



International Baccalaureate Program
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Creativity, Action, Service

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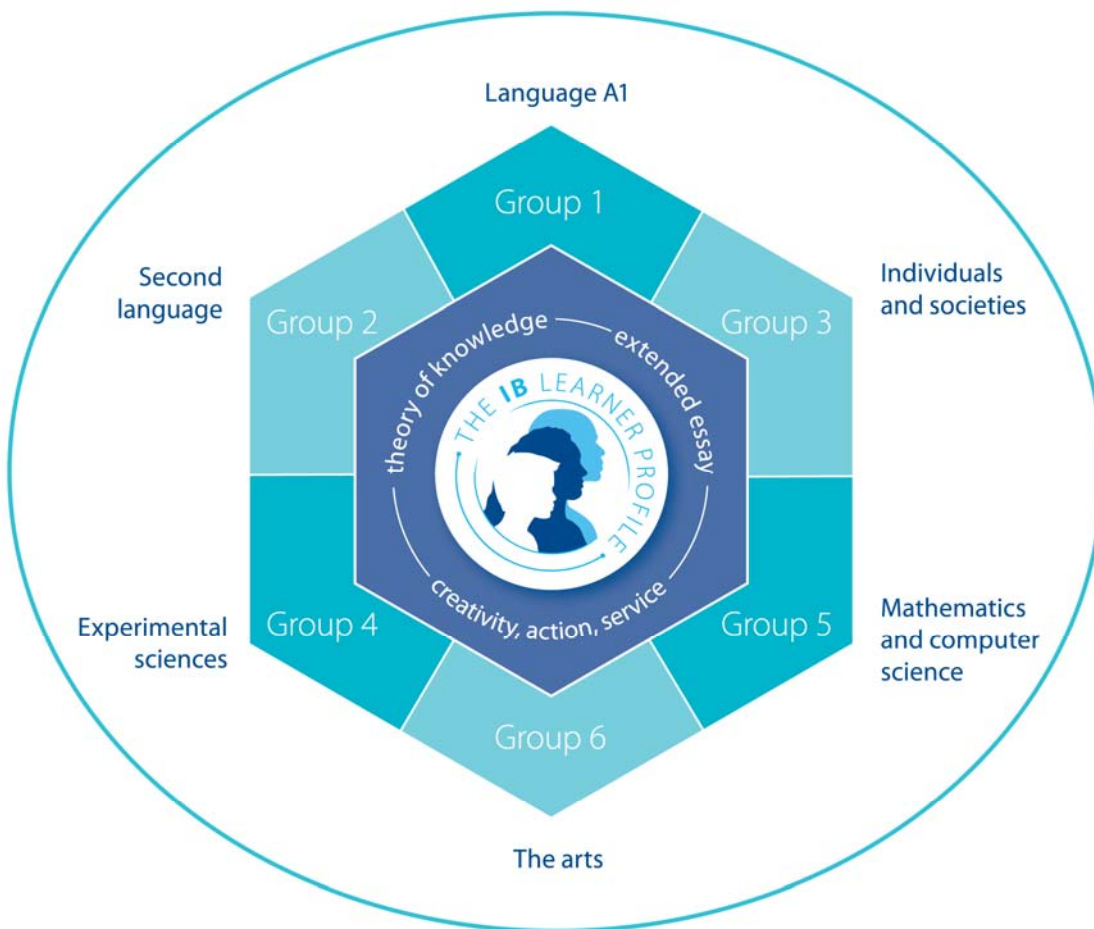


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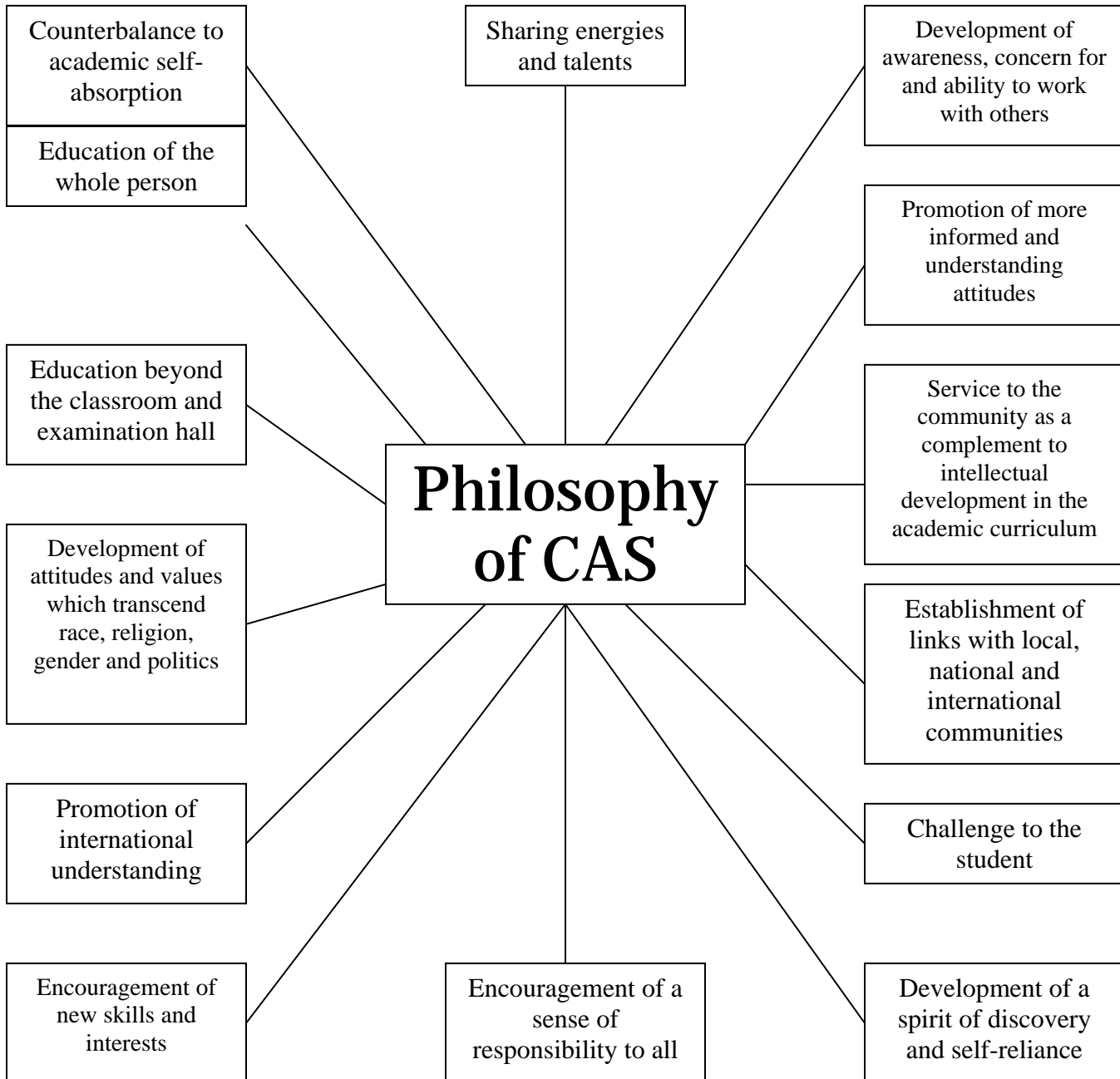
The International Baccalaureate Organization aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

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.



PHILOSOPHY OF
CREATIVITY, ACTION, SERVICE



To err is human, to volunteer is divine. – Paul Foppe

NATURE OF CREATIVITY, ACTION, SERVICE

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

Peterson (2003)

Creativity, action, service (CAS) is at the heart of the Diploma Program. It is one of the three essential elements in every student's Diploma Program experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Program. Each candidate must meet the CAS requirement in addition to the other mandatory components for the award of the diploma. A student's records along with the school and self-evaluations must clearly **demonstrate quality, balanced content, and commitment for a student to meet the CAS requirement.**

Robinson Secondary School will confirm with the regional office that all diploma candidates at the end of the two-year program have satisfactorily completed the CAS requirement. We will report unsatisfactory performance to the regional office. Failure to meet the requirements will result in no diploma being awarded. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

Creativity: arts, and other experiences that involve creative thinking.

Action: physical exertion contributing to a healthy lifestyle.

Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Program. A good CAS program should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point and therefore different goals and needs. Many will find that their CAS activities include experiences that are profound and life-changing.

In order for an activity to be considered CAS-worthy, it must involve learning and it must include ALL FOUR of these criteria:

- **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**

All proposed CAS activities need to meet these four criteria. It is also essential that they do not replicate other parts of the student's Diploma Program work. Students may find that courses they take outside their Diploma Program courses will address some of the learner outcomes and CAS criteria. However, just taking a course does not satisfy the CAS criteria. Just like any other CAS activity, a student must provide proper documentation and show how the class fits CAS.

Concurrency of learning is important in the Diploma Program. Therefore, CAS activities should continue on a **regular basis for as long as possible throughout the program, and certainly for at least 18 months.**

Successful completion of CAS is a requirement for the award of the IB diploma. CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved eight key learning outcomes. A school's CAS program is regularly monitored by the relevant regional office.

International dimensions

The aim of all IB programs 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 learner profile booklet (March 2006)

Creating "a better and more peaceful world" is a large aim. Working towards it should be seen as involving many steps, which may be taken locally, nationally or internationally. It is important to see activities in a broader context, bearing in mind the maxim "Think globally, act locally." Working with people from different social or cultural backgrounds in the vicinity of the school can do as much to increase mutual understanding as large international projects.

CAS and ethical education

There are many definitions of ethical education. The more interesting ones acknowledge that it involves more than simply "learning about ethics." Meaningful ethical education – the development of ethical beings – happens only when people's feelings and behavior change, as well as their ideas.

We make a living by what we get. We make a life by what we give. – Winston Churchill

Because it involves real activities with significant outcomes, CAS provides a major opportunity for ethical education, understood as involving principles, attitudes and behavior. The emphasis in CAS is on helping students to develop their own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. Various ethical issues will arise naturally in the course of CAS activities, and may be experienced as challenges to a student's ideas, instinctive responses or ways of behaving (for example, towards other people). In the context of CAS, schools have a specific responsibility to support students' personal growth as they think, feel and act their way through ethical issues.

Aims

Within the Diploma Program, CAS provides the main opportunity to develop many of the attributes described in the IB learner profile. For this reason, the aims of CAS have been written in a form that highlights their connections with the IB learner profile.

The CAS program aims to develop students who are:

- reflective thinkers – they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- willing to accept new challenges and new roles
- aware of themselves as members of communities with responsibilities towards each other and the environment
- active participants in sustained collaborative projects
- balanced – they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences

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:

Outcome 1:

- **increased your awareness of your strengths and areas for growth**

You are an individual with various skills and abilities, some more developed than others. You can make choices about how to move forward.

Outcome 2:

- **undertaken new challenges**

A new challenge may be an unfamiliar activity, or an extension to an existing one.

Identify new challenges that you would like to take on. Reflect on these challenges from creative, active and service perspectives.

Outcome 3:

- **planned and initiated activities**

Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example ongoing school activities in the local community, as well as in small student-led activities.

Outcome 4:

- **worked collaboratively with others**

Collaboration can be shown in many activities, such as team sports, playing music in a band, or helping in a kindergarten. **At least one project must involve collaboration and integrate at least two of creativity, action and service and be of significant duration.**

Outcome 5:

- **shown perseverance and commitment on your activities**

A student needs to attend regularly and accept a share of the responsibility for dealing with problems that arise in the course of activities.

Outcome 6:

- **engaged with issues of global importance**

You are required to act on at least one issue of global significance. This activity may be an international project, but there are many global issues that can be acted on locally or nationally (for example, environmental concerns).

Outcome 7:

- **considered the ethical implications of your actions**

Ethical decisions arise in almost any CAS activity. Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with the IB coordinators.

Outcome 8:

- **developed new skills**

As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

All eight outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but **completion requires only that there is some evidence for every outcome.**

Responsibilities of the student

The relevant section of the IB Program standards and practices document states that students should have opportunities to choose their own CAS activities and to undertake activities in a local and international context as appropriate. **This means that, as far as possible, students should “own” their personal CAS programs.** With guidance from the IB coordinators, students should choose activities for themselves, initiating new ones where appropriate.

Students are required to:

- self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS program
- plan, do and reflect (plan activities, carry them out and reflect on what they have learned)
- undertake at least one interim review and a final review with their CAS adviser
- take part in a range of activities, including at least one project, some of which they have initiated themselves
- keep records of their activities and achievements, including a list of the principal activities undertaken
- show evidence of achievement of the eight CAS learning outcomes.

Evaluation

The most important aspect of evaluation is self-evaluation by the student. The school should provide students with formative feedback on progress and offer guidance on future activities. The school also makes the final decision on completion, which is reported to the IB regional office. There is no other assessment of student performance in CAS. The IB regional office systematically monitors school CAS programs and provides feedback to the school.

Reflection, recording and reporting CAS activities

Reflection needs to be developed. It should not be assumed that it comes naturally. Just as the kind of reflection that a critic applies to a work of art or literature is something that develops with time and experience, so the kind of reflection appropriate in CAS is something that requires guidance and practice.

The fundamentals are simple. Of any activity, it is appropriate to ask the following 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?

The difficulty lies in the complexity of the possible answers.

Developing reflection

Moving on from the “What ...?” questions outlined above, experiential learners might consider, where appropriate, for themselves and others, and for each stage of an activity (before, during and after):

- how they felt
- what they perceived
- what they thought about the activity
- what the activity meant to them
- what the value of the activity was
- what they learned from the activity and how this learning (for example, a change of perspective) might apply more widely.

Recording and reporting

Students should document their CAS activities, noting in particular their reflections upon their experiences. This documentation may take many forms, including weblogs, illustrated displays and videos, and written notes. Its extent should match the significance of the particular activity to the student. While it is important to encourage students to make an early start on their CAS log, there is no point in writing lengthy accounts about relatively routine experiences.

But writing is by no means the only possible outcome of reflection. Students can present their activities orally. They can make scrapbooks, photo essays, videos/DVDs or weblogs. They can use journals or make up varied portfolios. Some of the most valuable recording and reporting happens when there is a real audience and purpose, for example, when students inform other students, parents or the wider community about what is planned or what has been achieved.

As part of the final evaluation, students will have to make a presentation to the IB coordinator. This presentation needs to:

- Prove that all 8 learning outcomes have been met
- **Prove that the student has completed at least one project that involved collaboration and integrated at least two of creativity, action and service, and was of significant duration.**
- Demonstrate significant reflection on individual activities
- Demonstrate significant reflection on the CAS experience as a whole
- Demonstrate the 18-month commitment
- **For one or more activities, it must be possible for the reader to tell what happened, why it happened, how it happened, what its value was and what the student learned from it.**

There will be consultations between each student and the IB coordinators as necessary. These meetings will take place at the beginning of the first semester of the junior year (this is where you will present your CAS plan), the beginning of the second semester junior year (check progress), end of the junior year (evaluate your program), beginning of the senior year (check progress), and April of the Senior year (final presentation).

Okay, now that I know what I have to do, what is CAS?

It is an inside vibration, it is how and not how much –Maria Piaggio

CAS is a framework for experiential learning that is designed to involve students in new roles. The emphasis is on learning by doing real tasks that have real consequences and then reflecting on these experiences over time.

This process of doing, and reflecting on the doing, provides an excellent opportunity to extend what is learned in the classroom. Activities that are conceived as a result of class work, **school lessons that become CAS activities, are some of the best examples of CAS-worthy endeavors.**

Range and diversity of activities

All students should be involved in CAS activities that they have initiated themselves. Other CAS activities may be initiated by the school.

Activities should vary in length and in the amount of commitment required from the student, but none should be trivial.

In line with the aim of CAS to broaden students' experience during their Diploma Program years, work that is part of a student's study of a Diploma Program subject, theory of knowledge or extended essay may not be counted towards CAS. This excludes, for example, routine practice performed by IB music or dance students. However, where students undertake activities that follow CAS guidelines (for example, by meeting CAS learning outcomes and including student initiative or choice), the fact that these activities also satisfy the requirements of a state qualification or of another award scheme does not prevent them from being counted towards CAS. **The idea of CAS is to ensure that students have a balanced, fulfilling overall experience;** it is not to overload students who are already participating in a very demanding academic schedule.

Projects, themes, concepts

Students should be involved in at least one project involving teamwork that integrates two or more of creativity, action and service, and is of significant duration. Larger scale activities of this sort may provide excellent opportunities for students to engage "with issues of global importance." From time to time, in line with its mission statement, the IB may identify broad themes that schools are invited to support ("Sharing our humanity" is the first of these). Such themes may provide a context that will enable students to generalize further in their reflections, following the maxim "Think globally, act locally."

You must be the change you wish to see in the world. – Mahatma Gandhi

Other possible sources of organizing themes or concepts, which schools may wish to consult, include the United Nations' Millennium Development Goals (www.un.org/millenniumgoals/) and various websites dealing with global issues (enter "global issues" in a search engine). As with any Internet sources, some of these websites are more reputable and/or credible than others. Many schools have also found inspiration in JF Rischard's 'twenty global problems' (see Rischard 2002).

Creativity

Creative activities should have a definite goal or outcome. They should be planned and evaluated like all CAS activities. This can present something of a challenge where, for example, a student is a dedicated instrumental musician. It would be artificial to rule that something that is both a pleasure and a passion for students could not be considered part of their CAS experiences. How, though, can it help to fulfill CAS learning outcomes? It may be useful to refer back to the section "The nature of creativity, action, service", particularly to the second principle: personal challenge—tasks must extend the student and be achievable in scope.

Perhaps the instrumental musician can learn a particularly difficult piece, or a different style of playing, in order to perform for an audience. The context might be a fund-raising activity, or the student might give a talk to younger children about the instrument, with musical illustrations. **Appropriate CAS activities are not merely "more of the same"**—more practice, more concerts with the school band, and so on. This excludes, for example, routine practice performed by IB music or dance students (as noted earlier), but does not exclude music, dance or art activities that these students are involved with outside the Diploma Program subject coursework.

Action

Similar considerations apply here. An outstanding athlete will not stop training and practicing in order to engage in some arbitrary, invented CAS physical activity. However, modern approaches to sports coaching emphasize the notion of the reflective practitioner, so it is possible for the athletics coach to incorporate relevant CAS principles and practice into training schedules for the benefit of the student. Setting goals, and planning and reflecting on their achievement, is vital. "Extending" the student may go further, for example, to asking them to pass on some of their skills and knowledge to others. If their chosen sport is entirely individual, perhaps they should try a team game, in order to experience the different pleasures and rewards one can offer.

Some excellent "action" activities are not sporting or competitive but involve physical challenge by demanding endurance (such as long-distance trekking) or the conquest of personal fears (for example, rock climbing). It is important that schools carefully assess the risks involved in such activities.

Alternatively, a student's "action" may be physical exertion as part of a service activity, perhaps in a project as outlined in the section "Projects, themes, concepts". It is important to note that in CAS, action relates specifically to physical activity.

Service

It is essential that service activities have learning benefits for the student. Otherwise, they are not experiential learning (hence not CAS) and have no particular claim on students' time. This rules out mundane, repetitive activities, as well as "service" without real responsibility. A learning benefit that enriches the student personally is in no way inconsistent with the requirement that service be unpaid and voluntary.

The general principle, sketched out in the section "The nature of creativity, action, service," that the "rights, dignity and autonomy of all those involved [in service activities] are respected," means, among other things, that the identification of needs, towards which a service activity will be directed, has to involve prior communication and full consultation with the community or individual concerned. This approach, based on a collaborative exchange, maximizes both the potential benefits to the recipients and the learning opportunities for the students.

Ideally, such prior communication and consultation will be face-to-face and will involve the students themselves. Where this is not possible, schools need to work with appropriate partners or intermediaries, such as NGOs (non-governmental organizations), and make every effort to ensure both that the service provided is appropriate, and that the students are able to understand the human consequences of their work, for both individuals and communities.

The activities should be undertaken gradually, be appropriately adapted to the circumstances, and take into account the students' aptitudes and preferences. The experience should never be a shock for students; this would be counter to the educational aims of CAS; rather it should reward and enrich all involved. When well carried out, CAS should build self-esteem, self-confidence, autonomy and self-reliance.

If a man hasn't discovered something that he will die for, he isn't fit to live. - Martin Luther King, Jr.

Do not count hours, instead, show that your CAS experience was an ongoing and significant undertaking. Do not allow your experience to become “binge-CAS” where activities are crammed into mini-vacations, specifically engaging in last-minute activities that are not planned. All activities do not need to last 18 months. Some activities will be shorter than others, but CAS cannot be a series of short-term activities.

Information must be transformed into knowledge, knowledge into sensitivity and sensitivity into commitment.

-Elie Wiesel

Guidelines for some specific CAS Activities:

Political activity

The IB has no view on whether or not it is appropriate for students to be involved in political activities as part of their educational experience. Robinson Secondary School will allow political activity to count as part of CAS provided it meets the 4 criteria for a CAS activity and clearly relates to at least one of the 8 learning outcomes. In addition, students should consider

- Is the activity safe and secure, given the local circumstances?
- Is it an activity that will cause, or worsen, social divisions?
- Where are the learning opportunities for the students involved?

It is important to realize that CAS involves learning. Carefully consider how the political activity provides an opportunity for you to learn. Also, any activity that is divisive in nature is not CAS. **A CAS activity cannot be something that inherently deepens divides between people.** This is especially important to consider if you are planning on participating in protests as part of your CAS activity. Before participating in political activity as part of your CAS experience, consult with the IB coordinator.

Religious activity

Some of the same concerns apply here as with political activity. For example, in some parts of the world religious observance is illegal in the school curriculum; in others it is compulsory.

It is recognized that this is a sensitive and difficult area. Nevertheless, **the general rule is that religious devotion, and any activity that can be interpreted as proselytizing, does not count as CAS.**

Some relevant guiding principles are that CAS activities should enlarge students’ experience, encourage them towards greater understanding of people from different social or cultural backgrounds and include specific goals. **By these criteria, work done by a religious group in the wider community, provided that the objectives are clearly secular, may qualify as CAS.** Another key issue is whether students are able to make choices and use their initiative. In contrast, service (even of a secular nature) that takes place entirely within a religious community can at best only partially meet the aims and learning outcomes of CAS, so there would need to be evidence from students’ other activities that all the required outcomes had been met.

If a religious activity addresses learning outcomes (such as some summer mission trips), those outcomes are the focus. The parts of a mission trip that involve serving a community are CAS. The parts of a mission trip that involve proselytizing are not CAS. If the activity is singing religious songs, either during the service or to religious groups, this is probably not CAS even if a new skill is being learned.

Girls State/ Boys State/ camps that a student pays to attend

These activities may count provided they meet the four criteria and involve learning outcomes. Your reflection must show growth and there must be learning.

Band/School sports

Again, these activities must meet the four criteria and involve some of the 8 learning outcomes. Also, the activity cannot be part of the student’s IB program (you can’t do both: get grades that count as part of your IB program and get CAS). Additionally, consult the creativity guidelines, specifically the part that notes that CAS “cannot be merely ‘more of the same’—more practice, more concerts with the school band, and so on.”

Summary and Specific Guidelines

First, it is important that you read the entire CAS guide, take notes, ask questions, and actively engage in the process of owning your CAS program. This is your CAS program: you must develop, execute, and evaluate it. Your ultimate goal is to convince the IB coordinators that you completed all the requirements outlined in the guide, specifically the requirements on page 12. It is also important that you understand that our CAS program is a constant work in progress, never static, always changing. Just because it has never been done does not mean that it cannot be done. Think creatively and realize that there are many ways that you can accomplish your goals within CAS. Without your input we will not grow and evolve.

Realize several things about CAS:

1. It is central to the IB hexagon. It is not peripheral; it is not on the outside; it is in the middle. Students tend to consider CAS as this “other thing” that is part of the IB program. Academic work is the foundation that informs CAS, EE, and TOK, but academic learning is only one part of the IB mission and program. CAS is central to this mission
2. CAS is essential for an IB diploma. You cannot receive an IB diploma without successfully completing the CAS program.
3. When we consider whether or not you completed your CAS program, we ask one question: “Did the student meet all of the criteria necessary?” The ultimate evaluation of your CAS work is a simple “yes” or “no.”

What, exactly, do I have to do?

Step one:

Understand what CAS is.

How do I do this: Read the manual in its entirety, take notes, consult with the IB Coordinators.

Step two:

Develop a plan for completing your CAS requirements.

How do I do this: During the summer before the start of your junior year, you must develop a plan where you outline how you are going to achieve the CAS requirements (see the “CAS Requirements and Planning” sheet on page 12). You will present your plan to the IB coordinators at the beginning of your junior 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 to count 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. It is important to realize that learning is not only acquiring information about subjects. Learning also includes learning about self, other people and cultures, life, “real world” lessons, etc. Your plan should also include specific ideas as to how you will reflect on your activities. For help creating this plan, see page 13.

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.

Step three:

Execute your plan, complete activities and reflect on each activity

How do I do this:

For each activity, complete the top part of the “CAS Recording” sheet (page 14) BEFORE starting the activity. Complete the activity, then complete a reflection (the bottom part of page 14) using the questions in the manual and on subsequent handouts.

CAS is an 18-month journey. Since CAS requires a clear strategy, each student will be required to submit a plan that shows how the student will achieve the CAS aims within the 18-month scope of the diploma program. One of your requirements is to show evidence of 18-months worth of CAS commitment. Activities should not be isolated, sporadic, or ephemeral and should emphasize quality not quantity. The IBO guidelines suggest a CAS program averages 4 hours a week for 18 months, or 150 hours total. Hours will not be counted, but in order to successfully complete the CAS requirement, students must show 18 months worth of CAS-worthy activities with a reasonable balance between creativity, action, and service.

CAS activities must also be accompanied by ongoing documentation and proof of completion. This documentation can use the form on page 15, but should also take the form of journals, weblogs, planners, scrapbooks, etc. (Dear diary, today I went to the soup kitchen again . . .) In addition to this, you also have to provide evidence that you actually participated in the activity. This evidence can include the form that we've provided (page 15), but could also include other methods: pictures of you completing the activity, newspaper articles, visual presentations, portfolios, finished projects, registration forms, etc. **Essentially, you have to keep a record of what you did, and provide proof that you did it.**

All CAS must involve learning. If there is no learning, there is no CAS.

Step four:

Meet with the IB coordinators periodically.

How do I do this:

These meetings will take place at the beginning of the first semester of the junior year (this is where you will present your CAS plan), beginning of the second semester junior year (check progress), end of the junior year (evaluate your program), beginning of the senior year (check progress), and April of the Senior year (final presentation). During these meetings, the coordinator will evaluate your progress, note any concerns, help you with your planning, and help you to stay on track.

Step five:

Prepare your final presentation

How do I do this:

Use the CAS requirements and planning sheet on page 12 and devise a presentation that proves that you have met all these requirements. Your presentation could include multi-media elements, scrap books, portfolios, a presentation, etc. You must not only show *that* you met each requirement, but also show *how* you met each requirement. In addition, you must provide 10 sample pages from your ongoing documentation. These sample pages, which may, for example, be photocopied journal pages or printouts from electronic logs, **must include a list of the principal activities undertaken** (page 16) and evidence of both planning and reflection. For one or more activities, it must be possible for the reader to tell what happened, why it happened, how it happened, what its value was and what the student learned from it.

CAS Requirements and Planning

This is what you have to prove in your final presentation. **Use this sheet to help plan your CAS program, and to outline your final presentation.**

Requirement one: students must plan and complete a series of CAS activities that are 1. real, purposeful activities, with significant outcomes 2. personally challenging – tasks must extend the student and be achievable in scope and require: 3. thoughtful consideration, such as planning, reviewing progress, reporting 4. reflection on outcomes and personal learning. All CAS must involve learning.

Requirement two: Students must demonstrate that they have accomplished these 8 learning outcomes at some point during the 18-month CAS commitment.

Learning outcome	Achieved?	Nature / location of evidence
1. Increased their awareness of their own strengths and areas for growth		
2. Undertaken new challenges		
3. Planned and initiated activities		
4. Worked collaboratively with others		
5. Shown perseverance and commitment in their activities		
6. Engaged with issues of global importance		
7. Considered the ethical implications of their actions		
8. Developed new skills		

Requirement three: Students must demonstrate a reasonable balance of creative, active, and service activities

Creative activities	
Active endeavors	
Service activities	

Requirement four: Students must provide proof that they participated as they claim. They may use the form that RSS provides, or use other methods that are outlined in the CAS guide (pictures, newspaper articles, etc.).

Requirement five: Students must reflect on EACH their **individual CAS activities**. For each activity, students should consider the reflective questions outlined on pages 5 and 6 and on the CAS recording sheet (page 14), and questions contained in subsequent handouts. Reflection can be written (journals, blogs, etc.) or done through other methods (scrap books, computer presentations, etc.).

Requirement six: Students must reflect on their CAS **program as a whole**. Again, consider the questions outlined on pages 5 and 6 and subsequent hand outs. Specifically: **did you meet the personal goals that you set at the beginning of the program?**

Requirement seven: Students must complete **at least** one “super project” that involves collaboration and integrates at least two of creativity, action and service, and is of significant duration.

Requirement eight: Students must demonstrate an 18-month commitment to CAS and must show evidence that *some* activities were NOT stand-alone, but that *some* activities were significantly involved over a period of time. CAS cannot **just** be a series of one-time projects. CAS cannot be completed in a short time span, then not worked on at all for long spans of time.

Requirement nine: Students must provide **10 sample pages** from their ongoing documentation and a **comprehensive list of all activities** (page 16) taken as part of the CAS experience. See *step 5, page 11* for more specific details of what 10 sample pages comprises.

Initial CAS planning Sheet (for the beginning of junior year)

The information/tasks on this sheet are due at the beginning of your junior year. You will meet with the IB coordinators and present your plan for completing your CAS requirement. In order to complete this plan, you need to:

1. Complete a self-review at the beginning of your CAS experience and set personal goals for what you hope to achieve through your CAS program.

-For your self-review, consider your strengths and weaknesses, abilities and aptitudes, interests, etc. Present this self-review to the IB coordinator. This requirement is intentionally nebulous in order to encourage a variety of methods, questions, and meaningful, personal thought.

-Your personal goals should be a mixture of improving yourself and playing to your strengths. Carefully consider your goals because you will have to evaluate whether or not you reached them at the final evaluation.

2. Keeping in mind your personal goals, you will have to **develop a personal plan** that helps you to achieve your goals and complete the requirements for CAS (see: CAS Requirements and Planning, page 12). 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 participate in 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. It is important to realize that learning is not only acquiring information about subjects. Learning also includes learning about self, other people and cultures, life, "real world" lessons, etc. (consider each of the 8 learning outcomes) Your plan should also include specific ideas as to how you will reflect on your activities. **This plan is fluid and will change.**

A good way to construct this plan might be to look at the "CAS Requirements and Planning" sheet (page 12) and figure out activities which will allow you to meet each requirement. Specifically, look at each of the 8 learning outcomes and try to think of activities that will help you meet each goal.

CAS Recording Sheet

You should complete this sheet for each activity. Activities that are longer and take several days/weeks/ months/ years to complete should provide evidence of reflection throughout the activity and at the end of the activity.

What is the activity?

Summarize the activity and what it involves.

When will it take place?

Dates, times, and places.

Is this really a CAS-worthy activity?

Answer these questions. If you can't answer any of these questions, or the answer is "no" to any of these questions, then this is not a CAS activity. You may form your answer as a short essay/paragraph or as a series of answers to the questions.

- What is the real, purposeful activity that I will participate in? Prove that it is purposeful; prove that it matters and is not mundane.
- What are the outcomes of my activity and why are they significant to me and/or significant to others?
- How is this activity a personal challenge? How does it extend me?
- Is the activity achievable in scope? Prove it.
- How will I provide thoughtful consideration, such as planning, reviewing progress, reporting or my activity?
- Does this activity lend itself to reflection on outcomes and personal learning?

How will I record what I did and provide proof that I actually did it?

There are many ways to answer this question. In order to record what you did, you may use the form on the next page, journals, blogs, scrapbooks, portfolios, etc. In order to prove what you did, you may use the form on the next page, or pictures, newspaper articles, registration forms, finished products, pictures of finished products, etc.

What learning outcome(s) will this activity address and how will it address it/them?

Consider the 8 learning outcomes that you must address and decide what outcomes this addressed and how it was able to help you achieve this learning goal.

Reflection

If the activity is a brief, stand-alone activity, you need to complete a reflection after the activity is over. If the activity is on-going, you need to do reflection periodically throughout the activity AND at the end of the activity. The questions below are examples of good reflective questions. Your reflection should be detailed and reflect significant thought. You may write your reflections in a short, essay-type format, or do something else. While you consider your reflection, think about these questions and/or questions that you develop on your own. The requirement for reflection is that you show significant, reflective thought.

- What did I plan to do?
- What did I do?
- What were my goals?
- Was I successful in meeting my goals?
- What were the outcomes, for me, the team I was working with, and others?
- How did I feel during the activity?
- What did I perceive?
- What did I think about the activity?
- What did the activity mean to me?
- What was the value of the activity?
- Why was the activity worthwhile?
- Would I do the activity again? Why?
- Should others do this activity? Why?
- Who is someone who would specifically benefit from this activity?

Each reflection needs to specifically and ultimately answer these questions:

1. What did I learn from the activity and how might this learning apply more widely (for example, a change of perspective)?
2. Which of the 8 learning outcomes did this activity help me to accomplish and how did it help me to reach this learning goal?

You must give time to our fellow man-even if it's a little thing, do something for others-something for which you get no pay but the privilege of doing it.
--Albert Schweitzer

CAS Log sheet

You may wish to use this sheet to provide evidence of your participation in a CAS activity. This is not required, but just one of many ways for you to provide evidence of your participation.

Activity: _____

Dates	Times	Summary	Initials of Supervisor

Information about a person who is not related to you who can vouch that you participated in this activity:

Name: _____

Address: _____

Phone number: _____

To be completed by the activity/project leader:

Effort and commitment:

Further comments:

The activity/project was (circle the desired response):
Satisfactorily completed Not satisfactorily completed

Activity/project leader's signature: _____

Activity leader: Please feel free to e-mail Lisa.Green@fcps.edu or Wendy.Vu@fcps.edu with comments or questions

Comprehensive List of CAS Activities

Activity Name	Date(s)	Appx # of hours	notes
1.			
2.			
3.			
4.			
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