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Source material :

www.occ.ibo.org/MyIB

CAS guide (for students graduating in 2017 and thereafter)

Creativity, activity, service teacher support material (for students graduating in 2017 and thereafter)

1. IB MISSION STATEMENT

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

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

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

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.

2. 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 so doing, 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.

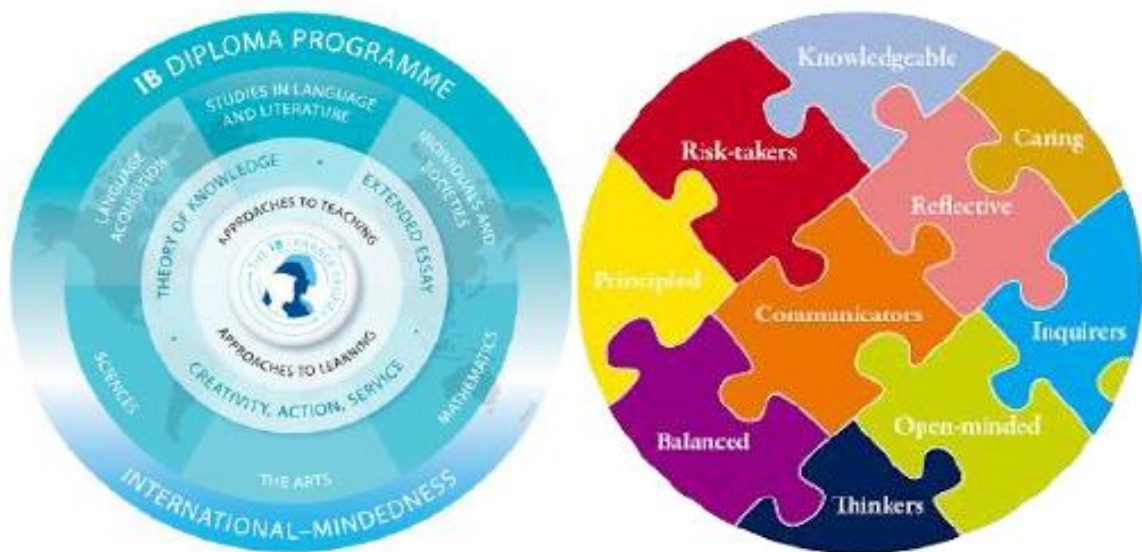
Caring- They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

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 is at the heart of the Diploma Programme. It is a shining beacon of our values, CAS enables students to demonstrate the attributes of the IB learner profile.



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

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.

3. CAS AIMS AND OBJECTIVES

CAS 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.

After completing the CAS programme, students should demonstrate:

- Self-confidence
- Curiosity, honesty and self-criticism
- Respect for human dignity transcending barriers of race, class, religion, gender and politics
- An awareness of humanitarian and environmental issues, and ethical positions on them from local, national and international perspectives
- Willingness to interact meaningfully with others
- Responsibility towards local, national and global communities, and a commitment to be of value to those communities
- An ability to reflect on and to learn from experiences
- A spirit of discovery, commitment, initiative, determination and perseverance
- An ability to meet challenges and an awareness of personal limitations
- Practical skills that can be used in community engagement and in a future career.

4. CAS STRANDS

CREATIVITY

This aspect of CAS is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum, which include creative thinking in the design and carrying out of service projects. This could involve doing dance, theatre, music, or it could involve taking on a leadership role and designing a service project. You should try to be involved in-group activities, and especially in new roles, wherever possible; however, individual commitment to learning an art form **IS** allowed, where it respects the requirements for all CAS activities: that goals are set, and you reflect on progress.

There are many approaches to creativity, such as:

- **Ongoing creativity:** Students may continue in creativity as part of a school group or club, or through some other form of sustained creativity. However, students could 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. Students can participate in school clubs/sections/organizations/interest groups.
- **Community-based creativity:** Creativity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of students' talents, interests, emotional responses, and imagination. For example, students could 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:** Solitary creativity experiences (composing music, developing a website, writing short fiction stories, creating arts and crafts, or painting a series of portraits) are of most benefit when they take place over an extended duration of time. Students can be encouraged to set personal goals and work towards these.

ACTIVITY

This aspect of CAS can include participation in expeditions, individual and team sports, and physical activities outside of the normal curriculum; it also includes physical activity involved in carrying out creative and service projects. Action may involve participation in sport or other activities requiring physical exertion – such as expeditions, camping trips, or digging trenches for water, etc. Again, you are encouraged towards group and team activities, and undertaking new roles, but an individual commitment is acceptable where the general requirements of CAS are met: that goals are set, and you reflect on progress.

Incorporating the service element can enhance both creativity and action. For example, if you become involved in the arts or physical activities you might consider coaching young children or seniors in residential homes.

There are many approaches to activity, such as:

- **Ongoing activity:** Students may continue an existing activity; however, they should set personal goals related to the principles of CAS. Students could extend and develop their participation if appropriate.
- **School-based activity:** These can include: PE class, a school sports club, or timetabled sports sessions. Students may elect to initiate a school-based activity such as basketball or volleyball and engage other students.
- **Community-based activity:** Single events of activity can lack depth and meaning. Activity experiences best occur with regularity. For example, rather than a single activity experience at a community-based fun run, students could be encouraged to join a community-based running club, a dance class, or an aerobics class.
- **Individual activity:** Solitary activity experiences (attending a gym, bicycling, roller-skating, swimming, or strength conditioning) 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

Service involves interaction, such as the building of links with individuals or groups in the community. The community may be the school, the local district, or it may exist on national and international levels (such as undertaking projects of assistance in a developing country). Service activities should not only involve doing things **for** others but also doing things **with** others and developing a real commitment with them. The relationship should therefore show respect for the dignity and self-respect of others.

Four types of service action (engaging with different types of service is recommended):

- 1) **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.
- 2) **Indirect service:** Students must verify their actions will benefit the community or environment. Examples are: re-designing a non-profit organization's website or writing original picture books to teach a language.
- 3) **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest (hunger campaign, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions).
- 4) **Research:** Students collect, analyze, and report on a topic to influence change (environmental surveys, effective means to reduce litter in public spaces, or interview people on topics such as homelessness or unemployment).

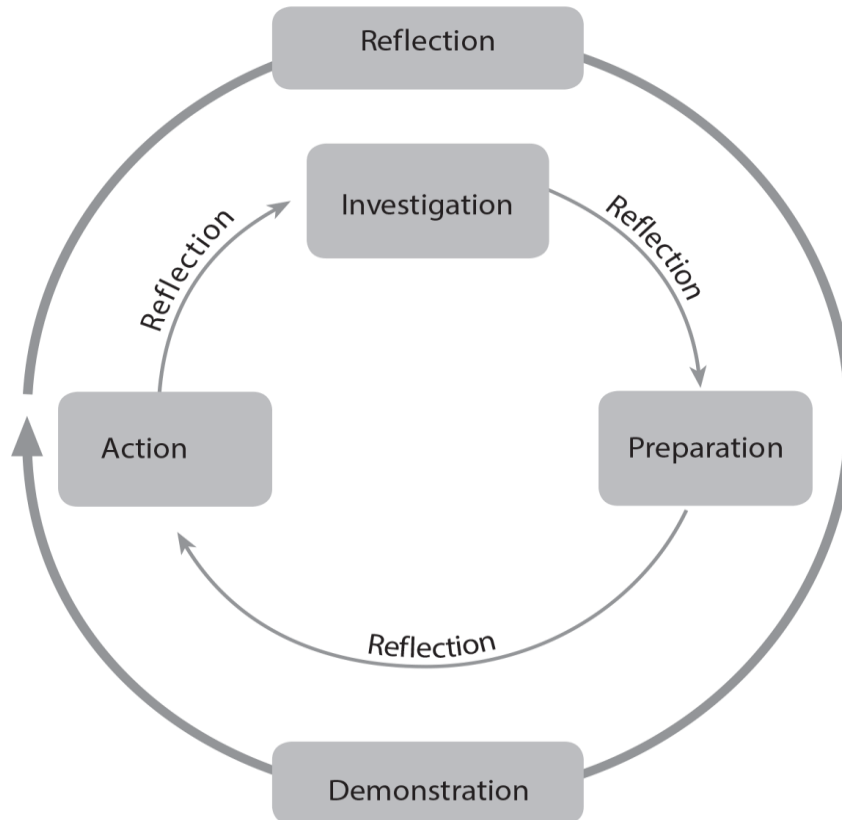
Approaches to service

- **Ongoing service:** When a plan of action is implemented over time, students develop perseverance and commitment.
- **School-based service:** 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 center.
- **Community-based service:** This 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.

- **Immediate need service:** In response to a disaster, students quickly attempt to assess the need and devise a planned response. Later, the students should investigate the issue to understand causes and commit to further service.
- **Fundraising:** Students should develop their understanding of the organization they choose to support and the issues being addressed. Sharing the rationale for the fundraising educates others and advocates the chosen cause.
- **International service:** Students must understand the circumstances of an authenticated need to support their involvement. Students benefit most when able to make clear links to parallel issues in their local environs.
- **Volunteerism:** Before volunteering, student should gain prior knowledge of the context and the service need.
- **Service arising from the curriculum:** Teachers can plan units with service learning opportunities in mind.

5. THE CAS STAGES

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.

6. WHAT IS CAS?

A CAS experience is a specific event in which you engage with one or more of the three CAS strands. Experiences can be a single events or may be extended series of events.

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

Typically, your CAS programme combines planned/unplanned singular and ongoing experiences.

All are valuable, however, a meaningful CAS programme must be more than unplanned/singular experiences.

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

Creativity, activity, service (CAS) should involve:

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

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

The most meaningful CAS experience comes from spending time with others to build relationships and develop the self-worth of both server and served. In the design and construction of your CAS schedules you are reminded of the equal importance of all three areas **CREATIVITY, ACTIVITY, SERVICE**. There must be a balance between the three.

Activities should be undertaken gradually, be appropriately adapted to the circumstances and take into account your aptitudes and preferences. Do not seek activities that will shock you as this would be counter-productive to the educational aims of CAS. Your activities should be rewarding and enrich all involved. When well carried out, your CAS experience should build your self-esteem, self-confidence and self-reliance. Successful completion of CAS is a requirement for the award of the IB Diploma.

WHAT COUNTS?

1.	The experience is paid	Not eligible for CAS
	The experience is not paid	Go to 2
2.	The experience will be used as part of a Diploma subject for CAS	Not eligible for CAS
	The experience is independent of the Diploma course	Go to 3
3.	The experience will be routine, not allowing for personal development	Not eligible for CAS
	The experience will allow enjoyment and personal growth	Go to 4
4.	The experience is too routine or brief to merit reflection for CAS	Not eligible for CAS
	The experience is worthy of reflection	Go to 5
5.	The experience falls within the Creativity strand	Go to 6
6.	The experience involves the passive attendance of another's creativity	Not eligible for CAS
	The experience involves original thinking, leading to a product	Eligible for Creativity
7.	The experience falls within the Activity strand	Go to 8

8.	This Activity involves “getting sweaty”; is a truly physical activity	Eligible for Activity
	Could not be described as physical exertion	Not eligible for A, but could for C or S
9.	The experience falls within the Service strand	Go to 10
10.	This service engages with the community to address a need	Eligible for Service
11.	Raising money for a cause	Go to 12
12.	Awareness raising and communication with the beneficiaries	Eligible for Service
	No awareness of the organization, routine activities	Not eligible for CAS

7. WHAT IS NOT CAS?

CAS is not a points-scoring exercise. It should be an interesting variety of activities that you find intrinsically worthwhile and rewarding, and which is mutually beneficial to you and to your community. Generally, CAS is not taking place when you are in a passive rather than an active role. There should be *interaction*. If you are passive, nothing of real value, either for you or for other people, results from what you are doing, and no real reflection is possible.

Examples of activities, which at first sight would appear to be inappropriate, are listed below:

- any class, activity or project that is already part of the Diploma Program
- an activity for personal reward, financial or benefit-in-kind
- simple, tedious and repetitive work
- a passive pursuit, e.g. museum, theatre, exhibition, concert visits
- part of family or religious duty
- work experience that only benefits the student
- fundraising with no clearly defined end in sight
- an activity where there is no responsible adult on site to evaluate your performance
- activities that cause division amongst different groups in the community
- working in an old people’s or children’s home when you:
 - have no idea of how the home operates
 - are just making sandwiches
 - have no contact at all with the old people or children
 - actually do no service for other people

8. CAS PROJECT

Students must be involved in at least one CAS project.

A CAS project is a collaborative series of sequential experiences, involving one or more of the CAS strands and a group of students working as a team, with all members being contributors. You are responsible for a part of or the entire CAS project. Working collaboratively also provides opportunities to use personal interests, skills and talents.

A minimum of one month is recommended for a CAS project, from planning to completion. CAS projects can be longer, and this is encouraged. You should, if possible, engage in more than one CAS project. CAS projects ensure sustained collaboration so you discover the benefits and potential of teamwork. A CAS project requires initiative, perseverance, cooperation, problem-solving and decision-making.

CAS projects have a defined purpose and goals. You need to identify learning outcomes to guide your role and responsibilities.

You reflect on your CAS project. Due to the CAS project's collaborative nature, reflecting with others assists you in gaining insight into your project's process and your personal growth. All CAS projects should use the CAS stages as a framework for implementation.

The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

* Creativity: plan, design and create a mural, start a school newspaper, organize and run an MUN club (KielMUN), start an after-school club, write a play or a piece of music that will be performed publicly.

* Activity: organize a sports team, train and play matches against other teams.

* Service: set up tutoring for people in need.

* Creativity + activity: choreograph a routine for a talent show.

* Service + activity: plant and maintain a garden with the local community.

* Service + creativity: realize local children need backpacks; design and make the backpacks out of recycled materials, design a series of lessons to teach someone something, design a website for an environmental/social cause, organize an awareness campaign for an environmental/social issue.

*Creativity + activity + service: perform a dance at a community retirement home.

Service project

When a CAS project addresses service, you 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 project should be part of the planning.

Service projects should involve ongoing communication with community members. International service projects are acceptable as long as clear goals are established, understood, and based on benefits for all stakeholders. If a service project is outside the local context, it is recommended that there is some form of continuation.

For any service project, it is important to ensure that there is:

- a genuine need which has been stated and agreed upon by the potential partners
- a liaison officer who has a good relationship with the partner community
- an understanding of the level of student participation that is possible
- a clear assessment of potential risks
- approval from the school administration
- evidence that the CAS stages were followed
- an evaluation of the benefits of the project for all involved.

A project differs from an activity in that:

- It must be initiated, planned and organized by you
- It must at least one month long (this includes the planning stage, i.e. you might spend a month planning and organizing a one day event)
- It must be collaborative.

9. LEARNING OUTCOMES—

**THIS IS VERY IMPORTANT. THIS IS THE HEART OF YOUR PROGRAM.
THIS IS WHAT YOU HAVE TO DEMONSTRATE.**

Learning outcomes are differentiated from assessment objectives because they are not rated on a scale. The completion decision for the school in relation to each student is, simply, “Have these outcomes been achieved?”

As a result of their CAS experiences as a whole, including their reflections, there should be evidence that students have:

To complete the CAS requirements, at the end of the programme, you must provide evidence, that all seven learning outcomes described below have been met.

Learning outcomes are differentiated from assessment objectives because they are not rated on a scale. Some of them may be achieved many times, in a variety of activities.

Outcome 1:

✓ **Identify own strengths and develop areas for personal growth**

The student:

- is aware of own strengths and weaknesses
- is open to improvement and growth opportunities
- is able to propose experiences according to own interests and talents
- is willing to participate in different experiences
- is able to undertake a thoughtful self-evaluation
- is able to see themselves as individuals with various abilities and skills, some more developed than others

Learner profile attributes: reflective, open-minded.

Outcome 2:

- ✓ **Demonstrate that challenges have been undertaken, developing new skills in the process**

The student:

- participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences
- is willing to become involved in unfamiliar environments and situations
- acquires new skills and abilities
- increases expertise in an established area
- shows newly acquired or developed skills or increased expertise in an established area

Learner profile attributes: balanced, risk-takers.

Outcome 3:

- ✓ **Demonstrate how to initiate and plan a CAS experience**

The student:

- is able to articulate and use the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences
- demonstrates knowledge and awareness by building on a previous CAS experience • shows initiative by launching a new idea or process
- suggests creative ideas, proposals or solutions
- integrates reflective thoughts in planning or taking initiative
- is aware of roles and responsibilities when designing an individual or collective CAS experience
- shows responsible attitude to CAS project planning
- is able to develop a coherent action plan

Learner profile attributes: inquirers, thinkers.

Outcome 4:**✓ Show commitment to and perseverance in their CAS experiences**

The student:

- demonstrates regular involvement and active engagement with CAS experiences and CAS project
- is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
- demonstrates adaptability to uncertainties and changes
- gets involved in long-term CAS experiences and CAS project

Learner profile attributes: caring, principled.

Outcome 5:**✓ Demonstrate the skills and recognize the benefits of working collaboratively**

The student:

- shares skills and knowledge
- listens respectfully to proposals from peers
- is willing to take on different roles within a team
- shows respect for different points of view and ideas
- makes valuable contributions
- is responsible for participating in the group
- readily assists others
- is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences

Learner profile attributes: caring, communicators.

Outcome 6:**✓ Demonstrate engagement with issues of global significance**

The student:

- recognizes the global implications of local issues
- is able to identify global issues in the local or national community
- shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
- gets involved in CAS projects addressing global issues in a local, national or international context
- develops awareness and responsibility towards a shared humanity

Learner profile attributes: caring, communicators.

Outcome 7:**✓ Recognize and consider the ethics of choices and actions**

The student:

- recognizes ethical issues
- is able to explain the social influences on one's ethical identity
- takes into account cultural context when making a plan or ethical decision
- identifies what is needed to know in order to make an ethical decision
- articulates ethical principles and approaches to ethical decisions
- shows accountability for choices and actions
- is aware of the consequences of choices and actions regarding self, others involved and the community
- integrates the process of reflection when facing an ethical decision
- shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences

Learner profile attributes: caring, communicators.

10. STEPS TO SUCCESS IN CAS - RESPONSIBILITY OF THE CAS STUDENT

As far as possible, students should “own” their personal CAS programs. With guidance from their mentors, students should choose activities for themselves, initiating new ones where appropriate.

CAS Students are expected to:

- approach CAS with a proactive attitude
- develop a clear understanding of CAS expectations and the purpose of CAS
- explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- determine personal goals
- discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser
- understand and apply the CAS stages where appropriate
- 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 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.

Step one:

Pre planning- Understand what CAS is.

You must self-review at the beginning of your CAS experience and set personal goals for what you hope to achieve through your CAS programme. This will involve identifying your interests, strengths, weaknesses, and resources. Read the CAS handbook and CAS guide, consult with the CAS coordinator.

Step two:

Create and Develop a plan for completing your CAS requirements.

During the September of your IB 1 year, you must develop a plan where you outline how you are going to achieve the CAS requirements. You will present your plan to the CAS coordinator during 1st CAS Interview at the beginning of October your IB 1 year. This plan should outline some of the activities that you will do over the next 18 months, have a loose timeline for when you will complete these activities, and identify the learning outcomes that each activity will address. Make sure that each of your proposed activities (and any activity that you plan on counting as part of your CAS) meets all 4 requirements:

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

If an activity doesn't fit any of these 4 requirements and does not involve learning, then it is not CAS-worthy. Please note that this plan is fluid and will change. Do not worry if your plan evolves over the 18 months of your CAS work.

All CAS students undertake a CAS project involving teamwork that integrates one or more of the strands of creativity, activity and service. Duration is a minimum of one month.

You are expected to take part in activities that involve you in the school community, national and the international community. You should plan on spending half a day at school week (at least four hours per week) or approximately 150 hours in total, with a reasonable balance between creativity, activity and service.

Remember that all the activities must be pre-approved by the CAS Coordinator before you start an activity.

Step three:

Maintaining and completing a CAS portfolio.

The CAS portfolio is used by students to plan their CAS programme, reflect on their CAS experiences and gather evidence of involvement in CAS (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 can also reveal how you have developed the attributes of the IB learner profile. It is not formally assessed.

During the three scheduled CAS interviews the CAS portfolio is discussed and appropriate encouragement and advice is given. The CAS portfolio is used to showcase the student's CAS programme and should be a source of pride for the student. You are given the choice of how the CAS portfolio is assembled, what you include and how it is shared.

Step four :

Reflections.

You must reflect on your CAS experiences as reflection is central to building a deep and rich experience in CAS. Experiential learning is at the heart of CAS and it involves much more than just planning and carrying out the activity itself. It also involves personal observation and reflection of your feeling and interactions, analysis of your perceptions, improves problem-solving, enables you to explore your strengths, limitations and influence future possibilities.

11. CAS PORTFOLIO

As IBDP student you must maintain a CAS portfolio throughout your time in the CAS programme.

Your CAS portfolio is a showcase of your CAS programme, and should be a source of pride. It is where you gather evidence of your engagement with CAS and achievement of the seven CAS learning outcomes. It should also reveal how you've developed the attributes of the IB learner profile.

The CAS portfolio is used to:

- plan your CAS programme
- reflect on your CAS experiences
- gather and archive evidence of your involvement in CAS

To demonstrate participation in CAS and achievement of the seven CAS learning outcomes, your CAS portfolio might contain:

- photographs
- videos
- audio recordings
- documents
- posters
- programmes of events or performances

The CAS coordinator will ensure that you are keeping your CAS portfolio up-to-date and relevant. While it is not formally assessed, the portfolio will be used as a summation of your CAS programme. During three scheduled CAS interviews, your CAS portfolio will be discussed and appropriate encouragement and advice given.

If the CAS coordinator has concerns (especially related to whether you're on track to successfully complete CAS) these will be added to the CAS portfolio and appropriate action taken at the earliest opportunity.

There will be a final submission date after which the CAS coordinator will read your portfolio and make a decision regarding CAS certification.

While the IB does not require any particular form for the CAS portfolio, it can be digital, online, diary, written journal, artwork, video log, blog or a scrapbook, it is suggested to divide it into three 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. These three sections are offered only as an example of one way to organize a portfolio, the decision is up to you.

- A. Profile:** In this section, students include their interests, skills and talents, plans and goals for their CAS program. At the start of CAS, students map their interests against the three strands of CAS to identify possible CAS experiences.

- B. 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 program. All throughout CAS, students can add their reflections regarding their ongoing personal development and self-awareness.

- C. Evidence:** Collect evidence to document your experience. Evidence could include, but is not limited to, planning documents, letters, emails, certificates, acknowledgments of participation and achievements, photographs, videos, and so on.

12. REFLECTION PROCESS

Reflection is a dynamic means for self-knowing, learning and decision-making. Reflection should occur before, during and after the CAS experience (one reflection is sufficient for single experiences). Four elements assist in the reflective process. The first two elements form the foundation of reflection. The last two elements add greater depth and expand perspectives.

Four elements 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.
- **Generating ideas:** Rethinking or re-examining choices and actions increases awareness about self and situations.
- **Asking questions:** Questions about people, processes or issues suggest further thinking and ongoing inquiry.

Reflections may not come naturally to you. To help you get started you should consider the following key questions:

- What did I plan to do?
- What did I do?
- What were the outcomes, for me, the team I was working with, and others?

Other questions to ask would be:

- How successful was I in achieving my goals? What difficulties did I encounter and how did I overcome them?
- What did I learn about myself and others through this activity/project? What abilities, attitudes and values have I developed?
- Did anyone help me to think about my learning during this activity/project? If so, who helped and how did they help?
- How did this activity/project benefit others?
- Did I maintain full attendance? How many sessions have I missed? Was I punctual? How would I summarize my effort and commitment?
- What might I do differently next time to improve?

- How can I apply what I have learned in other life situations?
- What have I learned about development issues that are evident in our local community? How do I feel about this? What are my views on these issues? What have I done to address these issues?

Reflect at the end of each activity, or after every 10 hours for longer-running activities. An activity worth 20 hours would require 2 reflections. Reflections are a huge part of CAS and you will learn how to do it and how to improve.

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.

The overarching intention of reflection in CAS includes the opportunity for students to:

- deepen learning
- consider relevance of experience
- explore personal and group values
- recognize the application of knowledge, skills, and attributes
- identify strengths and areas for development
- gain a greater understanding of self and others
- place experience in a larger context
- generate relevant ideas and questions
- consider improvements in individual and collective choices and actions

- transfer prior learning to new situations
- generate and receive constructive feedback
- develop the ongoing habit of thoughtful, reflective practice.

Forms of reflection

During CAS, the form of reflection must take into account student choice.

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 endeavour.
- A student could produce a short video summarizing a CAS experience.
- A group of students create a poster highlighting aspects of a shared experience.

By encouraging students to choose forms of reflection that are personal and enjoyable, reflection becomes a means for self-discovery.

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.

Good reflection is about quality rather than quantity.

The best time for, amount of, and way to reflect is your decision.

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

Reflection is most meaningful when recognized as a personal choice. If reflection becomes an obligation, it is contrary to the purpose of reflection in CAS. The preference is for you to determine key moments during that inspire reflection. Significant moments could be:

- immediately following a moment of discovery
- when a skill is mastered
- when a challenge is confronted

- when emotions are provoked
- when achievement deserves celebration.

You should reflect at the beginning, in the middle of, and 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,
- plan for their next CAS experience.

13. MONITORING PROGRESS/ CAS INTERVIEWS

Students will do three formal interviews with the CAS coordinator. Their progress will be discussed and appropriate encouragement and advice will be given. The interviews will take place twice in your first year in the Diploma Programme (one at the beginning, and the other at the end) and once in the second year (at the end of the programme).

The initial interview ---- conducted at the beginning of the Diploma Programme.

- CAS coordinator ensures you understand the requirements for CAS,
- CAS coordinator explains the CAS learning outcomes,
- CAS coordinator ensures you understand how to achieve the learning outcomes,
- CAS coordinator ensures you understand the CAS stages and how to use them,
- you share your interests,
- you share your ideas for CAS experiences,
- you determine what form your CAS portfolio will take,
- you confirm your understanding,
- you ask for assistance with plans and ideas.

The second interview ---- held towards the end of the first year of the Diploma Programme.

- CAS coordinator assesses your CAS progress,
- CAS coordinator ensures that you have committed to a range of CAS experiences,
- CAS coordinator ensures that you are achieving CAS learning outcomes,
- you share results of or plans for your CAS project,
- you share your CAS portfolio,
- you share gathered evidence,
- you draw attention to achievement of any of the seven learning outcomes.

If concerns arise, particularly with respect to whether or not you are ‘on track’ for completion of the CAS programme, they will be noted and appropriate action taken. This may involve contacting the IB coordinator, and/or your parents.

The final interview ---- held after the portfolio submission deadline (See IB Year II calendar).

- you share your CAS portfolio,
- you share gathered evidence,
- you outline your achievement of all seven of the CAS learning outcomes,
- you discuss and evaluate your overall CAS programme,
- you reflect on personal growth,
- CAS coordinator endorses or rejects your appraisal of your CAS progress.

The third interview is a summative discussion of your engagement in CAS and your achievement of the seven CAS learning outcomes. This final interview may provide for development of the CAS programme for future CAS students based on the students’ personal experience.

Following that meeting, the CAS coordinator will record the completion decision for you on IBIS as specified in the Handbook of procedures for the Diploma Programme.

14. CAS CALENDAR - PROCEDURES AND MAJOR DEADLINES

Date	DP Year 1	DP Year 2
September	Initial CAS Programme Planning. <ul style="list-style-type: none"> - Introductory meeting with students and parents. - CAS Handbook is distributed and discussed with the students. - Students begin to develop individual CAS Plans and Activity Proposal Process. 	Introductory meeting. <ul style="list-style-type: none"> - Students discuss their progress during the summer and their ongoing plan.
September end	CAS Programme Planning Completed. <ul style="list-style-type: none"> - Students meet the CAS Coordinator to discuss their CAS Programme. - CAS Coordinator approve students' programmes. - 1st CAS Interview. 	Regular consulting hours. <ul style="list-style-type: none"> - Students discuss their progress with the CAS Coordinator.
October	Regular consulting hours. <ul style="list-style-type: none"> - Students discuss their progress with the CAS Coordinator. Portfolio activity is verified. 	Regular consulting hours. <ul style="list-style-type: none"> - Students discuss their progress with the CAS Coordinator.
November	Regular consulting hours. <ul style="list-style-type: none"> - Students discuss their progress with the CAS Coordinator. 	Regular consulting hours. <ul style="list-style-type: none"> - Students discuss their progress with the CAS Coordinator.
December	Regular consulting hours. <ul style="list-style-type: none"> - Students discuss their progress with the CAS Coordinator. 	Half-term Review. <ul style="list-style-type: none"> - Students present their CAS portfolios - DP Coordinator and Parents will be notified if student is not in good standing.
January/ February	Half-term Review. <ul style="list-style-type: none"> - Students present their CAS Portfolios. - Students discuss their progress with the CAS Coordinator. 	Regular consulting hours. <ul style="list-style-type: none"> - Students discuss their progress with the CAS Coordinator.
March	Regular consulting hours. <ul style="list-style-type: none"> - Students discuss their progress with the CAS Coordinator. 	Regular consulting hours. <ul style="list-style-type: none"> - Students discuss their progress with the CAS Coordinator. - Students finalize their CAS Portfolios. All CAS experiences and Projects are completed. - 3rd CAS Interview.
April	Regular consulting hours. <ul style="list-style-type: none"> - Students discuss their progress with the CAS Coordinator. 	Final CAS Portfolio submission deadline- due to 10th. <ul style="list-style-type: none"> - Students submit their CAS

	<ul style="list-style-type: none"> - CAS project planning is evident in the CAS Portfolio. 	<ul style="list-style-type: none"> portfolios. - 3rd CAS Interview. - CAS Completion/Celebration. - Final CAS Assessment entered in IBIS.
May	Regular consulting hours. <ul style="list-style-type: none"> - Students discuss their progress with the CAS Coordinator. 	
June	One-year Review. <ul style="list-style-type: none"> - Students present their CAS portfolios. - Evidence of participation in the CAS Project is shown. - 2nd CAS Interview. 	
July/ August	Summertime. <ul style="list-style-type: none"> - Students continue their CAS Programme during the summer break. 	

Monthly:

Discuss your progress with your group members;

Meet with your CAS coordinator;

Check that your documentation is up to date;

Take photos, videos and keep your records;

Submit monthly CAS Reflections.

15. IDEAS FOR CAS EXPERIENCES (in our school and local community).

The letters C, A and S correspond to “creativity,” “activity” and “service.” Depending on the details of the activity, not all categories will apply.

- Practice in a local and school newspaper (C)
- Working in a school radio station (C)
- Taking part in a school sanitary team (C, S)
- Creating CAS website and notice board (C)
- Creating in a school chronicle (C)
- Promoting and organizing international students meetings and school’s open days (C)

- Sudoku competitions (C)
- Health promoting actions (C, S)
- Musical productions- school choir/band (C)
- Taking part in a school club of photography “Carpe Diem” (C)
- Driving classes (C)
- School theatre (C)
- Working in school decorating section (C)
- Taking part in a school club of survival “Autsajder” (A)
- Active participation in a school volleyball, football, handball and basketball team (A)
- Yoga, Zumba, Pilates classes (A)
- Jogging, swimming, skiing, hiking (A)
- Service in hospital, orphan house and elderly house (S)
- Helping others with their learning (S)
- Writing letters “Amnesty International” (S)
- Fundraising WOŚP (Great Orchestra of Christmas Charity) and Szlachetna Paczka (S)
- Service during “Kielce biegają”, “Narodowe czytanie”, ”Giełda Szkół i Uczelni” and other local events (S)
- Helping in an animal shelter (S)
- Organizing a tournament for students from other schools (C, A)
- Promoting adoption of homeless animals from a local animal shelter (C,A,S)
- Growing For Life- A charity gardening project providing support, experience, and distraction for rehabilitating prisoners and addicts (C,A,S)
- Organizing Scrabble or Mathematical Competition (Math’s Marathon) for Middle school students (A,S)
- Furnishing and decorating an exemplary flat as a museum from the 60s-70s to show how our students’ parents used to live (C,S)
- Gardening – The Compost King (C,A)
- Establishing and coaching a sports team for disadvantaged youngsters (C,A,S)
- Wax museum of the most famous British, American & Australian artists, politicians, scientists (CAS students as wax figures) (C,A,S)
- Building a potter’s wheel (making and selling pottery for charity) (C,A,S)

- A survival project, preparing topographic maps and organizing a hare and hounds in the woods to integrate the school community (C,A,S)
- Establishing an Environmental Club (cleaning up the beaches, exhibition of artistic installations made of waste, utilizing and recycling rubbish in chemical experiments, interscholastic film festival about recycling) (C,A,S)
- Involvement in a theatrical production to which the disabled are invited (C,S)
- Teaching the use of computers or a foreign language (C,S)
- Environmental restoration and protection (A,S)
- Teaching children who have a disability to swim (A,S)
- Coaching a basketball or football team (A,S)
- Teaching playing the guitar to children (C,S)
- Writing for the school newspaper (C,S)
- Working with abandoned children to paint murals in their institution (C,S)
- Running a half marathon for charity (A,S)
- Leading a forest expedition (A,S)
- Organizing a marathon to raise money for guide dogs (C,A,S)
- Raising money for Amnesty International/Greenpeace/World Wide Fund for Nature (C,S)
- Creating and maintaining a service-oriented website (C,S)
- Assisting victims of a natural disaster (C,A,S)

The majority of your experiences will take place within the school community.

Some experiences may involve you in the local community, the national community, or the international community. You must take part in a range of experiences, some of which you initiate yourself. At least one of your experiences must address an issue of global significance. At least one of your experiences must be a CAS Project. You should plan on spending the equivalent of two to three hours per week in CAS experiences, with a reasonable balance between creativity, activity, and service.

You should plan on taking part in six - eight substantial experiences over the 18 months of your CAS programme. You do not have to include all your extra-curricular experiences as a part of your CAS.

CAS Forms

CAS log

DATE 1 st year	CAS EXPERIENCES			OUTLINE OF CAS EXPERIENCES	DURATION	SUPERVISOR'S / CAS COORDINATOR'S SIGNATURE
	C	A	S			
S E P T E M B E R						
O C T O B E R						
N O V E M B E R						
D E C E M B E R						

J A N U A R Y							
F E B R U A R Y							
M A R C H							
A P R I L							

M A Y							
J U N E							
J U L Y							
A U G U S T							

DATE 2 nd year	CAS EXPERIENCES			OUTLINE OF CAS EXPERIENCES	DURATION	SUPERVISOR'S / CAS COORDINATOR'S SIGNATURE
	C	A	S			
S E P T E M B E R						
O C T O B E R						
N O V E M B E R						
D E C E M B E R						
J A N U A R Y						

F E B R U A R Y							
M A R C H							
A P R I L							

Letter to the CAS Supervisor

Dear CAS Supervisor,

The International Baccalaureate (IB) diploma is a programme of education held at upper-secondary schools throughout the world. As a part of the IB diploma, students must complete a programme called CAS, which stands for Creativity, Activity, Service.

The CAS programme aims to provide the student with challenges in three areas:

Creativity: This covers a wide range of creative activities, including the arts, and creative-thinking in carrying out projects.

Activity: This includes sports and other physical activities outside the normal curriculum.

Service: This entails doing things for others and with others, in a relationship of mutual respect.

The students should undertake each task with clear goals and with a responsible adult supervisor. The students should not receive payment for these activities and they should not be assisting family members or relatives.

Your cooperation as an activity supervisor would be greatly appreciated. Your understanding, support and guidance are important for the overall success of the young person in the activity.

As a supervisor, you will be asked to evaluate the student's performance. In particular, you will be asked to monitor the student's attendance, provide guidance and support relating to the activity, alert the CAS coordinator of any problems, and report on the student's performance.

Should you have any enquires regarding the CAS programme, please contact me, the CAS coordinator.

Thank you for your support.

With regards,

Eliza Augustyn-Kotwica

CAS Coordinator

VI Liceum Ogólnokształcące

im. J. Słowackiego w Kielcach

e-mail: eliza.augustyn@gmail.com

List do Nadzorującego Aktywność

Drogi Nadzorujący Aktywność,
International Baccalaureate (IB) Diploma jest programem edukacyjnym prowadzonym w szkołach ponadgimnazjalnych na całym świecie. Aby zdobyć dyplom IB, studenci muszą zrealizować komponent o nazwie CAS, co oznacza Creativity, Activity, Service.

Program CAS ma na celu zapewnienie studentom wyzwań w trzech obszarach:

Kreatywność: Obejmuje szeroki zakres działań twórczych, w tym sztukę i wymusza kreatywne myślenie podczas realizacji projektów.

Rozwój fizyczny: Obejmuje głównie aktywności fizyczne niezwiązane z programem nauczania.

Służba innym: Oznacza pracę dla innych i z innymi, z wzajemnym szacunkiem.

Student powinien podejmować każde zadanie dla jasnych celów i pod nadzorem odpowiedzialnego pełnoletniego opiekuna. Student nie powinien otrzymywać zapłaty za te działania oraz nie powinien pracować z rodziną lub krewnymi.

Twoja współpraca jako nadzorującego aktywność jest niezwykle istotna. Zrozumienie, wsparcie i wskazówki są ważne dla ogólnego sukcesu młodego człowieka w podejmowanych działaniach.
Jako osoba nadzorująca aktywność, zostaniesz poproszony o ocenę osiągnięć studentów.

W szczególności będzie to monitorowanie obecności uczniów, zapewnienie pomocy i wsparcia podczas wykonywania przez nich różnorodnych aktywności, zawiadomienie koordynatora CAS w razie jakichkolwiek problemów oraz poinformowanie o wynikach studentów.

Jeśli masz pytania dotyczące programu CAS, skontaktuj się ze mną - koordynatorem CAS.

Dziękuję za pomoc.

Z poważaniem,
Eliza Augustyn-Kotwica
CAS koordynator
VI Liceum Ogólnokształcące
im. J. Słowackiego w Kielcach
e-mail: eliza.augustyn@gmail.com

Letter to Parents/Guardian

Dear Parent or Guardian,

As a part of the International Baccalaureate (IB) diploma, students must complete a programme called CAS, which stands for Creativity, Activity, and Service. The CAS programme aims to provide the student with challenges in three areas:

- Creativity: This covers a wide range of creative activities, including the arts, and creative-thinking in carrying out projects.
- Activity: This includes sports and other physical activities outside the normal curriculum.
- Service: This entails doing things for others and with others, in a relationship of mutual respect.

The students are expected to spend at least 3 long-term activities in each section: Creativity, Activity and Service and many varied, interesting, quality short-term activities.

The student must have a minimum of 3 different activities in each section for variety.

They should undertake each task with clear goals and with a responsible adult supervisor.

The students should not receive payment for these activities and they should not be assisting family members or relatives. The chosen activities should involve the active participation of the students.

The students' reflection on their activities is an essential part of the experience.

I hope that this explains the general outline of the CAS programme and some of what your child will be doing during the coming one year.

Should you have any enquires regarding the CAS programme, please contact me, the CAS coordinator.

Thank you for your support.

With regards,

Eliza Augustyn-Kotwica
CAS koordynator
VI Liceum Ogólnokształcące
im. J. Słowackiego w Kielcach
e-mail: eliza.augustyn@gmail.com

CAS Plan

VI Liceum Ogólnokształcące im. J. Słowackiego w Kielcach

Candidate's Name: _____

*List all your potential experiences in the appropriate columns (there should be at least two in each category).
You must participate in creativity, activity and service experiences monthly. If you are taking a non-IB course,
then that can count for CAS.*

Learning Outcomes	CAS Experiences (C/A/S)	Date (Month/Year)	Appx. Hours per Week	Goal
1. Identify own strengths and develop areas for personal growth				
2. Demonstrate that challenges have been undertaken, developing new skills in the process				
3. Demonstrate how to initiate and plan a CAS experience				
4. Show commitment to and perseverance in your CAS experiences				
5. Demonstrate the skills and recognize the benefits of working collaboratively				
6. Demonstrate engagement with issues of global significance				
7. Recognize and consider the ethics of choices and actions				

Date: _____

CAS Coordinator's signature: _____

CAS Proposal Form

VI Liceum Ogólnokształcące im. J. Słowackiego w Kielcach

This form must be completed and approved before beginning the CAS experience.

Candidate's Name: _____

Type of CAS experience: _____ Creativity _____ Activity _____ Service

Dates of proposed CAS experience: From _____ to _____

Estimated number of hours: _____

Name of CAS experience: _____

Supervisor's name: _____

Phone number, address or email: _____

I have read the letter to the supervisor and agreed to supervise the above student.

Supervisor's signature: _____

Why is it a good CAS experience?

What personal benefits or learning outcomes can you gain through this CAS experience?

Student's Signature: _____

Date: _____

CAS Coordinator's Signature: _____

Date: _____

CAS Personal Profile Questionnaire

VI Liceum Ogólnokształcące im. J. Słowackiego w Kielcach

Candidate's Name: _____

This document will help you in matching your interests, experience, skills, talents and ways you want to grow and develop with CAS experiences and project ideas. This is simply a way to get started with your CAS programme.

(Answer the following questions on a separate piece of paper. To be most helpful your answers should focus on basic CAS areas for growth such as physical activity, artistic pursuits, social situations, personal growth, service work, as these will give a better idea on where to focus your future CAS activities).

1. What are your talents?
2. What do you enjoy doing?
3. What skill or talent would you like to improve?
4. What are you already doing that could be part of your CAS programme?
5. What would you like to be involved in?
6. Describe a time when you helped someone else or helped with a cause.
7. Describe a time when someone helped you.
8. About what issues do you have concern or feel most passionate?
9. Are there any local clubs or community associations in which you could be involved?
10. What would you like to learn more about?
11. What have you always wanted to try but haven't yet?
12. What other questions may help? Write down two and answer them.

Additional questions:

CREATIVITY:

1. Are you or will you be involved in any creative or artistic endeavors (orchestra, band, yearbook, Model UN, theater, choir, Debate, etc.)? Do you use your creativity in helping to plan events/activities? Explain your answers for each organization or activity.
2. How are you or will you be involved—as a participant or do you have a leadership role? What gifts or talents do you contribute? Explain your answers for each organization or activity.
3. How committed are you or will you be to the activity? Is it a substantial, significant commitment? Do you take an active role in participation? Explain your answers for each organization or activity.
4. What goals have you or will you set for yourself in terms of your performances or creative endeavors in each of these activities? Are these goals realistic and achievable? For each of the goals, what challenges do you think you might face? What new skills or new skill levels will you develop? Will these goals “stretch” you?
5. How will achieving the goals for any of the above referenced activities result in your growth? How will it make you more aware of yourself as a global citizen? How will it make you more aware of the ethical considerations of your actions?

ACTIVITY:

1. List any clubs, organizations, sports, or other teams in which you are currently involved: (Club sports, dance team, etc.) If you are not involved in any athletic activities what would you like to join/ learn?
2. How are you or will you be involved - as a participant, as an officer, do you have a leadership role? What gifts or talents do you contribute? Explain your answers for each organization or activity.
3. How committed are you or will you be to the activity? Is it a substantial commitment? Does the organization, club, or team involve themselves in substantial, significant endeavors of which you are an active participant?
4. What goals have you or will you set for yourself in terms of your performance and endeavors in each of these activities? Are these goals realistic and achievable? For each of the goals, what challenges do you think you might face? What new skills or new skill levels will you develop? Will these goals “stretch” you?
5. How will achieving the goals for any of the above referenced activities result in your growth? How will it make you more aware of yourself as a global citizen? How will it make you more aware of the ethical considerations?

SERVICE:

1. List community/national/global issues that concern you the most.
2. How have you currently involved yourself in these issues?
3. What issues would you like to learn more about?
4. Consider all your current responsibilities. How much time can you realistically commit to service on these?
5. What skill(s) would you like to develop or learn in your service endeavor?
6. How do you anticipate “stretching” yourself in your service endeavor?
7. What challenges do you think you might encounter?
8. Do you want to work directly with people? If yes, would you prefer to work with children, adults, or peers?
9. How long do you plan on carrying out your commitment - three months, six months, one year?

A Student Checklist For CAS

VI Liceum Ogólnokształcące im. J. Słowackiego w Kielcach

Candidate's Name: _____

My CAS programme	Y/N?	Notes / Date
Evidence of planning of a CAS programme		
Regular commitment over at least 18 months to CAS		
Understanding and ability to use the CAS stages when planning CAS experiences		
Balance between creativity, activity and service		
At least one planned project undertaken over at least one month		
Evidence of achieving all seven learning outcomes		
Evidence of identification of strengths and areas for personal growth (LO1)		
Evidence of undertaking new challenges and developing new skills in the process (LO2)		
Evidence of initiating and planning a CAS experience (LO3)		
Evidence of commitment and perseverance in CAS experiences (LO4)		
Evidence of demonstrating the skills and recognizing the benefits of working collaboratively (LO5)		
Evidence of engagement with issues of global significance (LO6)		
Evidence of recognising 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		

Student's Signature: _____

Date: _____

CAS Coordinator's Signature: _____

Date: _____

A REFLECTION SHEET FOR THE STUDENT

The activity I carried out (for C, A, S) is:

.....
.....
.....
.....

The people involved in this activity were/are:

.....
.....
.....
.....

The purpose of this activity was:

.....
.....
.....
.....

Skills and ability I developed in this experience:

.....
.....
.....
.....

Interpersonal skills I developed working with the other people involved:

.....
.....
.....
.....

Was my point of view challenged? If so, when and why?

.....
.....
.....
.....

Did I keep an open-minded and tolerant approach towards the people involved?

.....
.....
.....

Do I feel that I changed in any way by doing this and reflecting upon it?

.....
.....
.....
.....

As a result of this learning I am now able to:

.....
.....
.....
.....

The biggest difficulty I faced doing this activity was:

.....
.....
.....
.....

I overcame this difficulty by:

.....
.....
.....
.....

What I have learnt about myself and other people from this activity:

.....
.....
.....
.....
.....
.....
.....
.....

**CAS PROJECT
PRESENTATION AND DOCUMENTATION FORM**

VI Liceum Ogólnokształcące im. Juliusza Słowackiego w Kielcach

Student's name: _____

Title and focus of the project:

CAS elements involved:

Creativity _____ Activity _____ Service _____

Anticipated dates of CAS Project:

INTRODUCTION:

Brief description of the project. Explain its characteristics, context, people involved: members, student project leader(s). (When coordinating with another institution, please provide its description, aims, targeted population, context, etc.)

THE CAS STAGES:

For each CAS stage, describe either what has been done or what you plan to do:

1. INVESTIGATION

2. PREPARATION

3. ACTION

4. REFLECTION

--

5. DEMONSTRATION

--

- **Contact person at organization/teacher or other external supervisor- contact phone and email:**

--

- **Risk assessment required? Risk assessment completed?**

--

- **CAS coordinator's signature and date:**

--	--

- **Student's signature and date:**

--	--

CAS completion form

Name of student: _____

There is evidence that the student has fulfilled each of the following learning outcomes.

<u>Learning outcome</u>		<u>Increased awareness of strengths/weaknesses.</u>	<u>Undertaken new challenges.</u>	<u>Planned and initiated activities.</u>	<u>Perseverance and commitment.</u>	<u>Worked collaboratively.</u>	<u>Engaged with issues of global importance.</u>	<u>Considered ethical implications.</u>
<u>Activity</u>	<u>C/A/S + hours</u>							