progress.

A CAS interview allows the student and interviewer to pursue topics in more depth than possible with a recorded or written reflection. The interviews also allow for meaningful feedback to occur, which is critical for the learner.

Aside from the three scheduled interviews (one at the beginning of DP year 1, one in the later stages of DP year 1, and one in the final stages of DP year 2), informal discussions can be held with students throughout the programme. Such informal discussions can provide CAS coordinators and CAS advisers with an opportunity to support students in their CAS efforts and be aware of any common challenges among students or identify skills that may be lacking. This can lead to providing targeted information or resources. In most schools, the CAS coordinator/advisers meet regularly with a CAS group weekly, bi-weekly or monthly. This allows students to have continued and reliable support from the CAS coordinator/advisers and for collaboration with their peers.

For all CAS discussions, including the three interviews, consider the importance of establishing and growing trust between the student and interviewer. If students sense the interview is a form of interrogation, they are likely to be less forthcoming. The aim is for a relaxed atmosphere so the exchange is friendly and encouraging.

As indicated in the *CAS guide*, the CAS coordinator/adviser is required to take notes from the three formal interviews that are shared with the student and stored for later reference. These notes can include evidence of achievement in the learning outcomes, any concerns, recommendations for planning, highlights of the student's programme to date, and advice for future planning and participation. In this way the interviews can serve as a review for the student of both the short- and long-term process and highlights of their CAS journey.

First CAS interview

There is a minimum of three scheduled CAS interviews during a student's DP. Ideally, the first interview is scheduled during the very early stages of the DP. Prior to this interview, be certain that students have attended a CAS orientation and have access to relevant information. Students may also have attended one or more group sessions that review key elements of CAS, so they have an established understanding and look forward to their CAS programme.

Be sure to review some of the "Teaching strategies" chapters in the TSM for suggestions of diverse ways to introduce CAS in engaging and dynamic ways that inspire students. When these are done prior to the first interview, students may come to the first interview prepared, for example, by knowing their interests, being familiar with the learning outcomes or having several ideas that show they are approaching their CAS programme with meaning and purpose.

The purpose of the first interview is to:

- gauge the student's understanding of CAS
- find out the interests of the student
- discuss the student's plans for CAS experiences
- review the learning outcomes of CAS, ensuring his or her understanding and seeing how the student might achieve these outcomes
- ensure the student is aware of ways to gather evidence of CAS.

Questions are offered for each of these discussion topics as examples. Please adjust and adapt them for what is meaningful for your CAS students and their CAS programme.

Understanding

Students need to have a firm understanding of the CAS programme and the many opportunities available. If the word "requirements" is over-emphasized, students may be preoccupied with checking items off a list when they are done. School has many requirements; however, what is most important in CAS is the level of involvement and personal commitment. How students regard the programme will deeply influence how they participate.

Questions to ask

Do you have any questions or concerns about CAS?

Which aspect of the programme excites you the most? Which aspect seems most challenging?

What do you most hope to achieve from CAS?

How do you think your CAS programme will enable you to grow? How do these areas of growth apply to the attributes of the IB learner profile?

What have you learned about the CAS stages, and how can the stages help you in CAS?

How will you plan for an equal distribution of CAS strands across your CAS experiences?

What organizational and time-management strategies do you have in place to ensure that CAS remains an ongoing focus of your IB journey?

Your school's CAS handbook can be the primary reference for the student; any basic questions should be answered through the CAS handbook. However, let students know they can always approach the CAS coordinator or advisers to assist with their understanding.

Student interests

Ensuring that students have identified areas of interest is important for determining their CAS experiences. The questions below may assist the student in identifying their interests, which leads to knowing what they would like to do for CAS.

Note: A document available on this TSM, "Teaching strategy: Creating a personal profile", is designed to assist with this key understanding.

Questions to ask

What are your main interests? How can you incorporate these interests into your CAS programme?

What do you enjoy doing after school? Could this be part of any CAS experience?

What are your personal goals? How could they be achieved through CAS?

What do you expect to gain from CAS? What do you hope to accomplish?

How can you advance your skills and talents through CAS?

What school, community or other groups or teams are you already involved in?

Have you had any previous experiences that you would view as CAS?

How could something you do currently (for example, swimming) be made into a CAS experience with new opportunities to add skills and meet challenges?

What do you think your role could be in effecting change for the better?

What issues of local significance concern you most? How could you address these in your CAS programme?

How do these local issues also have global significance?

Student plans for CAS

Students may arrive at their first interview with different levels of preparation regarding their plans. If you want students to have a prepared outline of their CAS programme, advise them with ample time before the interview. Alternatively, use this first interview to help them create a basic outline, mind map or plan.

Questions to ask

What would you enjoy doing for creativity? Activity? Service?

Have you made any plans for creativity? Activity? Service? For each, what are you hoping to learn or do you have skills you want to develop?

Have you researched any groups that you could become involved in for any of the CAS strands? What are you doing to expand your options?

What ideas do you have for a CAS project? Are these ideas worth developing for a month or more? What additional ideas do you have or backup plans if this is not viable?

Who will you work with for your CAS project?

CAS learning outcomes

Review the learning outcomes and ensure that students understand each one. For a group session on the learning outcomes, refer to this TSM under “Teaching strategy: Understanding learning outcomes”.

Questions to ask

How would you summarize these learning outcomes?

Can you summarize each of these learning outcomes in your own words?

From the plans you already have, do you see any opportunities that may be helpful in meeting these learning outcomes?

What learning outcome appears as something you will easily do?

What learning outcome might present a significant challenge?

What learning outcome might you address in the first six months of your CAS programme?

Evidence of CAS

Part of the students' responsibility is to provide evidence that they have met the CAS learning outcomes through their accumulated experiences, have balanced their time in creativity, activity and service and have completed at least one project. How will they provide this evidence? This is important to discuss during the first interview.

Questions to ask

Have you thought of how you will keep evidence (and the types of evidence) that you are engaging with CAS and are meeting the CAS outcomes?

How often do you plan to use your CAS portfolio?

How will you reflect on your CAS experiences? Are there any preferred ways you like to reflect? (Note: The student may require suggestions or examples to develop a more diverse approach to reflection.)

How can you keep track of your plans and meet the learning outcomes through your portfolio?

Second CAS interview

The second CAS interview offers an opportunity to find out whether students perceive CAS as enjoyable and as an opportunity to grow, expand and participate in a variety of worthwhile experiences. Further, it may be used to verify that the students understand CAS requirements, such as having a balanced commitment to the three strands of creativity, activity and service, and have carefully considered how they will achieve the CAS learning outcomes. The students can confirm progress with the CAS project, whether it is under way or will soon be started, and describe their personal involvement, roles and responsibilities in this project.

This interview is also a good time to review evidence of the students' CAS programme as recorded in their portfolios. The CAS coordinator/adviser also provides general feedback on selected reflections and how the students' experiences relate to the learning outcomes, which can lead to revisiting diverse ways to approach meaningful reflection that, in turn, leads to depth of understanding.

The purpose of the second interview is to:

- discuss advancements in the student's engagement with CAS
- provide oversight regarding the student's progress towards fulfilling CAS requirements
- discuss collection of CAS evidence
- provide the opportunity for the student to reflect verbally on his or her CAS involvement.

The following notes and suggestions for questions may assist CAS coordinators/advisers.

General advancements

This interview is the opportunity to remind students that CAS is meant to be enjoyable and beneficial to themselves and others with whom they are engaging. Refer to the CAS handbook as needed to clarify misunderstandings and provide examples of CAS experiences; this also models how to use the resource. Be sure to reference the CAS stages to reinforce understanding and application during the students' continuing CAS experiences and CAS project. As always, the interview allows for general feedback on CAS efforts and participation.

Questions to ask

What has been most enjoyable and beneficial for you thus far in CAS?

What has been a highlight of creativity? Activity? Service?

What do you hope to achieve most from CAS? How can you do this?

When have you investigated, prepared and taken action so far in creativity, activity and/or service, or with your CAS project?

What have you developed for your CAS project—your goals, who are you collaborating with, whether the project involves creativity, activity and/or service, your roles and responsibilities, and your progress to date?

CAS programme

Students by now fully understand their responsibility towards completing CAS, so specific aspects can be reviewed. If an area appears most challenging, support can be discussed to move the student forward.

Questions to ask

What have been the biggest challenges for your CAS involvement, and how have you overcome them?

What difficulty has been hardest to overcome? Where might you need support at this time?

Have you ensured an equal balance across the three CAS strands? If not, how will you rectify this?

Evidence of CAS

Students need to be engaged in CAS for a period of at least 18 months from the start of the DP. Apart from verbal discussions, students are responsible for showing evidence of their participation in CAS through their CAS portfolio. Evidence can take many forms including, but not limited to,

reflections and other forms of documentation such as photos, files, and planning documents, emails, meeting minutes, certificates, videos, art, music and journals.

Questions to ask

What have you learned from your involvement in CAS?

How have you used reflection to gain insights or understandings?

In what ways have you especially enjoyed and learned from reflecting?

Do some of your reflections include the four elements—what happened, how you feel, ideas and questions?

Can you describe a situation where reflection happened very naturally and easily? Did you have a guided reflection opportunity that was helpful?

Does your collected CAS evidence show ongoing CAS involvement? Are there ways in which this could improve?

In what ways have your CAS experiences, including your project, assisted you in achieving one or more learning outcomes?

Verbal reflection

Ensure time for a verbal interchange that allows the student to reflect on what has occurred and what has been accomplished. Do take notes for the student, and review them as the interview concludes.

Discussion prompts

Outline a skill that you have strengthened or developed from engaging in a CAS experience.

Explain something that has happened in CAS that provoked some strong emotions (“I was really excited when ...”; “I was sad when ...”; “I was really happy when ...”).

Choose a learning outcome and discuss your evidence of achieving it, and what stands out as most significant and memorable.

Five years from now, describe what is likely to stand out as a highlight from CAS.

Third CAS interview

The summative interview for CAS is best scheduled near the end of the DP. The emphasis for this interview is for students to outline how they have achieved the CAS learning outcomes in addition to discussing their overall CAS programme. Moreover, the students can be guided to reflect on

personal growth from multiple perspectives including enjoyment, personal awareness and development, achievements and challenges, larger understandings about the world around them, and how this experience might impact future choices and actions. This can lead to self-evaluation regarding what has been beneficial that may truly lead to lifelong integration of creativity, activity and service.

Several sets of questions are presented to consider. Always modify or use questions best suited for your student.

CAS programme

Questions to ask

What did you most enjoy about CAS?

Did you manage to reach your goals?

What was your greatest challenge in CAS? How did you overcome this?

What have you achieved through CAS?

What have you learned about balancing your time with your choices and commitments?

How did knowing the CAS stages assist you? Where else can you apply these CAS stages in future learning or in life in general?

How do you already apply what you have learned from CAS in your daily life? How can this continue as you make future choices?

Looking ahead, have any new goals emanated from your CAS programme?

How did you integrate the three CAS strands in your overall programme?

Describe your CAS project: how you planned, who collaborated, your roles and responsibilities and the results of your collaboration. How were your expectations met or exceeded?

Evidence from CAS

Questions to ask

What has the role of reflection been in your whole CAS programme? Describe any way your experience with reflection has been helpful and memorable.

How could you use something similar to a CAS portfolio in future endeavours?

In what ways has the process of reflection and collecting evidence of your CAS experiences helped you develop the attributes of the IB learner profile? What would you do differently?

CAS learning outcomes

Questions to ask

How did you improve and develop your planning skills?

What did you learn about yourself and others?

What have you learned through working in collaboration with others?

What abilities and skills did you develop most significantly in CAS?

Did CAS help you to consider issues of global importance? How?

Which learning outcome did you find most easy to achieve? Most difficult to achieve?

What qualities did you discover and develop? What areas for growth were evident?

What challenges did you face, and how did you overcome them?

Closing

Questions to ask

What could be improved about the way CAS is organized in school?

What advice do you have for upcoming CAS students regarding making CAS enjoyable, sustained over time and meaningful?

Five years from now, what will you remember most about your CAS programme?

References

1. Terbish, K. CAS Handbook for students graduating in 2019 and thereafter (2019). Retrieved February 25, 2021, from <https://drive.google.com/file/d/18BX7VrSNdrLP6bwsYDVRuFMqBoekC-nR/view?usp=sharing>
2. N/A, Google Search. (2021). IB CAS Log Sheet. Retrieved February 25, 2021, from <https://dcps.duvalschools.org/cms/lib/FL01903657/Centricity/Domain/2387/CAS%20Forms.pdf>
3. Green Lake High School. (2021). IB CAS planning form. Retrieved February 25, 2021, from <https://www.greenlakeschool.com/IB%20CAS%20Planning%20Form.pdf>
4. The CAS strands. Retrieved February 24, 2021, from https://www.google.com/search?q=cas%2Bstages%2Bimage&client=ms-android-samsung-gi-rev1&prmd=ivn&sxsrf=ALeKk00QArmonnkL6-o0OV2jLBJTzrWNQ%3A1614128207191&source=lnms&tbn=isch&sa=X&ved=2ahUKEwj_r_KSTqIHvAhWnw4sBHVv8CR0Q_AUoAXoECA0QAQ&biw=360&bih=512&dpr=1.5#imgsrc=ulc3aOdvdQseWM
5. Programme resource centre (2021) & Creativity, activity, service teacher support material (2017). "A student checklist for CAS". Retrieved February 23, 2021, from https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_0_casxx_tsm_1504_2_e&part=2&chapter=7
6. Programme resource centre (2021) & Creativity, activity, service teacher support material (2017). "CAS project form". Retrieved February 23, 2021, from https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_0_casxx_tsm_1504_2_e&part=2&chapter=11
7. Google search (2020). "CAS portfolio checklist". Retrieved February 24, 2021, from <http://chc.wrdsb.ca/files/2014/08/CAS-Portfolio-Checklist.doc>
8. Google search. (2021, February 24). "CAS stages image". Retrieved February 24, 2021, from https://www.google.com/search?q=CAS%2Bexperiences&client=ms-android-samsung-gi-rev1&prmd=ivn&sxsrf=ALeKk03S0svsoLYk5Nhn_ZUxrlf9ai8IXg%3A1614127816337&source=lnms&tbn=isch&sa=X&ved=2ahUKEwjWhPXYpoHvAhV5xIsBHf-BBNUQ_AUoAXoECA4QAQ&biw=360&bih=512#imgsrc=-zldwMX3K3cJcM
9. N/A. (2021). Creativity, activity, service teacher support material, CAS interviews. Retrieved February 26, 2021, from https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_0_casxx_tsm_1504_2_e&part=2&chapter=2