



CAS HANDBOOK

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

Session-2021-2023

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"The best way to find yourself is to lose yourself in the service of others."

-Mahatma Gandhi

IB DIPLOMA PROGRAMME

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



Figure 1

Diploma Programme Curriculum model

"You are what you do, not what you say you'll do."

-C.G.Jung

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The Nature of CAS

“...if you believe in something, you must not just think or talk or write, but must act.”
(Peterson 2003)

As a shining beacon of our values, 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**.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualized according to student interests, skills, values and background.

International Baccalaureate Mission Statement

- The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.
- These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

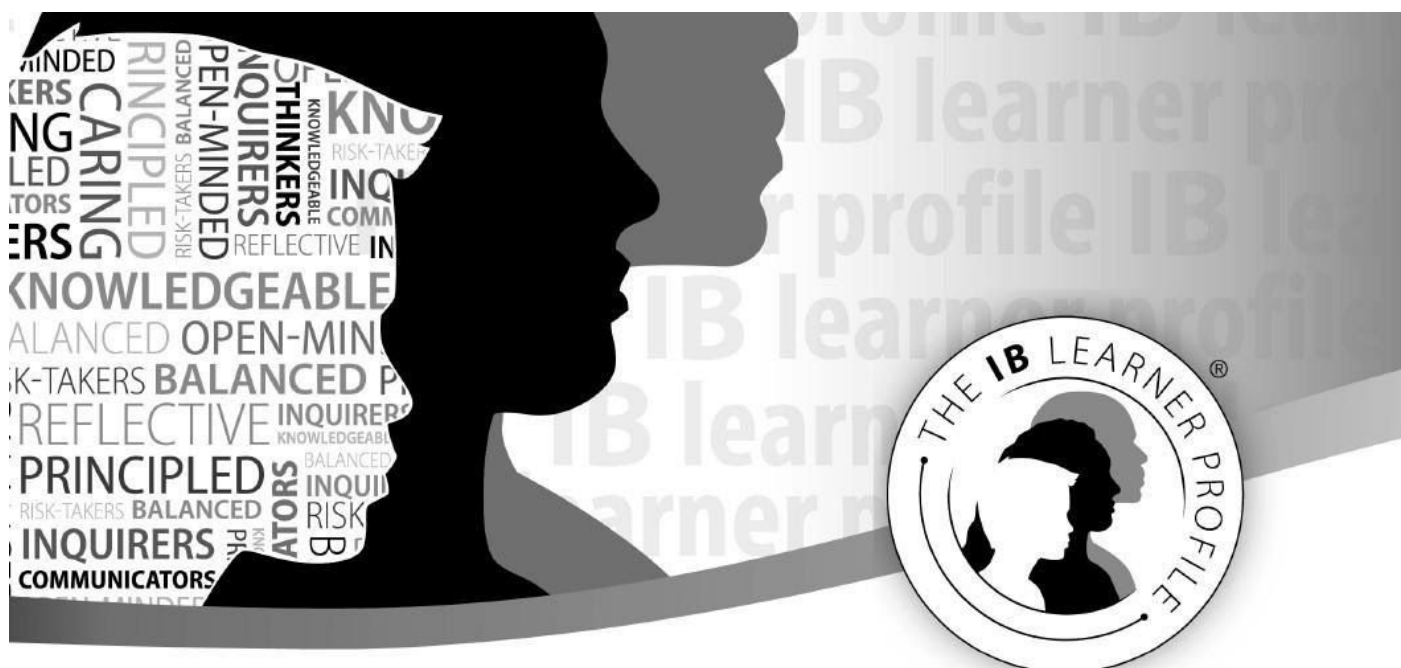
GDGWS Mission Statement

In a safe, peaceful, disciplined and intellectually -challenging environment, all GDGWS students shall have ample opportunity to:

- Fulfil their academic, cultural, sporting and social potential
- Acquire skills of curiosity, collaboration, reflection, integrity, self-discipline, diligence and independence
- Maintain openness of mind, dignity of conduct and mutual respect in the face of racial, economic, cultural, religious and linguistic diversity.
- Develop socially responsible and responsive global citizens.

“We make a living by what we get, but we make a life by what we give”.
- Winston Churchill

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.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

CAS and the Diploma Programme

CAS experiences can be associated with each of the subject groups of the Diploma Programme. This will provide students with relevance in both their subject learning and their CAS learning through purposeful discussion and real experiences. It will motivate and challenge the students, strengthen subject understanding and knowledge, and allow students to enjoy different approaches to their subjects.

Each subject group of the Diploma Programme can contribute towards CAS. The examples below are suggestions only; teachers and students can create their own authentic connections where possible.

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

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

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

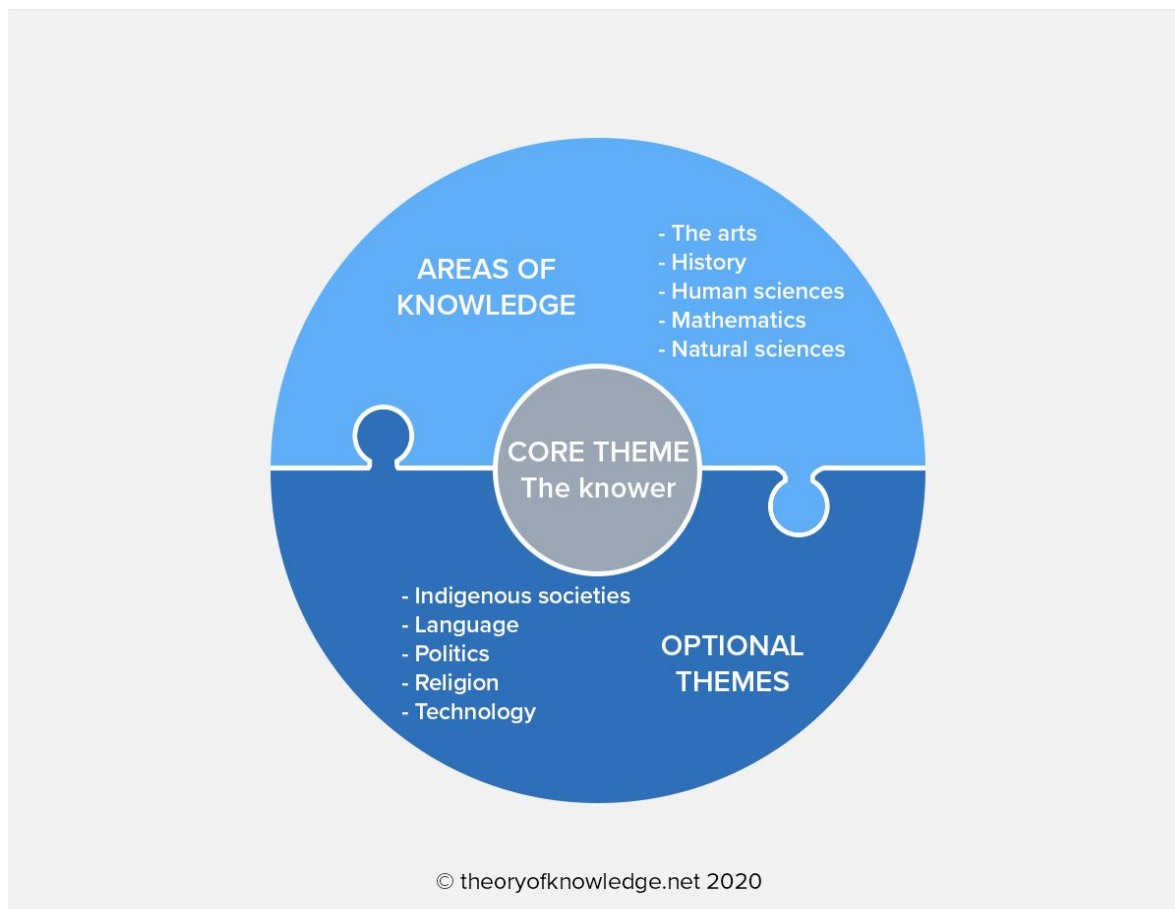
Group 4 students could form an astronomy club for younger students, help maintain a nature reserve or promote physical participation in “walk to school” groups.

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

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

CAS and TOK

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



- Both CAS and TOK expect experience to be followed by reflection, but of a different kind and scope.
 - In CAS, student reflection is focused on their own learning:
 - What did I learn? •
 - How can I generalize this to other situations I might meet?
 - In TOK, reflection is focused at a higher level of generality on the knowledge students have gained. It asks how knowledge gained through personal experience compares with knowledge gained from others:
 - How reliable is it as knowledge?
 - How does it affect my other knowledge?
 - Does it carry implications for future attitudes and actions?
 - Does it use different ways of knowing (sense perception, emotion, reason, language) or perhaps the same way differently?
- In both CAS and TOK, students reflect on their beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives.

Use of AOK to connect the seven learning outcomes in CAS to your TOK skills: For e.g. apply to Learning outcome 1 as shown below:

How have you increased your awareness to identify your own strengths and develop areas for growth?

(You are able to see yourself as an individual with various skills and abilities, some more developed than others, and understand that you can make choices about how you wish to move forward.)

Reflection Question- Which AOK applies to this and give a CAS example.

Ethics in TOK

CAS helps students to “recognize and consider the ethics of choices and actions” (learning outcome 7), in accordance with the ethical principles stated in the IB mission statement and the IB learner profile. This involves exploring values, attitudes and behaviours as students undertake enterprises with significant outcomes. Various ethical issues will arise naturally in the course of CAS experiences, and may be seen as challenges to a student’s preconceived ideas and instinctive responses or ways of behaving. As a result, students grow in their awareness of the consequences of choices and actions in planning and carrying out CAS experiences. Increased ethical sensibility supports students in understanding that they are responsible and accountable for their actions, and leads to their acting with integrity.

CAS within the IB continuum of international education

All IB programmes address students’ cognitive, social, emotional and physical well-being and offer opportunities for students to become active and caring members of local, national and global communities. In approaches to learning, students are encouraged to grow both personally and socially, developing skills such as cooperation, problem-solving, conflict resolution and creative and critical thinking, as well as developing their own identities. CAS continues to develop students’ ability to engage in critical reflection, offering increasingly sophisticated opportunities for students to analyse their own thinking, effort and performance. Students also learn how to set challenging goals and develop the commitment and perseverance to achieve them.

What is CAS ?

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

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity, and service.

All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Completion of CAS is based on student achievement of the **seven CAS learning outcomes**. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Students engage in **CAS experiences** involving one or more of the three CAS strands. A **CAS experience** can be a single event or may be an extended series of events.

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

Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project. The CAS stages offer a helpful and supportive framework and continuum of process for CAS students.

There are three formal documented **interviews** students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme.

For student development to occur, CAS should involve:

- Real, purposeful experiences, with significant outcomes.
- Personal challenge—tasks must extend the student and be achievable in scope.
- Thoughtful consideration, such as planning, reviewing progress, reporting
- **Reflection** on outcomes and personal learning.

CAS emphasizes reflection which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

What is not CAS?

Note: Generally, CAS is not taking place when the student is in a passive rather than an active role. There should be interaction. CAS is generally not intended to be an individual or solitary experience, but should involve students in experiences where they work cooperatively with others.

- Paid work
- Academic curriculum experiences
- Mindlessly repetitive experiences offering no opportunities for learning or improvement, eg. shelving books in the library
- Community service experiences which do not serve the disadvantaged
- Service to your family
- Work experience that only benefits the student
- Experiences that are primarily religious in nature – religious devotion and any experience which can be interpreted as proselytizing
- One-off experiences, such as a weekend ski trip
- Fund-raising is not considered to be a satisfactory service experience on its own; it has to be part of a further goal.
- An experience/project where there is no leader or responsible adult on site to evaluate and confirm student performance

AIMS OF CAS

The CAS programme 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

Student completion of CAS is based on the achievement of the seven CAS learning outcomes realized through the student's commitment to his or her CAS programme over a period of 18 months. These learning outcomes articulate what a CAS student is able to do at some point during his or her CAS programme. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

Some learning outcomes may be achieved many times, while others may be achieved less frequently. Not all CAS experiences lead to a CAS learning outcome. Students provide the school with evidence in their CAS portfolio of having achieved each learning outcome at least once through their CAS programme. Commonly, the evidence of achieving the seven CAS learning outcomes is found in students' reflections.

In CAS, there are seven learning outcomes along with the descriptors as mentioned below:

Learning Outcome	Details
LO 1	Identify own strengths and develop areas for growth
Descriptor	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
LO 2	Demonstrate that challenges have been undertaken, developing new skills in the process
Descriptor	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
LO 3	Demonstrate how to initiate and plan a CAS experience
Descriptor	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
Descriptor	Students demonstrate regular involvement and active engagement in CAS.
LO 5	Demonstrate the skills and recognize the benefits of working collaboratively
Descriptor	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
LO 6	Demonstrate engagement with issues of global significance
Descriptor	Descriptor 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
LO 7	Recognize and consider the ethics of choices and actions

CAS learning outcomes can be more fully explained through the use of descriptors. Refer to CAS Guide for further information on CAS learning outcomes and descriptors

Responsibility of the CAS student

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.

CAS students are expected to:

- approach CAS with a proactive attitude
- develop a clear understanding of CAS expectations and the purpose of CAS
- **Thoroughly familiarize yourself with the school's CAS handbook and timelines.**
- **Meet with your CAS coordinator or adviser according to the timeline, at least three times over the duration of your CAS programme. Be sure to come prepared.**
- 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
- take part in a variety of experiences, some of which are self-initiated, and at least one CAS project.
- become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
- **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 their CAS programme
- 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 their CAS programme
- behave appropriately and ethically in their choices and behaviours.

Your Responsibilities

Before the CAS experience/project starts...

- Complete a CAS Experiences /Project Planning Form.
- Obtain approval from your CAS supervisor/ CAS adviser for the intended experiences.
- Engage in CAS experience/project for a minimum of 3-4 hours per week.
- Sign the document along with your parents validating your understanding of the importance of and the requirements of the CAS aspect of the IB Diploma.

While the specific CAS Experiences /Project is On-Going...

- Document hours and categorize the hours as Creativity, Activity or Service to make sure that balance has been achieved over the duration of the experience
- Submit CAS Student Portfolio with dated reflection entries of on-going experiences/projects on a regular basis to CAS Adviser /supervisor for progress report

IB Year 1– April September December Feb

IB Year 2– April September December Feb

- Attend all the 3 CAS interviews on scheduled dates and bring your CAS Portfolio for them. Format of CAS Student Portfolio is flexible - paper; electronic, video, website, tape, drawings

After you have finished EACH specific CAS Experiences /Project...

- Submit a completed IB CAS experience/project self-evaluation form, which summarizes your experiences in a particular experience/project and includes a section to be completed by the experience/project leader and a photograph of yourself engaged in the experience. This form will be added to your CAS Student Portfolio. Your on-going reflection entries will help you complete this form. Most students will be involved in and complete 3-6 CAS experience/project self-evaluation forms.

When you have finished the entire CAS Program...

- Final Reflective Essay – a genuine piece of thoughtful, critical writing reflective of your **entire** CAS experience over the two years you have been involved in the IB Diploma Programme.
- Go through the student Checklist for CAS to ensure that you have completely filled all the forms and kept them securely in the CAS portfolio.

CAS experiences

A **CAS experience** is a specific event in which the student engages with one or more of the three CAS strands.



Figure 2
CAS experiences

CAS experience can be a single event or may be an extended series of events.

A CAS project is a collaborative series of sequential CAS experiences lasting at least one month.

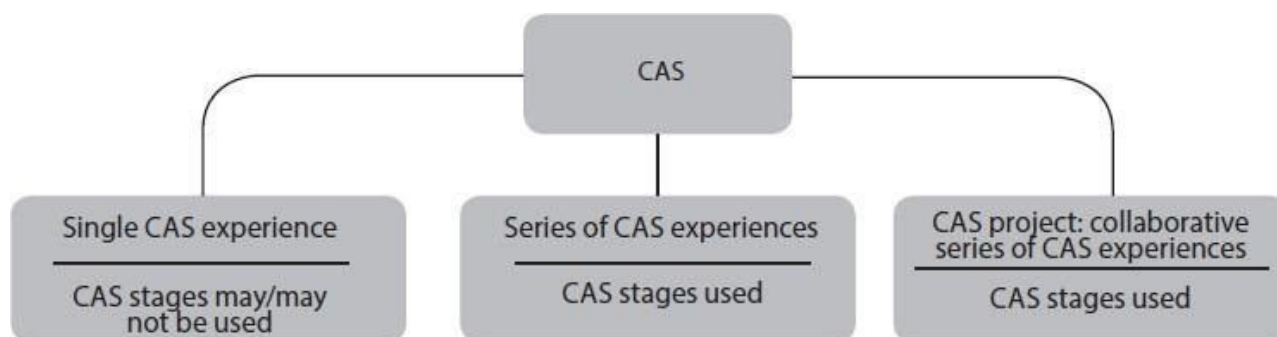


Figure 3
CAS experiences and stages

Typically, a student's CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than unplanned/singular experiences. **A series of planned CAS experiences are recommended for a more engaging CAS programme.**

CAS experiences may incorporate one or more of the CAS strands. For example:

Going for a mountain hike could be a singular experience within the "Activity" strand.

- A student plans a number of visits to a nursing home resulting in a series of CAS experiences within the "Service" strand.
- A group of students plan and stage a basketball tournament for the local community, resulting in a series of CAS experiences involving the strands of "Activity" and "Service".

Guidelines to CAS experiences

There are four guidelines that should be applied to any proposed CAS

experience. A CAS experience must:

- fit within one or more of the CAS strands
- 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

To further assist students in deciding on a CAS experience, the following questions may be useful for students 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?

While it is not necessary for each CAS experience to address a CAS learning outcome, upon completion of the CAS programme, CAS students are required to present evidence demonstrating achievement of all CAS learning outcomes.

Some examples of CAS Experiences

Creativity	Activity	Service
Photography	Aerobics	Create a community Environment club
Tournament organization	Badminton	Organizing a basketball tournament for children at a community centre
Event management	Basket ball	Beach clean-up Drive
Website development	Personal Gym Program	Assist in obtaining funds for a community garden
Choir	Kick boxing	Teach computer skills to those in need
Speech and debate club	Triathlon	Design and host a community film and critiquing event featuring current issues
Drama production	Rugby	Implement a paper recycling program
Journalism	Soccer	Conduct an sports day for an NGO school
Music Band	Surfing	Create a variety entertainment program for an old age home
Learning and instrument	Swimming	Be a student council representative
Art lessons	Trekking	Painting a school village
Fashion Show	Tai Chi	Take an active role in adult education program in a community club

CAS stages

The CAS stages (adapted from Cathryn Berger Kaye's "five stages of service learning", 2010) offer a helpful and supportive framework and continuum of process for CAS students as they consider what they would like to do in CAS, make plans, and carry out their ideas. The CAS stages are applicable to the three strands of creativity, activity, service, and the CAS project. These CAS stages represent a process and sequence that can assist students in many aspects of their life. They follow a process whereby they investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what they have done along the way, and demonstrate their understanding and the process. By applying these stages to CAS, students have a reliable yet flexible structure they can then apply to future situations with confidence.

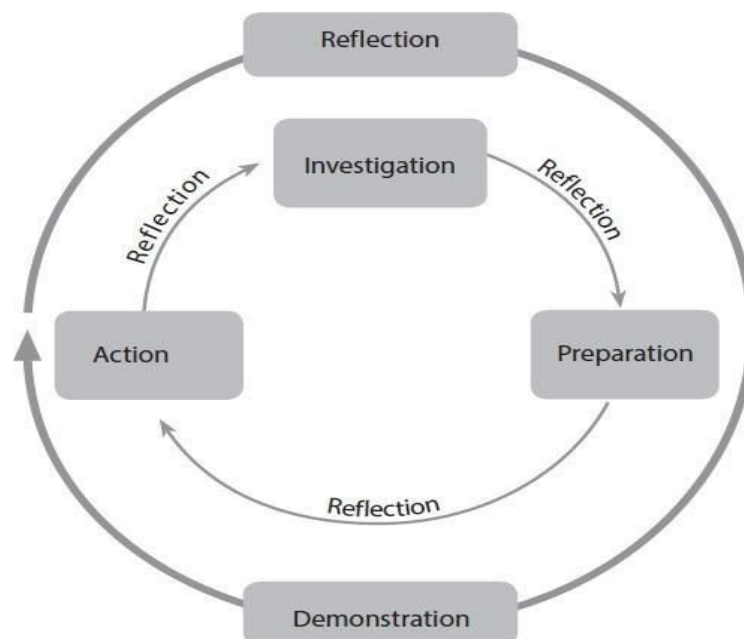


Figure 4

The five CAS stages

There are two parts as noted in the diagram. **The centre** represents the process with four key parts: **investigation, preparation, action, and reflection** (occurring intermittently in response to significant experiences). The outer circle has two parts and guides students in summarizing their experience: **reflection** and **demonstration**.

The five CAS stages are as follows.

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.

The CAS stages provide a framework that enables students to:

- increase self-awareness
- learn about learning
- explore new and unfamiliar challenges
- employ different learning styles
- develop their ability to communicate and collaborate with others
- experience and recognize personal development
- develop attributes of the IB learner profile.

For singular CAS experiences, students may begin with investigation, preparation, or action. For ongoing CAS experiences, beginning with investigation is advised. In these ongoing experiences, the action stage may lead students back to investigation or preparation as they further develop, expand and implement new or related ideas.

CAS strands

Creativity

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

Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression. Creativity will come from the student's talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. Students are encouraged to engage in creative endeavors that move them beyond the familiar, broadening their scope from conventional to unconventional thinking.

Approaches to creativity

There are many approaches to creativity, such as:

- **Ongoing 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. Students may continue in this as part of their creativity; however, students could also be encouraged to further extend and develop their participation if appropriate.
- **School-based creativity:** Students are encouraged to participate in meaningful creativity and to explore their own sense of original thinking and expression. In school, there may well be appropriate creativity opportunities in which the students can engage. These creativity experiences could be part of the school's service CAS projects, a school club, time tabled creativity sessions, or other opportunities.
- **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. Creativity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of students' talents, interests, passions, emotional responses, and imagination. For example, students would 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. Such creativity experiences are of most benefit when they take place over an extended duration of time. Students should set personal goals and work towards these in a sustained manner.

Activity

Physical exertion contributing to a healthy lifestyle

The aim of the “Activity” strand is to promote lifelong healthy habits related to physical well-being. Pursuits may include 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. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit.

Approaches to experiences

There are many approaches to experiences, such as:

- **Ongoing experiences** :A student may already be engaged in experiences 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 experiences ; however, they should set personal goals in keeping with the principles of CAS. Students can further extend and develop their participation if appropriate.
- **School-based experiences**: Students are encouraged to participate in meaningful experiences that benefit their physical well-being. In school there may well be appropriate experiences opportunities in which the student can engage. These experiences could, for example, be part of the school curriculums, a school sports club, or timetabled sports sessions. Students may elect to initiate a school-based experience such as basketball or tennis and engage other CAS students or any student within the school.
- **Community-based experiences** : Participating in experiences within the local community advances student awareness and understanding of interpersonal relationships, particularly if the experience involves members of the local community. However, single events of experience can lack depth and meaning. When possible, experiences best occur with a regularity that builds and sustains relationships while allowing the growth of physical well-being of the students. For example, rather than a single experience at a community-based fun run, students could also join a community-based running club, a dance class, an aerobics class or an out-of-school sports group.
- **Individual experiences** : Students may decide that they wish to engage in solitary experiences such as, for example, attending a gym, bicycling, roller-skating, swimming, or strength conditioning. Such experiences are of most benefit when they take place over an extended duration of time. Students should set personal goals and work towards these in a sustained and correctly applied manner.

Service

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

The aim of the “Service” strand is for students to understand their capacity to make a meaningful contribution to their community and society. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. Service is often seen as one of the most transforming elements of CAS by promoting students’ self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness. Use of the CAS stages in developing a service experience is recommended for best practice.

Using the CAS stages for service learning

Using the CAS stages is the recommended approach for students engaging in service experiences. All forms of service should involve investigation, preparation and action that meets an identified need. Reflection on significant experiences throughout informs problem-solving and choices; demonstration allows for sharing of what has taken place. The CAS stages specific to service learning offer students a helpful and supportive approach. As students progress through each of these stages, they can draw upon the skills and knowledge gained from their academic subjects to support their experiences.

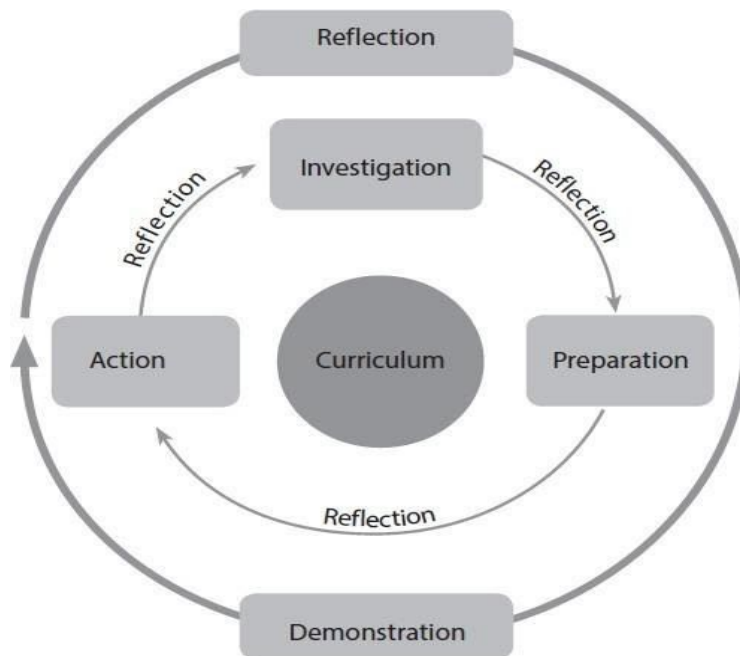


Figure 5
The CAS stages for service learning

The service learning stages are:

- **Investigation**: Students participate in social analysis of a selected issue, with identification and confirmation of a community need, often with the designated community partner. Having an inventory of interests, skills, talents and areas for personal growth, students are able to make choices based on their priorities and abilities and the designated need.
- **Preparation**: Students design a service plan appropriate to the identified need, with clarification of roles and responsibilities, resource requirements, and timelines to successfully implement the plan. Any community partners are likely to be consulted. Students also acquire and develop the knowledge and skills needed for the experience.
- **Action**: Students implement the plan through direct service, indirect service, advocacy, or research. Their service may be a combination of one or more of these types of service. Students may work individually, with partners, or in groups.
- **Reflection**: Students examine their thoughts, feelings and actions applied to the context of self, community and the world. With service learning, reflection often occurs with greater frequency as students identify significant moments generated by new situations and insights.
- **Demonstration**: Students make explicit what and how they learned and what they have accomplished, for example, by sharing their service experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

Four types of service action

It is recommended that students engage with different types of service within their CAS programme. 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 tree 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, analyse 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.

Approaches to service

There are many approaches to service, such as:

Ongoing service: When investigating a need that leads to a plan of action implemented over time, students develop perseverance and commitment. They observe how their ideas and actions build on the contributions of others to effect change. Their reflections may show deeper awareness and knowledge of social issues.

School-based service: While students are encouraged to participate in meaningful service that benefits the community outside school, there may well be appropriate service opportunities within the school setting. In all cases an authentic need must be verified that will be met through student action. 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 centre.

Community-based service: Participating in service within the local community advances student awareness and understanding of social issues and solutions. However, single incidents of engagement with individuals in a service context can lack depth and meaning. When possible, interactions involving people in a service context best occur with a regularity that builds and sustains relationships for the mutual benefit of all. For example, rather than a single service experience at a retirement facility, students can decide to establish regular visits when they realize their efforts are valued and have reciprocal impact.

Immediate need service: In response to a disaster, students often want to move towards immediate action. Typically they quickly attempt to assess the need and devise a planned response. Later, the students should further investigate the issue to better understand underlying causes. This provides greater context even if the service action has already taken place. 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: The preferred approach is for students to 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. Students should also consider other ways to augment their contribution through direct, advocacy, or research service.

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.

When direct communication with an overseas community is not possible, students could cooperate with an outside agency to provide an appropriate service. Students do benefit from serving in an international context when able to make clear links to parallel issues in their local environs and they understand the consequences of their service.

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 needed.

Being informed and prepared increases the likelihood that the students' contribution will have personal meaning and value. Utilizing the CAS stages prior to volunteering is highly recommended.

Service arising from the curriculum: Teachers plan units with service learning opportunities in mind, students may or may not respond and act. For example, while studying freshwater ecology in environmental systems and society, students can decide to monitor and improve a local water system.

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.** The primary purpose of the CAS project is to ensure participation in sustained collaboration. Through this level of engagement students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making. 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 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.

A minimum of one month is recommended for a CAS project, from planning to completion. CAS projects of longer duration can provide even greater scope and opportunities for all participants and are encouraged. Students should aim to undertake their CAS project locally and, if possible, **engage in more than one CAS project** over the duration of their CAS programme. As expected throughout CAS, students reflect 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 into the process of their endeavor as well as personal growth.

Service project

When a CAS project addresses the CAS strand of service (known as service project), students must take into account the opinions and expectations of others involved and focus on meaningful and authentic needs to ensure actions are respectful and reciprocal. Awareness of the possible impact and consequences of the students' actions should be part of the planning process. Where possible, service projects should involve working alongside community members with ongoing communication.

Reflection

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." Reflection is central to building a deep and rich experience in CAS. Through reflection students examine ideas and consider how they might use prior learning in new contexts. Reflection leads to improved problem-solving, higher cognitive processes and greater depth of understanding in addition to exploring how CAS experiences may influence future possibilities.

Elements of reflection

Reflection is a dynamic means for self-knowing, learning and decision-making. Four elements assist in the CAS reflective process.

The first two elements form the foundation of reflection.

- **Describing what happened:** Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- **Expressing feelings:** Students articulate emotional responses to their 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.

Students should 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 happened that prompted particular feelings?

What choices might have resulted in different feelings and outcomes?

Time for reflection

Purposeful reflection is about quality rather than quantity. The appropriate occasion, amount and method is the student's decision. Students are not expected to reflect on every CAS experience; they should identify moments worthy of reflection. Reflection is most meaningful when recognized as a personal choice.

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

Students 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.
- Students 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 their next CAS experience.
- Students engage in group reflection with their peers to discover shared insights.
- Students reflect at the beginning, during, and at the end of a series of CAS experiences. This enables students to deliberate on such elements as planning, opportunities, expectations, challenges, progress, and personal growth. Reflection offers students opportunities to understand the concept, process and value of CAS experiences. With experiences that add meaning and self-knowledge, students can adapt, adopt and integrate reflection into a lifelong practice.

Forms of reflection

During CAS, the form of reflection must take into account student choice. The student who understands the purpose and process of reflection would choose the appropriate moment, select the method and decide on the amount of time needed. With this greater sense of autonomy and responsibility, the student should be more honest, forthcoming and expressive, and develop insights including those related to the learning outcomes.

Reflection can appear in countless forms. 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.

Student 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.

Students find greater value and purpose when they apply their own interests, skills and talents when reflecting. They discover that reflection can be internal and private or external and shared. It is possible students may wish to keep private certain reflections. As such, it is recommended that students decide which reflections will be placed in their CAS portfolio. Students should include reflections in their CAS portfolio that give evidence to achieving each of the seven CAS learning outcomes.

Understanding reflection

A helpful way to initiate discussion of the reflective process is for students to collaborate with their peers and draw up their own comparison table. This chart shows examples of what students may list and discuss.

Reflection is:	Reflection is not:
• 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.	• 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.

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. During the three scheduled CAS interviews the CAS portfolio is discussed and appropriate encouragement and advice is given. Notes and recommendations from these consultations should be briefly documented and included in the student's CAS portfolio. The CAS coordinator/adviser checks the CAS portfolio regularly. The CAS portfolio provides students with opportunities to record their diverse CAS experiences and summarize and celebrate their achievements.

The CAS portfolio is a collection of evidence and reflections (for example: photographs, visual and audio recordings, documents, posters, programmes of events or performances) that demonstrate participation in CAS and achievement of the seven CAS learning outcomes.

The CAS portfolio is to be discussed during the three formal CAS interviews. During an interview, students discuss their CAS experiences and progress. Students are encouraged and assisted where necessary by the CAS coordinator/adviser to keep their CAS portfolio up-to-date. The CAS portfolio is valuable evidence of a student's CAS experiences and achievements.

To highlight its significance, students could have the choice of how the CAS portfolio is assembled, what they include and how it is shared. Individual student learning styles will dictate the type of portfolio that they use: digital, online, diary, journal, scrapbook or a blended approach. Students are encouraged to explore the different options available to them.

One of the example for the format of a CAS Portfolio could be a three-part portfolio and could include the following sections: "Profile", "Experiences", and "Evidence". Each section would be intended to assist students to better understand their engagement with CAS, reflect on their experiences, and provide evidence of their experiences.

Profile: In this section, students include their interests, skills and talents, plans and goals for their CAS programme. At the start of CAS, students map their interests against the three strands of CAS to identify possible CAS experiences. A consideration of how a student's personal value system aligns with the values expressed by the IB, with a particular focus on the IB learner profile, could also be included when developing a student profile. In addition, developing an awareness of themselves in relation to the CAS learning outcomes is a significant part of the profile. Through an understanding of the CAS aims and learning outcomes, students will be able to identify both short-term and long-term goals in their CAS programme.

Experiences: This section chronicles the student's journey in CAS, incorporating a variety of reflections, learning moments, personal achievements, and how they have utilized the CAS stages. This section would demonstrate that the student has actively engaged in his or her individual CAS programme. All throughout CAS, students can add their reflections regarding their ongoing personal development and self-awareness.

Evidence: In this section, students collect the evidence of their involvement and achievements in CAS. Evidence could include, but is not limited to, planning documents, letters, emails, certificates, acknowledgments of participation and achievements, photographs, videos, and so on. Students could correlate their involvement with the CAS learning outcomes and may extend their thoughts to future ambitions within and outside the CAS programme.

Types of CAS portfolios

Students may have preferences that allow for differentiation, for example, a scrapbook, video log, blog, files, or school-organized website. Students can make an individual decision on how they will present their CAS portfolio.

The role of the CAS adviser

Working with individual students on their CAS programmes takes time and requires personal knowledge of the student. In schools with a large number of students, a team of CAS advisers under the guidance of the CAS coordinator should be present. It is essential for the CAS adviser to be aware of the importance of CAS in the Diploma Programme and to be familiar with all elements of CAS. In this case, CAS advisers, instead of the CAS coordinator, provide the vital ongoing contact for a student. It is vital for CAS advisers to have sufficient contact time with students.

The adviser's responsibilities are outlined as under:

- Works directly with the CAS students to: educate students on all aspects of the CAS programme
- educate students on the meaning and purpose of the CAS learning outcomes
- assist students with clarifying and developing the attributes of the IB learner profile
- support students in understanding ethical concerns and international-mindedness
- develop purposeful reflection skills through individual interviews, group discussions and teaching strategies
- provide feedback on student reflections
- assist students in identifying personal and group goals
- discuss goals and achievements in regular meetings
- provide ongoing guidance and support to students
- monitor the range and balance of experiences undertaken by individuals
- advise and monitor progress towards meeting the CAS learning outcomes
- periodically review students' CASportfolios
- meet each student in three formal documented interviews.

The role of the CAS supervisor

The CAS supervisor assists, offers guidance and oversees the students' CAS experiences when needed. CAS supervisors can be teachers, non-teaching members of the school or wider community, or volunteers with the skills and/or knowledge of the CAS experience undertaken by the student.

CAS supervisors should:

- be familiar with elements of the CAS programme as applicable
- be responsible for student safety and risk management procedures
- provide students with guidance, support and feedback on the CAS experience
- encourage reflection
- comment on the student's engagement with the CAS experience if required.

CAS interviews

There must be a minimum of three interviews between a student and the CAS coordinator/adviser where student progress is discussed and appropriate encouragement and advice is given. The interviews should occur at least twice in the first year of the Diploma Programme and once in the second year. Feedback from these interviews is recorded by the CAS coordinator/adviser **on a CAS progress form**.

The initial interview

This interview is conducted at the beginning of the Diploma Programme. The CAS coordinator/adviser ensures the student understands the requirements for CAS, explains the CAS learning outcomes and how the student might achieve these outcomes, discusses the student's interests and ideas for CAS experiences, determines what form the student's CAS portfolio should take, and reviews the CAS stages. If students are already aware of CAS, the CAS interview can be an opportunity to confirm their understanding and assist with any plans and ideas.

The second interview

This interview is normally held towards the end of the first year of the Diploma Programme. 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. Students at this stage may have completed or are planning to carry out a CAS project. The student's CAS portfolio is used as a reference in this interview and reviewed for gathered evidence including achievement of any of the seven learning outcomes.

The third interview

This is the summative interview for CAS. It may well be just before the Diploma Programme finishes. In this interview the student outlines how they have achieved the learning outcomes for CAS. In addition, they discuss and evaluate their overall CAS programme and reflect on personal growth. The student's CAS portfolio is used as reference in this interview. This third interview may provide the opportunity for discussion on development of the CAS programme for future CAS students based on this student's personal experience.

The interviews are documented on a CAS progress form.

Reporting

Where a school is required to submit student CAS records to the regional office, the records required will include up to 10 sample pages from the student's ongoing documentation (from the CAS Portfolio). These sample pages must include a list of the principal experiences undertaken and evidence of both planning and reflection. It must be possible for the IBO evaluator to tell: **what happened, why it happened, how it happened, what its value was, and what the student learned from it.**

Political and Religious experiences

The IB has no view on whether or not it is appropriate for students to be involved in political experiences as part of their educational experience. Views on this vary considerably in different cultural contexts, so it is a matter for decision at local or school level. However, where such experience is locally sanctioned, there is a question about whether or not it may qualify as CAS. It may be relevant to consider the following factors: is the experience safe, and will it cause or worsen social divisions. Concerning religious experience, it is recognized that this is a sensitive and difficult area. Nevertheless, the general rule is that religious devotion, and any experience that can be interpreted as proselytizing, does not count as CAS.

(Adapted from IB CAS Guide)

Create your own CAS Plan

- You must take part in a range of experiences, some of which you initiated yourself, that involve you in the school community, local community, national community, and the international community.
- You must be involved in at least one experience that addresses an important public issue e.g. Involvement in an experience related to addressing a local or global issue. At least one experience needs to be a long-term project of six to eight months duration (participation in sports teams).
- At least one experience needs to incorporate two, or all three categories of CAS (a CASProject).
- You should plan on spending the equivalent of three to four hours per week doing CAS experiences , with a reasonable balance between creativity, activity and service.
- Aim for around eight to ten substantial experiences over the two-year CAS programme.
- Do not feel as though you have to include all your extra-curricular activities as a part of your CAS.

Make and Maintain your CAS Portfolio

Write your reflections and keep records of your experiences, including photos or other documentation. Parts of your reflections and other documentation need to show evidence of the seven CAS learning outcomes.

- You may wish to use an additional medium that can be used in combination with files uploaded to Managebac, such as a scrapbook, photo essays, and videos/DVDs.
- Keep your CAS Portfolio up to date. You may be asked to share your CAS Portfolio to an audience at various stages of the programme.
- Your CAS Portfolio must include reflections.
- You will be meeting with your CAS advisers or Coordinator for at least three CAS Interviews. Here you must provide evidence of your achievement of the seven CAS learning outcomes by discussing your CAS Portfolio.
- You may at times be asked to present your CAS Portfolio to an audience via various methods such as the school newsletter, student assemblies, displays, Year Book and CAS-Newsletter. This may take place at various stages of the CAS programme, and a final CAS Portfolio presentation in your graduating year.

Guiding questions for your CAS experience/Project

The following questions may help determine whether or not an intended experience qualifies as CAS.

Criterion A

- Is the experience a new role for me?
- Is it a real task that I am going to undertake?
- Does it have real consequences for me or for other people?
- What do I hope to learn from getting involved?
- How can this experience benefit me or other people?
- How can I reflect on this experience?
- Who will be the appropriate adult supervisor to assist/witness

My Participation? Criterion B

In addition to these questions the CAS Experience Evaluation rubric may assist you in seeing if your experience is appropriate for CAS.

Refer to the CAS Programme Evaluation Rubric referenced below:

Criteria	Level 1	Level 2	Level 3	Level 4
A Challenge	Attendance only required	Opportunities exist for student to develop	Challenging activity with a clear target set for the project	Student is pushed beyond his/her previous boundaries. (Opportunities to develop are seized and exceeded)
B Chance to Learn New Skills	Little level of skill required	Skills needed are those the student already has	Activity develops existing skills	Developing brand new skills
C Personal Development	Activity is school-based and organized by school – passive participation by student	Activity is organized but student is involved in some planning and organization	Activity may be organized but requires more planning and organization by the student	Activity is mostly initiated and planned by the students
D Interpersonal Skills (dealing with others)	Little or no part of the activity includes working with others	Students is involved with others and needs to interact to make the project a success.	Involvement with others beyond the immediate school community – opportunity to develop interpersonal skills	Project requires collaboration, empathy, respect for others beyond the school community
E Global issues (appreciation of international and multicultural perspectives)	No opportunity to develop either multicultural or international awareness	Project requiring an appreciation of multicultural or international awareness	Project where the environmental, cultural or global issues are addressed	Community-based project where at least two of the issues in level three are addressed in some detail
F Active, not passive	No active participation	Student participates but need not take initiative (leadership position)	Active participation shown throughout most of the project	A fully participative programme where the student initiated much of the activity and planning
G Nature of the programme	Mostly one-off short-term activities	Mostly activities of longer duration (2 months or more) requiring more than one skill	Elements of Creativity, Action and Service are shown over a reasonable (consistently over the two years) duration	Well-balanced, on-going programme that combines the skills of creativity, action and service (spans the two years)

- Rubric Adapted from the CAS Manual of the International School of Stavanger

GDGWS CAS POLICY

- The School CAS policy will be known to the entire school as well as the parents of all the children involved in the CAS programme.
- Orientation of the parents regarding the importance and compulsory nature of CAS in the diploma programme will be made at the start of each new session.
- The CAS team who will assist in the successful running of the programme will comprise of the CAS Coordinator, CAS advisor, CAS Supervisors and other people who will be drafted in as and when required at various points.
- The CAS programme for each batch at GDGWS will run for approximately 18months from the start of the first year and will continue into the second year.
- The students of the Diploma Programme & Course will have to sign a contract at the beginning of the programme acknowledging their understanding and participation in the CAS programme. The parents of the students will endorse this commitment by countersigning this contract form.
- Parental consent form has to be signed for experiences, which require the students to move outside the school premises, and for experiences, which are not school sponsored. The CAS team will do the risk assessment beforehand and the parents will be informed accordingly.
- The responsibility of students completing or participating in any experience/project on their own, outside the school or without the involvement of the school CAS team has to be endorsed beforehand by the CAS Coordinator or CAS advisors. The student will be responsible for satisfactorily completing this experience.
- The school encourages parents to actively participate in their wards CAS experiences. However, all such participation and its nature should be informed beforehand to the CAS Coordinator or CAS advisors. Also, to be noted is that parents will not act as the direct supervisor during any experience carried out by the students.
- Students have to show their pro-activeness in initiating experiences which take into account the seven learning outcomes described in the CAS handout and work accordingly.
- IBDP students should maintain their CAS records through CAS Portfolio, CAS experiences, web logs, diaries, photographs, video evidence or any other way, which can be reproduced when asked for. The onus of maintaining these records lie with the students and have to be shown at regular intervals to the various CAS advisors or CAS Coordinator when asked for.
- Students will meet with the CAS Coordinator/Advisor a minimum of three times during the course of their Year 1 and Year 2 years. Students will submit their CAS Portfolio (in progress) and address any questions they may have at these meetings. Additionally, the CAS Portfolio will be collected/assessed three times during the CAS Journey.
- Any student reported for adverse behavior while pursuing CAS activities, showing lack of interest or sincerity, habitually late or absent will be asked for a written explanation countersigned by their parents or guardian.

- The school will record the completion decision for each student, noting the evidence for each learning outcome. This decision is reported to the regional office, as specified in the Handbook of procedures for the Diploma Programme.
- Any amendment in the CAS policy will be duly intimated to the students, parents and other members involved in the IB CAS programme in the school. Copies of this policy document will be mailed to all concerned and involved in the CAS programme. They are requested to go through the document frequently to make sure all components of the programme are followed properly.

Note: According to the IB diploma programme guidelines, the student will not be awarded the diploma if he/she has not shown commitment towards CAS and has not fulfilled the criteria of the school CAS requirements. The CAS Coordinator in consultation with the team of CAS advisors and the IBDP Coordinator in this regard will take the final decision).

Jinas panicker
IBDP CAS Coordinator

CAS Timeline

Year 1

April-August 2021:

Be sure to read the entire CAS Handbook.

Sign the CAS Contract and prepare your CAS Proposal plan.

Start identifying CAS experiences that are meaningful and important to you.

Determine the goals and Learning Outcomes that you plan to achieve through these experiences.

Determine how you are going to provide evidence of your CAS experiences and create a Portfolio of your experiences.

Begin your CAS experiences.

September 2021

Continue CAS experiences/project.

Attend your first consultation with your CAS Adviser (September).

October 2021:

Continue CAS experience/project

Begin filling out your Reflection Form for each experience.

File reflections in your portfolio.

November 2021:

CAS Portfolio to be collected for assessment in December 2021:

At this point juniors should have approximately four experiences documented in their Portfolio and at least four CAS Learning Outcomes addressed.

Meet with the CAS Coordinator for a second consultation to check your progress (December).

January & February 2022:

Continue CAS experiences /project and reflections in April 2022:

CAS Portfolio to be collected for assessment

Year 2

June & July 2022:

Summer break is a good time to get involved with CAS experiences.

Review your Portfolio and the Learning Outcomes to identify the areas that you may need to focus on. Seniors should have approximately 100 hours of their CAS experiences documented in their Portfolio.

August 2022:

Continue CAS experiences/project September

2022:

**Attend a third consultation interview with the CAS Coordinator.
CAS Portfolio to be collected for assessment**

Seniors should have approximately 125 hours documented in their Portfolio.

Continue filling out Reflection Forms after you complete an experience.

December 2022:

Seniors should be near completion of their CAS requirements (Minimum 150 hours+ 1 CAS Project).. Review your Portfolio, Reflection Forms to see if all the hours as well as the Learning Outcomes have been achieved.
Continue working on your CAS experiences if needed.

February 2023:

Attend final CAS interview for CAS completion procedures.

Submit all completed documentation and CAS portfolio to CAS Coordinator.

Note 1: The CAS guide clearly states, "Concurrency of learning is important in the Diploma Program. Therefore, CAS experiences should continue on a regular basis for as long as possible throughout the program and certainly for at least 18 months."

CAS is not something that should be raced through in order to get it over with. If undertaken in the right spirit CAS should be one of the most rewarding aspects of the Diploma Program.

Note 2: Meet with the CAS Coordinator if you do not seem to be on track or if you have questions.

Jinas Panicker

IBDP CAS Coordinator

CAS Contract-2021-23

Candidate Name: _____

This following checklist should help you to get started in your CAS journey at GDGWS. Sign your name in each box when you are sure that you have fully understood the requirements. Have one of your parents (or guardian) read and sign.

I understand that CAS is a core requirement of my IBDP and will fully acquaint myself with the information contained in the GDGWS CAS Handbook. I know that it is my responsibility to meet the CAS requirements.	
I know who the CAS coordinator is. I can and should discuss CAS queries and concerns with her and the CAS Advisors at any time when school is in session.	
I understand that it is my responsibility to have parent permission and an adult supervisor for experiences that are not run in school.	
I will ensure that I have an adult supervisor for each experience. I undertake who will provide a brief written report stating the number of hours spent thereon and evaluating my performance.	
I must fill in an Experience Approval form BEFORE undertaking a CAS experience, and am aware that I must participate in at least one CAS project that covers at least two of the CAS areas.	
I accept that I must maintain a balance between Creativity, Activity and Service and undertake to complete CAS requirements by the end of the 3 rd semester of my IBDP.	
I will keep written records (supplemented, when possible, by photos) in a CAS portfolio to be presented to the CAS Coordinator shortly before the conclusion of each semester of my IBDP programme.	
It is my responsibility to meet all the seven learning outcomes & tally of my CAS hours and to have these signed off by the relevant Advisors and the CAS Coordinator. I must write a final summary report of about 500 words on my CAS experiences using the official CAS final report form.	
I will be on time for all CAS experiences and will notify my supervisor at least 24 hours in advance if I am unable to attend an experience. I understand that excuses such as appointments or excessive workload are unacceptable!	
I am aware of the CAS timeline and agree to follow it. I understand that if I fail to complete my CAS in the appropriate time frame, I will not be eligible for the award of IB Diploma, even if I write the IB Examination as a Diploma candidate	

Candidate's Signature:

Date: _____

Confirmed by Parent _____

Signature of Parent:

(Completed CAS Contract to be handed over to the CAS Coordinator)

CAS Experience List

Name:

Class of

Year 1 (April to Dec 2021)

Experiences	Reflection Done (Y/N)	Evidence Attached (Y/N)	Learning Outcomes Achieved	In-school / Out-school Experiences	Supervisor Evaluation form Completed(Y/N)

Year 1 (Jan to May 2022)

Experiences	Reflection Done (Y/N)	Evidence Attached (Y/N)	Learning Outcomes Achieved	In-school / Out-school Experiences	Supervisor Evaluation form Completed(Y/N)

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Year 2 (June to Dec 2022)

Experiences	Reflection Done (Y/N)	Evidence Attached (Y/N)	Learning Outcomes Achieved	In-school / Out-school Experiences	Supervisor Evaluation form Completed(Y/N)

Year 2 (Jan 2023) Focus on CAS Portfolio Completion.

Candidate Signature

CAS Coordinator Signature

G D GOENKA WORLD SCHOOL

CAS: Experience Proposal Form

This form must be submitted to the CAS Advisor/Supervisor before any new experience/project may be undertaken.

Name: _____

Date: _____

Proposed CAS experience : _____

Nature of Experience: Creativity / Activity / Service

Brief description of the CAS experience:

Targeted Learning Outcomes and goals to be achieved:

Location of CAS experience: _____

Time Scheduled of Experience: From: _____ **to** _____

Name of Adult Supervisor/Advisor: _____ **Staff of GDGWS: Yes /No**

Signature _____ **Phone Number** _____ **E-mail** _____

(I will get my CAS experience approved by the CAS Coordinator before starting and will produce authentic evidence and reflection after completing the experience. I will also be responsible to have parent permission and an adult supervisor at all CAS endeavors that are not school-sponsored experiences. (G D Goenka World School does not officially sponsor any outside CAS experiences and students assume their own risk for these events).

Candidate Signature

To be completed by CAS Coordinator

This experience is approved/ not approved until the following changes are made:

Signature of IBDP CAS Coordinator

Date: _____

Jinas Panicker(jinas.panicker@gdgoenka.ac.in)

This form must be completed at the end of each experience in black ink.

CANDIDATE NAME: _____

SUPERVISOR NAME: _____

CAS Experience: _____

LEARNING OUTCOMES ACHIEVED: _____

Reflect on the following questions in the space provided:

*Give a brief outline of the experience mentioning your interaction with others and how others benefitted through this experience .

*Explain What you learned through this experience and mention if anyone helped you think about your learning through this experience .

*What obstacles did you face and how did you overcome them?

*What did you learn about yourself and how can you apply that in other real life situations?

*What advice would you give to your peers to run the same experience?

To be completed by the Supervisor

Punctuality and attendance: _____

Effort and commitment: _____

The experience was satisfactorily completed /not satisfactorily completed Date

Supervisor's Name:

Supervisor's Signature:

Candidate Signature:

Date:

[To be filled in together with the CAS Coordinator]

Name: _____ **Class of** _____

Event	Date	Signature	Comments
Student has declared an acceptable plan for CAS experiences	April 2021		
First consultation between CAS Advisor and student	Aug. 2021		
Second consultation between CAS Advisor/Coordinator and student	Dec. 2021		
Student has submitted reflective work	Feb 2022		
Third consultation between CAS Coordinator and student	April 2022		
Student has submitted final reflections/CAS Portfolio	Nov. 2022		
Student has submitted evidence that learning outcomes are met	Jan. 2023		
Students gave a good presentation of their CAS portfolio.	Feb. 2023		

CAS Coordinator-Jinas Panicker

(jinas.panicker@gdgoenka.ac.in)

Signature:

Student CAS Completion Form

There is evidence that.....has:

Learning outcome	Achieved (Tick)	Nature/location of evidence(for example, weblog [date], journal [page xx], progress form [date])
Identify 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 CAS experiences		
Show perseverance and commitment in their experiences		
Demonstrate the skills and recognise the benefit of working collaboratively		
Demonstrate engagement with issues of global significance		
Recognise and consider the ethics of choices and actions		

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CAS Program Completion- YES/NO

CAS Coordinator signature.....Date.....

CAS Coordinator-Jinas Panicker(jinas.panicker@gdgoenka.ac.in)

Candidate Name: _____ **Date:** _____

CAS Project: The CAS Projects are like any other experiences except that they are self-initiated by the students and they involve significant collaboration with others.

Project Requirements:

- You must have your Project approved before you start. Students should be involved in at least one project involving teamwork that integrates two or more of creativity, action and service.
- The project must take place over an extended period of time- no less than 4 weeks.
- The project should integrate two or more of creativity, experience and service.
- During the project you must work collaboratively with others and plan and initiate some of the experiences in your project.
- You must have a supervisor sign this packet to assess/endorse the completion of the project (the supervisor cannot be a relative).
- You must keep the time log for the project hours.
- You must include photos/evidences of you and your project.
- You must complete a reflective essay about your project experience.
- During the project emphasise on CAS Stages

Directions: Complete the CAS Project Form identifying the causes and effects of your choosing this **Project** as a way to complete your CAS hours. As you fill out this form be sure to answer the following questions (in each corresponding box). You'll need to complete one CAS Project Form for each project.

CAS Project Form

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			

Supervisor's Email: _____

To be completed by the CAS Coordinator This experience is approved/ not approved.

Signature of IBDP CAS Coordinator:

Date: _____

CAS PROJECT

Attach photos of you and your project here.

CAS PROJECT REFLECTIVE SUMMARY

Indicate the Learning Outcomes you achieved through your project. Refer specifically to these learning outcomes in your essay!

S.No	Learning outcome	Achieved
1.	Identify own strengths and develop areas for growth	
2.	Demonstrate that challenges have been undertaken, developing new skills in the process	
3.	Demonstrate how to initiate and plan CAS experiences	
4.	Show perseverance and commitment in their experiences	
5.	Demonstrate the skills and recognise the benefit of working collaboratively	
6.	Demonstrate engagement with issues of global significance	
7.	Recognise and consider the ethics of choices and actions	

Sign your reflective essay/story and attach it to this page.

Candidate Signature.....

Date.....

[illegible]

Supervisor–evaluation of CAS Project

To be completed by the supervisor: _____

Please comment on the following by ticking the relevant boxes

Attendance	Punctuality	Initiative	Effort and Commitment	Organisation
☐ Excellent	☐ Excellent	☐ Excellent	☐ Excellent	☐ Excellent
☐ Good	☐ Good	☐ Good	☐ Good	☐ Good
☐ Satisfactory	☐ Satisfactory	☐ Satisfactory	☐ Satisfactory	☐ Satisfactory
☐ Unacceptable	☐ Unacceptable	☐ Unacceptable	☐ Unacceptable	☐ Unacceptable

Please comment on the student's personal achievement and development taking into account their skills and attitudes at the start of the experience.

Date: _____

Supervisor's Name: _____ Supervisor's Signature: _____

CAS Coordinator Signature: _____

Rubric for CAS Proposal Interview

CAS 11: April Junior Year

Criteria	Not Meeting Expectations	Minimally Meeting Expectations	Satisfactorily Meeting Expectations	Exceeding Expectations
Quality of CAS Experiences	Proposals absent, incomplete or lacking challenge, goals, planning or supervision. Level 1 Intervention.	At Least 2 Experiences approved to begin this September, both of which are well- planned and supervised. At Least 1 of 3 CAS strands met.	At Least 2 Experiences approved to begin this September, both of which are well- planned and supervised. At Least 2 of CAS strands met.	At Least 3 Experiences approved to begin this September, all of which are well-planned and supervised. At Least 2 of 3 CAS strands addressed.
Duration	CAS is not active each month until the next interview. Level 1 Intervention.		CAS experiences are proposed and active at least until next interview.	CAS experiences are proposed and active well post next interview
Supervision	Supervisor forms are missing for most or all proposals. CAS experiences not approved. Level 1 Intervention.	Most supervisor forms are in, but Students may need others for a later date. Solitary experiences without supervision are approved by advisor.	All supervisor forms are in.	
Preparation	Student must re-interview due to lack of preparation. Level 1 Intervention.	Advisor leads the interview rather than the student or student is disorganized.	Student leads interview, is well prepared and rehearsed. Student is organized and professional.	Student leads interview, shows outstanding preparation, is well-rehearsed, and organized.
Overall Interview	Student must re-interview. CAS is not sufficiently started. Level 1 Intervention.	Students may Need To return to supplement proposals here.	High quality of proposals and interviews.	Impressive quality and number of proposals.

Is the CAS project being proposed today? YES/NO.

If Yes, student should present the rubric for the CAS project and discuss it with the CAS Adviser. If not, please remind the student that they must propose an CAS project by October.

Rubric for CAS Project Proposal/Completion

Student Name: _____ AdvisorName: _____

Does my CAS project involve service? Y/N

If so, check which of the four types of service action your project engages:

1. **Direct service:** involves direct student interaction with people, the environment or animals.
2. **Indirect service:** students do not see the recipients of the project, but the community benefits.
3. **Advocacy:** students speak/present/perform for a cause to promote action in community.
4. **Research:** students collect/analyze data, report on a topic to influence policy and practice.

Criteria	Not Meeting Requirements	Meeting Expectations
Duration	Project is under 1 month.	Project is at least 1 month.
Collaboration	Does not involve collaboration.	Involves collaboration.
CAS Strands	Student does not explain how the project meets a CAS strand.	Student explains how the project meets at least 1 CAS strand.
Goal	The student lacks a goal.	The student has a goal.
CAS Service Learning Stage 1: Investigation	Student still needs to conduct investigation to determine the project's feasibility.	Student confirms a community need and has verified any outside organization's integrity.
CAS Service Learning Stage 2: Preparation	Student is unable to clarify important roles/responsibilities, lacks a documented timeline for implementation or needs to find an appropriate community partner (supervisor).	Project is designed to the identified need. Student clarifies roles/responsibilities, discusses and documents timelines to implement the plan and has contact with any community partner (supervisor).

CAS Service Learning Stage 3: Action	The student does not implement the plan. If a service project, it does not meet any of the types of service action above.	The student implements the plan. If a service project, the result was direct service, indirect service, advocacy and/or research.
CAS Service Learning Stage 4: Reflection	The student does not provide adequate informal and formal reflection.	The student provides adequate informal and formal reflection.
CAS Service Learning Stage 5: Demonstration	The student does not make explicit what they accomplished or learned.	The student demonstrates accomplishment and what they learned.

A Student checklist for CAS

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?	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			

The role of the CAS coordinator:

- implementation and advancement of the CAS programme to: familiarize students, colleagues, parents and the wider community with CAS
- promote the importance of CAS to students, colleagues, parents and the wider community
- identify safety issues (risk assessment and child protection)
- develop a school-specific CAS handbook and resources
- administer the CAS budget
- manage CAS records and reports
- periodically engage in interviews with students
- report on student progress to school and parents
- promote and publicize student achievements in CAS
- develop and maintain CAS policy statements
- provide leadership for the CAS team
- provide professional development and supervise CAS advisers where appropriate
- inform and work with CAS supervisors where appropriate
- ensure consistency across the programme through ongoing contact with CAS advisers and supervisors
- inform and work with outside providers in their involvement in CAS experiences
- report completion/non-completion of CAS to the IB on IBIS.

NOTE:

- 1. It is a condition of Diploma Programme authorization that all members of the school community demonstrate a commitment to CAS.**
- 2. It must be remembered at all times that CAS is central to the Diploma Programme and its organization, and resourcing is the responsibility of the school.**
- 3. Teachers and ancillary staff could contribute to the CAS programme in a variety of ways in addition to the roles of CAS advisers and supervisors. Subject teachers can use their academic subjects as a catalyst for CAS experiences. They may also have a particular skill, hobby or talent that will contribute to the student's involvement in CAS experiences. To ensure the importance and relevance of CAS in the school community, staff should be informed and involved in the CAS programme.**
- 4. With their wide range of occupations and interests, parents can be a useful resource for CAS students. Parents can involve themselves in CAS after understanding key elements of CAS and their role.**

References: IBDP CAS Guide;

<https://www.ibo.org/programmes/diploma-programme/curriculum/theory-of-knowledge/what-is-tok/>