

INTERNATIONAL BACCALAUREATE DIPLOMA
CAS HANDBOOK
Meade High School



Table of Contents

I.	IB Mission Statement	2
II.	IB Learner Profile	2
III.	Aims of CAS	2
IV.	CAS Learning Outcomes	2
V.	Responsibility of CAS student	3
VI.	What is CAS?	3
VII.	CAS Strands	4
VIII.	Ideas for CAS experiences	5
IX.	What is NOT CAS?	5
X.	CAS Stages	6
XI.	Risk Assessment	6
XII.	CAS Project	6
XIII.	Reflection Process	7
	a. Forms of reflection	7
	b. Sample reflections	7
	c. Unique ways to present	8
XIV.	Monitoring Progress/Interviews	9

I. IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring you 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.

II. IB LEARNER PROFILE

- **INQUIRERS:** They develop their natural curiosity, acquire the skills necessary to conduct inquiry and research and show independence in learning.
- **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. 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.
- **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.
- **CARING:** They show empathy, compassion and respect towards the needs and feelings of others. They 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 wellbeing for themselves and others.
- **REFLECTIVE:** They give thoughtful consideration to their own learning and are able to assess and understand their strengths and limitations in order to support their learning and personal development.

III. AIMS OF CAS

CAS provides the main opportunity to develop many of the attributes described in the IB learner profile. The CAS program aims to develop students who:

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

IV. CAS LEARNING OUTCOMES

1. **Identify own strengths and develop areas for growth.** Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
2. **Demonstrate that challenges have been undertaken, developing new skills in the process.** A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
3. **Demonstrate how to initiate and plan a CAS experience.** Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
4. **Show commitment to and perseverance in CAS experiences.** Students demonstrate regular involvement and active engagement in CAS.
5. **Demonstrate the skills and recognize the benefits of working collaboratively.** Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
6. **Demonstrate engagement with issues of global significance.** Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue through local, national or international action. Think globally but act locally.

7. **Recognize and consider the ethics of choices and actions.** Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

V. RESPONSIBILITY OF THE CAS STUDENT

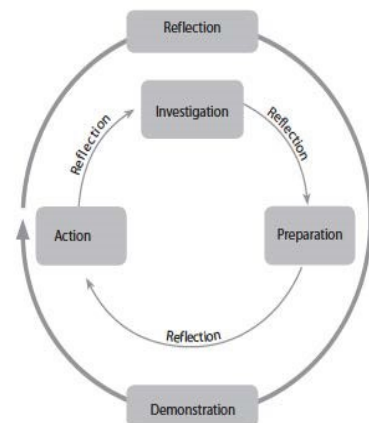
Key to a student’s CAS program is personal engagement, choice and enjoyment of CAS experiences. Throughout the Junior and Senior years students undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. Students reflect on CAS experiences at significant moments throughout 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
- Explore personal values, attitudes and attributes with reference to the IB learner profile and mission statement
- Determine personal goals
- Discuss plans for CAS experiences with the CAS Coordinator and/or CAS Mentor
- 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 CAS
- Maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes in Managebac
- Understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- Demonstrate accomplishments within their CAS program
- Communicate with the CAS Coordinator/Mentor and/or CAS supervisor in formal and informal meetings
- Ensure a suitable balance between creativity, activity and service in their CAS program
- Behave appropriately and ethically in their choices and behaviors.

VI. WHAT IS CAS?

Creativity, activity, service (CAS) is at the heart of the Diploma Program and should continue on a weekly basis for at least 18 months. For student development to occur, CAS should involve these criteria:

- fit within one or more of the CAS strands
- be enjoyable
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- meet one or more of the CAS learning outcomes
- is active, not passive
- have a meaningful purpose or present a new challenge
- not be used or included in the student’s Diploma course requirements
- must have a supervisor (not a parent) who confirms completion of experiences



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

VII. CAS STRANDS

A. Creativity (arts and other experiences that involve creative thinking)

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. 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 and create flyers, etc.
- **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.

B. Activity (physical exertion contributing to a healthy lifestyle)

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. 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: a school sports club. 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.

C. Service (An unpaid and voluntary exchange that has a learning benefit for the student)

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: redesigning 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.

VIII. IDEAS FOR CAS EXPERIENCES

Activity Ideas:

1. Team sport (on-campus or off-campus) – all practice and games count
2. Individual sport (bowling, golfing, swimming, mountain biking, running etc.)
3. Cheerleading, Dancing
4. Martial arts classes
5. Yoga, Pilates, Zumba
6. Marathon or fundraising run (need to train for it)
7. Join a gym, set up a workout plan and stick to it!
8. Hiking expedition
9. Learn to ski or snowboard this winter
10. Teach sports to kids who don't get an opportunity to learn (A/S)

Creativity Ideas:

1. Singing in choir
2. Learn a musical instrument or extend what you are already doing
3. Debating or public speaking competitions, write for a magazine or newspaper
4. Participate in a school musical, play, lip sync battle
5. Design and create a mural at school (C/S)
6. Learn an especially challenging piece of music/ dance routine (C/A, if dance)
7. Choreograph and participate in a dance routine for dance production (C/A)
8. Perform music or dance in a new or especially challenging context (public audience, competition)
9. Plan a musical program and perform for hospital patients (C/S)
10. Teach art/music/dance to another person/group of people (C/S)
11. Design a website for a school/non-profit/charity organization. (C/S)
12. Design a series of after school tutoring sessions. (C/S).
13. Create a mini photography portfolio with a clearly defined theme, objective, and goal.
14. Design video games, coding, set up video game competition to raise funds/awareness.

Service Ideas: (Need to find a variety of Service types)

1. Tutor at a local elementary school
2. Work as a teacher's aide in a local elementary school
3. Volunteer to help run activities at a nursing home, Boys and Girls Club
4. Teach singing/piano/guitar as a lunchtime or after school club (S/C)
5. Visit the hospital and chat to the residents or teach them a new craft/skill
6. Volunteer to teach a workshop at a local internet café on writing a resume (S/C)
7. Organize a beach clean-up with your friends.
8. Campaign the local government on an issue you feel strongly about
9. Become certified in CPR/First Aid at local Red Cross.
10. Serve as a translator for school activities as and when needed.
11. Design and perform a creative skit about healthy eating habits for younger students (S/C)
12. Design a poster campaign for healthy eating (S/C)

IX. WHAT IS NOT CAS?

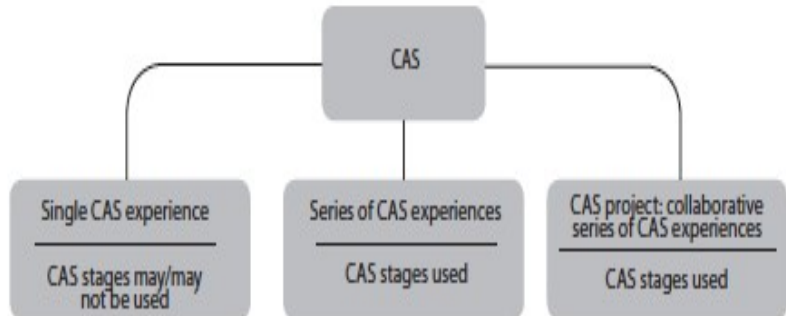
CAS is not an hour counting exercise. It should be an interesting variety of experiences that you find intrinsically worthwhile and rewarding, and which is mutually beneficial to you and to your community. Generally, CAS is not taking place when you are in a passive role, but rather an active role. There should be **interaction**. If you are passive, nothing of real value, either for you or for other people, results from what you are doing. Examples of activities that may 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, theater, exhibition, concert visits
- Work experience that only benefits the student

- Fundraising with no clearly defined end in sight
- An activity that causes division amongst different groups in the community
- Working in an elderly or children's home when you:
 - Have no idea of how the home operates
 - Have no contact at all with the elderly or children
 - Do NO service for other people/animals/environment
- An activity where there is no responsible adult on site to evaluate your performance

X. CAS STAGES

The five CAS stages are as follows and must be demonstrated in all series of experiences and the CAS project. A single one-time experience does not require these stages.



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.

XI. RISK ASSESSMENT

The IB and the learner profile attributes encourage students to be risk-takers; however, this does not mean that students or teachers should be encouraged to take unnecessary risks or place themselves in danger. The key to safely taking risks is having the ability to fully understand the nature of the risk being taken and how to mitigate potentially dangerous outcomes where necessary. As such, schools need to strike the right balance between protecting students from risk and allowing students to participate in CAS experiences.

When planning a CAS experience in which participants may be exposed to hazards, it is important that risks are identified and assessed. The IB requires that schools always comply with the pertinent local health and safety laws and regulations both in and out of the classroom. In addition, the IB provides the following guidelines on assessing the potential risk of a CAS experience.

1. Schools and teachers should ensure adequate systems are in place to assess and mitigate the risk of any CAS experience.
2. The school should ensure the staff organizing and supervising CAS experiences are fully supported throughout the risk assessment process.
3. In order to prevent risk assessment from becoming a barrier to CAS experiences, schools should develop risk assessment systems that are proportionate to the level of risk. Although CAS experiences must be properly planned and assessed, experiences presenting a lower-risk level should be quicker and easier to assess and organize than higher-risk experiences.
4. Where risks are identified, schools should ensure that all potential stakeholders (colleagues, students and parents) are informed of both the risk and any precautions or contingency plans that will be implemented in order to minimize the risk.

XII. CAS LONG-TERM PROJECT

The primary purpose of the CAS Long-Term 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.

- 1) Must be collaborative (group project)
- 2) Must be student initiated (in part or in entirety)
- 3) Must be a sustained long-term project (longer than 4 months from planning to completion)
- 4) Can address any single strand of CAS or combine two or all three strands
- 5) Must use the CAS stages for implementation.

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

- Creativity: A student group plans, designs and creates a mural
- Creativity and Service: Cancer Prevention and Education in local communities
- Activity: Students organize and participate in a sports team including training sessions and competitions to help youth develop discipline, self-confidence, and health
- Service: Students set up and conduct tutoring for people in need
- Creativity: Improving historical preservation through technology with a local site
- Service and activity: Students plan and participate in the planting and maintenance of a garden in the community
- Service and creativity: Students design and make the backpacks out of recycled materials for students in need
- Creativity, activity, and service: Students create and host a Song and/or Dance production for a community retirement home.

XIII. 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.

- 1) Describing what happened: Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes (include the learning outcome(s) they addressed).
- 2) Expressing feelings: Students articulate emotional responses to their experiences.
 - a. How did I feel about the challenges?
 - b. What happened that prompted particular feelings?
 - c. What choices might have resulted in different feelings and outcomes?
- 3) Generating ideas: Rethinking or re-examining choices and actions increases awareness about self and situations
 - a. Why did I make this particular choice?
 - b. How did this experience reflect my personal ideas and values?
 - c. In what ways am I being challenged to think differently about myself and others?
- 4) Asking questions: Questions about people, processes or issues prompt further thinking and ongoing inquiry.

*It must be possible for the IBO evaluator to tell: **what happened, why it happened, how it happened, what value it was, what the student learned from it, and how they achieved each learning outcome.**

A. 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. The ultimate intention is for students to be independently reflective. 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.** 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.

B. Samples of good reflections (from the International School of Panama)

Volunteer at the Minneapolis Children's Hospital – Service

"... The children were very open in accepting me. They were always the ones who made this brief interaction between two strangers seem comfortable. Through the compassion I constantly saw in these very sick children I was exposed to an amazing outlook on life. One of the false assumptions I made about working at Children's was that as a result of my work I would feel good about myself for giving my time to these children. In fact, I did feel good about myself but it was not because of what I had given. Instead it was the children who gave to me. From them I learned how positive selfless people can be..."

Writing poetry – Creative

"For the past two years I have kept a journal of poetry and stream of consciousness pieces that I have written. It now contains about 30 works. I write in it rather sporadically, either as ideas come to me that I feel would make good poems, or I feel the need to vent my emotion on paper. I have shown this journal to certain teachers and friends, and I have submitted several of them to *Mosaic*. For me this journal is a way to stay sane, sort of catharsis for my soul. By writing poetry about situations that I am in I can think through my options and how best to deal with them. Similarly, it helps me to understand better what I am feeling. And if

someone else can benefit from my writing through *Mosaic*, all the better. After all, art is not only beneficial to the artist, but also for the observer of that art.”

Service Activity

“As one of my service activities I wanted to help an elderly person as I realized that their problems are sometimes neglected or forgotten. That is why I turned to an environmental nurse so that she could find a person in need of help and willing to be helped. I stayed in contact with the nurse and after a while she gave me the name and address of an old lady whom she described as lonely and having problems with walking. I was happy that I found the opportunity to offer my help to a person in need.

On one day the nurse and I visited the elderly lady in her flat. Beforehand, the nurse informed me that the lady used to work physically and retired early (at the age of 45 due to health problems). I got acquainted with her and from that day on I started visiting her regularly once a week.

I went for walks with the lady and every week we went shopping to the nearest supermarket. However, the most important task turned out to be far more difficult than I expected. I made the greatest effort to make the woman cheerful, to create a friendly warm atmosphere, but I noticed how reserved and depressed she was. She mentioned the fact that she had been lonely for a long time and it stuck in my memory. It made me realize how loneliness affects human psyche. At the beginning I found it very difficult to make her smile, because she was only saying miserable her life was and complained about the problems she faced. I tried to show my understanding and convince her that life is worth living regardless of the difficulties one faces, but it seemed to me that it did not speak to her. Sometimes I wondered if my visits were bringing her any good. Surprisingly, as time was passing by and we came to know each other better, I noticed a change in her and a change in the character of our interaction. I was very happy when on one day she confessed to me how grateful she was for my help. The activity gave me fulfillment and made me conceive how serious is the problem of loneliness in life and I realized the importance of attention that needs to be paid to lonely people.”

Sample of poor reflection

“Today I got to the nursing home at 2:00. Talked to some ladies. Passed out popcorn at the movie. Went home at 4:00. When you volunteer at the nursing home, the residents really make you feel appreciated. It makes it all worthwhile.”

Whether it was for a long period or short, this student reflecting on their social service missed the point. This student was surrounded by human drama. On every side there was loneliness, love, struggle, joy, death, dignity, injustice, need and concern. There were more than a dozen careers and professionals to observe and interact with. There were people with wisdom to draw upon and pains to ease. From their observations and reflections, this student experienced nothing.

Sample of long-term reflection

- 17 February: I wouldn't say my football ability is terrible but I would like to improve on the skills I already have. During secondary school, I would occasionally play football, however, in my opinion, there was no real passion behind it. I played football just because I had to, however, over the given two year period, I've grown to the sport and began watching a lot more on television. This has driven me forward into building upon the skills I have into a better player overall. Also, this would help me keep fit and healthy while studying the IB. The first week, I filled in the midfield role to push for a 3-1 victory over the opposing team. Good start to a promising future I thought.
- 24 February: I decided I wanted to play the same role as I did during the first week. My reason for this was I knew some of the mistakes I had made during my debut match. For instance, in an attempt to pass the ball to one of the strikers as they were in on goal, I accidentally passed it off the pitch. This led to the opposing team getting a through in and led to them getting a goal. Therefore, this time round, my aim for this week was to play the role I was 100% sure of knew the limits to my abilities.
- 2 March: As I started the match on both first and second week, I did not want to be greedy and continue to be first pick. The main reason I believe I was first pick was purely based upon knowing friends that attended football on Friday. I took this time to stand on the side and observe those who played in the role Midfield that I would normally be playing to see if they are doing anything different in comparison to me. I know that in any team sport it is essential to be cooperative and have good communication with the team. Saying this, I wanted to explore how important it was to be a communicative player in a team and therefore, at the beginning of the next week, I shall be asking if I can play manager of the team rather than playing. This will allow me to see how the team interacts and able to communicate good strategies I may have come across.
- 16 March: Getting picked for a starting position felt good again. Although previously I had really enjoyed the manager role, I think a big part of playing football every Friday is to maintain a high level of fitness and try to extrapolate as much both physical and mental skills as I can from the sport. Therefore, going back to the midfield role was fun and interesting as I could use the skills I had acquired from last session whilst playing in the game.

C. Unique ways for presenting reflections

- Some students organize an impromptu ‘flash mob’ to commemorate their attendance at an annual Youth Leaders symposium. One of the art students then followed this up with a cartoon depiction of the event, which included caricatures of each student who had participated, accompanied by speech bubbles with their individual comments on the flash mob experience and the symposium.
- A student created a magic show as his choice for expressive, meaningful reflection. Challenges and surprises were represented by objects appearing out of hats, from behind ears and magically out of thin air. Similarly, items disappeared within an instant, representing challenges successfully met along with his CAS journey. The magic show demonstrated the student’s passion for magic – his distinct talent – as well as a compilation of numerous skills and knowledge acquired during his time in the DP.
- Following his involvement in a CAS project focusing on improving social justice, a student wrote two songs that acted as a culminating reflection. The student performed these songs in the school cafeteria, with an accompanying visual presentation that gave further details on his reflections and overall experience.
- One of my students decided to take one photograph a week throughout her CAS experience that captured what she was feeling, thinking, seeing or learning. She combed through her photographs to create a gallery without a single caption to present to the community. She wanted to see if what she saw through her camera lens would reflect the story accurately.
- A student turned in a basketball to represent his reflection in Activity. All over the basketball he wrote phrases, attached photos, and adhered articles to repurpose the ball as a road map to his experience and represent his reflections.
- A student decided to make a drawing on his growth process through CAS. Just with drawings we could understand how his experiences developed his self-identity.

XIV. MONITORING PROGRESS/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. If concerns arise, particularly with respect to successful completion of the CAS program, a letter will be sent home to parents notifying that the student is in jeopardy of not meeting the requirements for the IB Diploma.

- 1) **The initial interview (December- January of Junior year):** The CAS coordinator 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.
- 2) **The second interview (by end of Junior year):** The main purpose of the interview is to assess the progress of the student in CAS. The students should have committed to a range of CAS experiences, achieved several CAS learning outcomes, and carried out/planned a CAS project. The student’s CAS portfolio is used as evidence.
- 3) **The third interview (Final End of Year CAS Program):** This is the summative interview for CAS. In this interview the student outlines how they have achieved the learning outcomes for CAS. In addition, they discuss and evaluate their overall CAS program and reflect on personal growth. The student’s CAS portfolio is used as reference in this interview.