Creativity, Activity and Service
Teacher Support Materials 2017

International Baccalaureate Organisation

Contents

SECTION ONE – PROGRAMME DEVELOPMENT

These documents assist the CAS coordinator in organizing the programme. Included are descriptions of CAS at several schools to illustrate various site-specific models as well as guiding documents for CAS interviews, portfolios and end-of-year recognition and other specific programme aspects. This section can be helpful for those organizing CAS and working directly with CAS students.

What CAS looks like around the world

"The school and students must give CAS as much importance as any other element of the Diploma Programme and ensure sufficient time is allocated for engagement in the CAS programme."

CAS guide

What does CAS look like in IB schools? These profiles provide a snapshot of how schools implement their programmes. A common note for almost all of the submissions for this TSM is that CAS needs more time for professional development for the CAS coordinator and advisers and other involved teachers, and more frequent times to meet with student groups to assist them in developing shared knowledge and understandings in support of their CAS experiences. Schools that added these aspects to their programme describe an increase in student benefits and level of participation.

Profile 1: Building on service learning

There are two ways we "do" CAS: one traditional approach that has been running for many years and a "new" one started several years ago.

The first approach is traditional. Students are involved in many random creativity, activity and service experiences, often happening in school, such as Student Council, Model United Nations, Cross Country, or outside of school, such as helping in an animal shelter. We do not count hours; we look at the balance between the strands and the learning outcomes achieved by the students.

The second approach, and we encourage students to follow this model, accounts for our emphasis and continued programme development.

Our creativity and activity involve students in a variety of well-thought-out and developed experiences. We have seen the greatest programme transformation in service.

We have been building over several years a strong service learning programme at all grade levels. This has built familiarity among teachers and students and has assisted us in making progress. Often, for service, students continue what they started in 10th grade (ages 15–16), for example, connected to service learning in their social studies class. They choose a topic they would like to explore and perform service experiences for a specific community. Activity in this case is sometimes also met through service experiences, for example, by planning sports with targeted groups of youth. We see a continuation of this theme; for example, we are finding in 12th grade (ages 17–18), students write on the topic that originated in 10th grade social studies with service learning and influenced CAS choices, and then their extended essay is on this specific topic. For example, in 10th grade social studies students learn about conflict in Chechnya; in 11th grade a group of students form a club and visit the Refugee Centre to provide service. In 12th grade a student writes her extended essay about Chechnya.

The CAS coordinator/advisers meet with students once every two weeks (this occurs in a theory of knowledge (TOK) group for 45 minutes with 15 students maximum). We talk about progress and encourage reflection on their experiences. Many opportunities for CAS happen after school hours or during weekends. There are two teachers who drive these visits, the

high school Social Studies teacher and the high school Service Learning Coordinator. Sometimes, other teachers become involved, for example, when this is related to a club.

Throughout CAS we guide students in knowing the value of reflection so they can capture their experience with more meaning and personal connection. CAS is meant to be a journey to self-discovery that develops personality and drives personal growth.

Profile 2: Growing independent leaders

For the most part the grade 11 and 12 students are encouraged to create, organize and facilitate their own service experiences. After having spent four years (soon to be five) in the Middle Years Programme (MYP) Global Citizenship Programme (GCP), which is primarily teacher led, the senior students have witnessed and been involved in the basic steps required to successfully become involved in a wide range of important community social projects such as animal care, urban farming, low-cost housing project, local school language and music connections, disabled sports competitions, and on-campus documentation of successes.

The students in grade 11 can, and many do, continue to be affiliated with their GCP (a programme created by the school) projects but take on a more central leadership role, thus allowing the supervising teachers to step back somewhat. The school has allotted a special period known as Flexi-Friday, the last period of the week, in which assemblies, special events and/or GCP activities must share the one-hour time slot.

The grade 12 students for the most part organize their own events such as fashion shows (creativity), fundraising dinners (service and creativity), basketball tournaments (activity), and so on. These graduating students are so focused on the academic demands of their final year that by the end of term 3 they have, or should have, completed the CAS programme.

Both the GCP and CAS programme students are asked to be involved in community service in the immediate school community and into the local community or even beyond. The CAS students are asked to achieve all outcomes a number of times by graduation. We have recently begun to open up the doors of reflection by asking students to use other methods besides written reflections to provide evidence of their experiences, such as using photography and other media. Overall, our students are happily engaged in the GCP and CAS programmes.

Profile 3: Introducing CAS

In the beginning of the programme (Diploma Programme (DP)1 semester 1 for about two months) we use 90 minutes every other day as a regular class to do all the frontloading about CAS. We start off with some hands-on experiences (for example, this year, one class organized a Garden Exploration event for the elementary school students), we learn about our community and what opportunities for CAS experiences are available here, we reflect throughout and learn about different ways of reflecting, we learn about CAS expectations from the IB and documentation, and review the range of opportunities. In all of this, we show the unity of the core and encourage students to make connections between extended essay, theory of knowledge and CAS. Students seem to like this approach and consider CAS as an important and worthwhile element in their DP.

Profile 4: "We are all part of the CAS programme"

Our CAS programme is based in what students enjoy doing. If we begin there, we find students more willing to participate and follow through on their commitments. During the first interview, we discuss this: "What do you want to do for each of the strands? What would you be doing anyway? Think about it—not for CAS, but because you wantto do this." In this way we aim for initial buy-in. However, we do expect students to go beyond the familiar and beyond what makes them comfortable, so our continued interactions with the CAS students aims to definitely move them beyond their comfort zone. This leads to the next level of discussion: "Now, more deliberately, set yourself targets. Take more responsibility." We discuss, "You already have a set of skills or an interest; what will you do to stretch yourself? For example, you like photography; how could you use photography for a public purpose or in what way can this be used for creativity?"

As CAS coordinator, my role is to continually introduce opportunities that move them to greater leadership and development. However, in our school, the entire teaching staff is involved. At our school, every teacher who interacts with a CAS student is a CAS adviser. How does this work? If a student wants to improve his or her skill sets for activity through participation on the football team, and sets specific aims and outcomes for achievement, would I be the best adviser for him or for her? That would be the football coach. Same with a theatre situation (a drama teacher may advise) or for helping with a tutoring need at a local school (a learning coach may offer the best feedback). We are all part of the CAS programme and in this way we build in the necessity for every teacher to know the programme, understand the value and the process, and to watch out for every student.

One idea we use to encourage good reflection is students on a group project create a shared virtual platform to reflect together. This seems to bring in more participation, leading to a summative reflection.

Profile 5: Roles and responsibilities

There are approximately 250 CAS students in our programme. The CAS students also have CAS advisers who are their homeroom advisers. There are 29 advisers working at both the senior and the junior level for a total of 58 CAS advisers. The number of CAS students in each group differs.

The CAS coordinator runs workshops to prepare the CAS advisers at the beginning of the year, with individual consultations taking place as required. The coordinator also runs workshops to teach the students about the CAS programme, with three large group meetings taking place for each grade.

Our school uses an online system to help communication between supervisors, advisers and the coordinator. The CAS coordinator emails regular messages and also meets as many students as possible. The focus time for the juniors is during the first semester when they are becoming familiar with the requirements. In the second semester the focus is on the seniors, with every student meeting with the coordinator or in email contact. Where there are concerns, the IB coordinator and parents are contacted.

The majority of CAS projects are run past the CAS coordinator, who advises and supports student ideas with contacts, materials or teacher help. Quite a few projects have been initiated at the school and then been sustained in later years by other students.

Profile 6: Challenging oneself, engaging in purposeful experiences and ongoing reflection

We are in our fourth year of offering the IB Diploma Programme and we are getting ready to graduate our third cohort of students. Even with room for growth, we are very proud of our CAS programme. Challenging oneself, engaging in purposeful experiences and ongoing reflection are the key components of our CAS programme.

We begin each CAS cohort with a two-day "breaking the bubble" retreat, so that we can begin with a shared understanding of CAS expectations and more importantly foster the "spirit" of CAS. This allows us to jump right into service in our local community, while also setting up an exemplar for the students. This "breaking the bubble" experience is usually led by one of the senior CAS students; this ensures that the action students participate in is an extension of something that has already been borne of thorough investigation, while also allowing the senior CAS student(s) to share their own experiences.

"Breaking the bubble" is an experience that takes students out into our community in smaller groups to investigate needs as this builds upon our school's approach to service learning. Sometimes students can also take part in action at these sites; however, most often this is learning about real situations and circumstances and beginning to find a role of how they may respond in partnership with these organizations to make authentic contributions. They typically spend 1–3 hours on site during the visit interacting with people who are already deeply involved in the cause. Students are prepped to ask appropriate questions and document their experience. Upon return, ample time is designated for reflection.

Following this collective community experience, students are presented with "What is CAS?" so they have a better understanding of programme expectations and also the wealth of possibilities. A focus of the weekend is personal profiles. Students are guided through several experiences that ultimately draw focus on one's passions, traits and talents. These interactions are fun, dynamic and encourage students to focus internally within while also making connections with each other.

Before students begin a CAS project, they complete a project proposal. This proposal guides students through the CAS stages. Students first investigate their own interests, and the entry points are different for each individual and project.

Students are free to choose how they would like to reflect; some choose one single way to reflect, while others choose a variety of methods depending on the action.

At the end of their senior year, CAS students present their journeys to an audience of teachers, fellow students, parents and other individuals they connected with along the way. During this evening event, students have the opportunity to share their experiences with the rest of the community. It is a time to celebrate personal accomplishments and openly reflect on how they were individually challenged, what they learned and how they grew as individuals. This is also an opportunity to raise awareness about their amazing accomplishments over the 18 months. This is a reflection for some and a demonstration for others.

Profile 7: Enjoyment and making connections

One aim of CAS at our school is to remind students that they need to enjoy life while developing their international-mindedness. Students need to see that the world needs them

to connect outside of the classroom away from their books and for them to see that they are part of this interconnected world. Students are encouraged to develop their creativity, be physically active and perceive the mutual benefits of their being engaged contributors to their school community, or local and national community, so they can understand better the issues that affect them and the rest of the world.

With around 120 students in each year group, one strength of our programme is making use of CAS advisers. These are actually the homeroom teachers who have CAS responsibilities dovetailed into the homeroom periods. Creating a structure that allows teachers to have a close relationship with their students helps generate a culture where discussions on students' CAS progress are meaningful.

It is important to celebrate student successes and demonstrate to others the powerful ongoing experiences and CAS projects that students have initiated.

As a CAS coordinator, I have realized that CAS improves with the more time you can put into it, for students, teachers and the school as a whole. Since we have a finite amount of time available, it is important all those involved understand clearly what CAS is about. Every teacher and head of department could make a case for more time allocation, but CAS experiences make memories that last a lifetime. We have a strong base with the level of CAS advisers who participate, and by having some time for group interactions for CAS students in these homerooms. This is a tremendous advantage and allows for reviewing aspects of CAS in engaging ways (like reflection), so the spirit of CAS is contagious. For example, I led a reflection session with a CAS group, and their response was infectious. I believe this and other teaching strategies we can integrate will give our programme a boost.

Profile 8: Challenges and successes

Students are encouraged to approach their CAS programme as a rich opportunity for personal development and to initiate experiences that ultimately relate to the IB learner profile while providing authentic ways to meet the CAS learning outcomes.

The school provides the students with a list of experiences that they can continue, cover, amend or initiate. This includes providing students with lists of reputable organizations that we work with that may be an appropriate setting for CAS projects and experiences. We also help the students to access international and local organizations' websites to search for projects of interest to them. Students are also briefed on what other CAS experiences took place in the past. Students are closely supported by their CAS advisers and the CAS coordinator in their choice of CAS experiences.

Students are also involved in the school's UNESCO club, where they are introduced to different worldwide and local events. Students are also encouraged to join the Model United Nations trips abroad. We also organize camps and field trips so that students get to meet other people who can supervise their projects. Through our pre-CAS programme we work with various non-governmental organizations (NGOs), which the students can contact for CAS experiences.

Students carry out their events at school, and we also encourage experiences to take place out of school and off campus. Students also tend to take the teaching staff to supervise their CAS experiences, and we encourage them to go out of their comfort zone to find other CAS supervisors who can direct them to other CAS projects.

With every CAS experience, whether in familiar or unfamiliar settings, whether in their local community or abroad, it is vitally important for students to understand the context and cultures. We know it may be faster or simpler to simply arrive and have feel-good interactions; however this is not the purpose of CAS. We aim to heighten student awareness, allow for curiosity and questions, and provide lasting impressions that are beneficial to all involved. We expect students to choose to have challenges. We understand this as an imperative to have a sense of personal accomplishment and success.

All of the CAS experiences are advertised on the CAS noticeboard, in the school newsletter, website, online communicator to the community, and our annual school magazine. Some of our CAS experiences are also advertised in local newspapers, social media pages and groups, and NGO websites or blogs.

Our CAS experiences are mainly shared with the school community and those accessing our school website. We are lucky to have local newspapers and groups that also advertise some of our experiences. Ideally we would publish all of our CAS experiences, projects and events to the wider community and open our publications to the rest of the world.

When students select a CAS experience related to service, it always requires a discussion and clarification of needs and a level of preparation so students arrive with genuine enthusiasm and this make a difference in what students gain.

Profile 9: Student-led experiences

At our school, students have initiated projects for many NGOs, from local organizations to international ones. For every cause, students know that a foundation of information is essential and that raising funds is only one part of the equation. As much as possible, the emphasis is finding a hands-on opportunity with the related cause, and at the least to embed a knowledge and advocacy campaign. Partnerships are also critical; this assures students are gaining skills in communication and working towards sustainable contributions and solutions.

We had awareness campaigns and fundraising events for many health-related causes, for instance diabetes, young diabetes genetic disorders and cancer. There is great potential for learning that builds upon academic studies, as students explore demographics of diseases, history and trends. A partnership built on dialogue and communication is important for students to go beyond a "let's have a bake sale" mentality to a more defined purpose. Students have been working with an NGO fighting cancer, fundraising for them and ensuring that our community is aware of what cancer is and how we can help people with cancer lead a normal life. A CAS student initiated the cancer-awareness campaign by getting his peers involved with coin collection for the NGO. This same student organized a mini football tournament to fundraise and had a cancer-awareness workshop with the participants.

Cultural awareness appears as an aspect in most of the CAS projects at our school. One of the main CAS projects of a year 1 CAS student was to create an e-portfolio on the local community focused on multiculturalism. This involved doing community mapping and identifying all the ways people from many cultures and countries of origin contribute to everyday life through various businesses and volunteer work. Through interviews, video and photos, the resulting e-portfolio shared many stories and created a unique and valued resource. A year 2 CAS student initiated the photography club after school hours and led the

participants to take pictures of different cultures at school, among other themes, and used photography to address student concerns, for example, to raise environmental awareness.

Students initiate in a variety of ways. A CAS student initiated a candle-making workshop as part of her cancer-awareness campaign to "Shed Light on Cancer". Students have organized public awareness campaigns, parties, lunches, experiences and mini concerts on behalf of children who are disabled, providing them with clothing, toys, books, canned food and hot meals to meet daily needs. The CAS students also get involved in after-school teaching and coaching for those in need. For instance a year 2 student set up a local project to help children who are less advantaged by inviting them to be active members of a football team. And two CAS students were members of a programme where tuition was given to students who were struggling academically. A year 2 CAS student has initiated a football training club after school hours. Students continually demonstrate their ingenuity and leadership through CAS.

Profile 10: Student-led projects

Environmental awareness is an ongoing theme for some students. With CAS projects, students may be continuing an effort established by former CAS students (now graduates) however they identify the current need. This allows each year to be unique based on the current situation and need. For example, some students organized a plastic bottle collection to be sent to a local plastic bottle recycling company. They set it up as a house competition (the school's seniors are divided up into three houses), and students in each house collaborated to collect the maximum number of plastic bottles: going to restaurants to ask for their empty plastic bottles to be recycled, cleaning the school ground of any plastic bottles left lying around, and bringing bags of plastic bottles from home. The bottles were weighed and for each kilogram collected money was raised. Another year the students agreed that reducing plastic bottles altogether was the preferred solution and promoted reusable water bottles and lobbied to have single-use plastic bottles not available in the school cafeteria.

The CAS environmental awareness club has also evolved. Students started a project with paper-collection bins in all classrooms and a paper recycling bin in the school yard. All papers were then sent for recycling; this was a project that was led by a group of CAS students. Part of the campaign was also a waste reduction effort to see if each collection could be less than the one previously collected.

This year CAS students in charge of the environmental awareness club contacted a local organization to provide the school with recycle bins to be put in each classroom and around school premises to be collected regularly by a company. This project is led by a year 1 CAS student. He recruited photography students to label the bins so students knew more accurately what to put in each bin. He also introduced used battery collection to be recycled. He worked closely with the national telecom and the environmental awareness club on this project.

Another student worked in partnership with an animal adoption agency by running a photography competition on the IB learner profile attribute of "caring". Each form group submitted a photograph showing caring for animals, and the photographs were judged by a panel of local and international artists. Again, this student was seeking to raise awareness of the NGO.

CAS students have initiated and led beach clean-ups as a CAS project for the past four years. A former CAS student organized beach clean-ups to clean up the beaches she often visited. She presented to the students why and how our beaches should be kept clean in respect for the environment and it became a collaborative effort. This year, a year 2 CAS student took over the project and organized the cleaning of the beaches. She also liaised with a recycling company and had most of the rubbish recycled. Now the students are developing ideas on how to reduce waste on the beach by analysing what they have collected and developing signs and going to local businesses like food kiosks for support in reducing litter and waste on the beach. Some students are considering a campaign directed at hotels and tourists who seem to be contributors.

What we have seen is when students are more involved with the underlying causes of the issues they select, their work has greater personal impact and we see more creativity in their initiatives.

CAS interviews: Introduction

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

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

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

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

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

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

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

First CAS interview

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

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

The purpose of the first interview is to:

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

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

Understanding

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

Questions to ask

- Do you have any questions or concerns about CAS?
- Which aspect of the programme excites you the most? Which aspect seems most challenging?
- What do you most hope to achieve from CAS?
- How do you think your CAS programme will enable you to grow? How do these areas of growth apply to the attributes of the IB learner profile?
- What have you learned about the CAS stages, and how can the stages help you in CAS?
- How will you plan for an equal distribution of CAS strands across your CAS experiences?
- What organizational and time-management strategies do you have in place to ensure that CAS remains an ongoing focus of your IB journey?

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

Student interests

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

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

Questions to ask

- What are your main interests? How can you incorporate these interests into your CAS programme?
- What do you enjoy doing after school? Could this be part of any CAS experience?
- What are your personal goals? How could they be achieved through CAS?
- What do you expect to gain from CAS? What do you hope to accomplish?
- How can you advance your skills and talents through CAS?
- What school, community or other groups or teams are you already involved in?
- Have you had any previous experiences that you would view as CAS?
- How could something you do currently (for example, swimming) be made into a CAS experience with new opportunities to add skills and meet challenges?
- What do you think your role could be in effecting change for the better?
- What issues of local significance concern you most? How could you address these in your CAS programme?
- How do these local issues also have global significance?

Student plans for CAS

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

Questions to ask

- What would you enjoy doing for creativity? Activity? Service?
- Have you made any plans for creativity? Activity? Service? For each, what are you hoping to learn or do you have skills you want to develop?
- Have you researched any groups that you could become involved in for any of the CAS strands? What are you doing to expand your options?
- What ideas do you have for a CAS project? Are these ideas worth developing for a month or more? What additional ideas do you have or backup plans if this is not viable?
- Who will you work with for your CAS project?

CAS learning outcomes

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

Questions to ask

- How would you summarize these learning outcomes?
- Can you summarize each of these learning outcomes in your own words?
- From the plans you already have, do you see any opportunities that may be helpful in meeting these learning outcomes?

- What learning outcome appears as something you will easily do?
- What learning outcome might present a significant challenge?
- What learning outcome might you address in the first six months of your CAS programme?

Evidence of CAS

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

Questions to ask

- Have you thought of how you will keep evidence (and the types of evidence) that you are engaging with CAS and are meeting the CAS outcomes?
- How often do you plan to use your CAS portfolio?
- How will you reflect on your CAS experiences? Are there any preferred ways you like to reflect? (Note: The student may require suggestions or examples to develop a more diverse approach to reflection.)
- How can you keep track of your plans and meeting the learning outcomes through your portfolio?

Second CAS interview

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

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

The purpose of the second interview is to:

- discuss advancements in the student's engagement with CAS
- provide oversight regarding the student's progress towards fulfilling CAS requirements
- discuss collection of CAS evidence
- provide the opportunity for the student to reflect verbally on his or her CAS involvement.
- The following notes and suggestions for questions may assist CAS coordinators/advisers.

General advancements

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

Questions to ask

- What has been most enjoyable and beneficial for you thus far in CAS?
- What has been a highlight of creativity? Activity? Service?
- What do you hope to achieve most from CAS? How can you do this?
- When have you investigated, prepared and taken action so far in creativity, activity and/or service, or with your CAS project?
- What have you developed for your CAS project—your goals, who are you collaborating with, whether the project involves creativity, activity and/or service, your roles and responsibilities, and your progress to date?

CAS programme

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

Questions to ask

- What have been the biggest challenges for your CAS involvement, and how have you overcome them?
- What difficulty has been hardest to overcome? Where might you need support at this time?
- Have you ensured an equal balance across the three CAS strands? If not, how will you rectify this?

Evidence of CAS

Students need to be engaged in CAS for a period of at least 18 months from the start of the DP. Apart from verbal discussions, students are responsible for showing evidence of their participation in CAS through their CAS portfolio. Evidence can take many forms including, but not limited to, reflections and other forms of documentation such as photos, files, planning documents, emails, meeting minutes, certificates, videos, art, music and journals.

Questions to ask

- What have you learned from your involvement in CAS?
- How have you used reflection to gain insights or understandings?
- In what ways have you especially enjoyed and learned from reflecting?
- Do some of your reflections include the four elements—what happened, how you feel, ideas and questions?

- Can you describe a situation where reflection happened very naturally and easily? Did you have a guided reflection opportunity that was helpful?
- Does your collected CAS evidence show ongoing CAS involvement? Are there ways in which this could improve?
- In what ways have your CAS experiences, including your project, assisted you in achieving one or more learning outcome?

Verbal reflection

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

Discussion prompts

- Outline a skill that you have strengthened or developed from engaging in a CAS experience.
- Explain something that has happened in CAS that provoked some strong emotions ("I was really excited when …"; "I was sad when …"; "I was really happy when …").
- Choose a learning outcome and discuss your evidence of achieving it, and what stands out as most significant and memorable.
- Five years from now, describe what is likely to stand out as a highlight from CAS.

Third CAS interview

The summative interview for CAS is best scheduled near the end of the DP. The emphasis for this interview is for students to outline how they have achieved the CAS learning outcomes in addition to discussing their overall CAS programme. Moreover, the students can be guided to reflect on personal growth from multiple perspectives including enjoyment, personal awareness and development, achievements and challenges, larger understandings about the world around them, and how this experience might impact future choices and actions. This can lead to self-evaluation regarding what has been beneficial that may truly lead to lifelong integration of creativity, activity and service.

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

CAS programme

Questions to ask

- What did you most enjoy about CAS?
- Did you manage to reach your goals?
- What was your greatest challenge in CAS? How did you overcome this?
- What have you achieved through CAS?
- What have you learned about balancing your time with your choices and commitments?
- How did knowing the CAS stages assist you? Where else can you apply these CAS stages in future learning or in life in general?
- How do you already apply what you have learned from CAS in your daily life? How can this continue as you make future choices?
- Looking ahead, have any new goals emanated from your CAS programme?

- How did you integrate the three CAS strands in your overall programme?
- Describe your CAS project: how you planned, who collaborated, your roles and responsibilities and the results of your collaboration. How were your expectations met or exceeded?

Evidence from CAS

Questions to ask

- What has the role of reflection been in your whole CAS programme? Describe any way your experience with reflection has been helpful and memorable.
- How could you use something similar to a CAS portfolio in future endeavours?
- In what ways has the process of reflection and collecting evidence of your CAS experiences helped you develop the attributes of the IB learner profile? What would you do differently?

CAS learning outcomes

Questions to ask

- How did you improve and develop your planning skills?
- What did you learn about yourself and others?
- What have you learned through working in collaboration with others?
- What abilities and skills did you develop most significantly in CAS?
- Did CAS help you to consider issues of global importance? How?
- Which learning outcome did you find most easy to achieve? Most difficult to achieve?
- What qualities did you discover and develop? What areas for growth were evident?
- What challenges did you face, and how did you overcome them?

Closing

Questions to ask

- What could be improved about the way CAS is organized in school?
- What advice do you have for upcoming CAS students regarding making CAS enjoyable, sustained over time and meaningful?
- Five years from now, what will you remember most about your CAS programme?

Examples of CAS experiences

The following table provides a brief list of possible CAS experiences. An experience listed here does not guarantee it would be an appropriate CAS for a particular student. Refer to the criteria for CAS experiences in the CAS guide.

Creativity	Activity	Service
Photography	Aerobics	Create a community environmental group
Tournament organization	Badminton	Organize a basketball tournament for children at a community centre
Event management	Basketball	Get involved in a beach clean-up
Website development	Personal gym programme	Assist in obtaining funds for a community garden
Choir	Kickboxing	Teach computer skills to those in need
Speech and debate club	Triathlon	Design and host a community film and discussion event featuring current issues
Drama production	Rugby	Implement a recycling programme
Journalism	Soccer	Create a petition to present to local government
Making a short documentary	Tournament participation	Work in an orphanage with regularity
Music/band	Surfing	Create awareness for a non-governmental organization (NGO)
Learning an instrument	Swimming	Be a student council representative
Art lessons	Trekking	Provide peer tutoring to junior students
Fashion show	Tai chi	Plan, participate and implement an activity for an international day of recognition
Talent show	Tennis	Take an active role in a community club

More examples of CAS experiences

- Editor of the Economics Society newsletter (creativity): The editing, typesetting and page layout all involve the need for creative problem-solving from a practical point of view as well as to achieve a pleasing aesthetic.
- Teaching Chinese to a Chinese ethnic minority group in northern Thailand (creativity and service): The development of lesson plans and teaching materials involves creativity. The students being taught are members of a community displaced from

their homeland. Cultural identity and native language education have suffered and, as such, this can be classified as a service experience.

- Yoga course (activity): Flexibility and core strength development means this qualifies as an activity experience.
- Vioitar (creativity): An accomplished violinist explores playing his violin like a guitar, uploading several completed pieces to YouTube. The extension of an existing skill with strong innovation aspects means this is a creativity experience.
- Student Union Executive Committee (creativity and service): A student serves the school and student body by arranging experiences that improve community within the school and by representing student voices to school management. All the planning and presenting involves significant creative problem-solving.
- Dance class (creativity and activity): The cardiovascular fitness, flexibility and muscle strength development adds up to an activity experience. The interpretation and expression of emotions through movement of the body satisfies the creativity strand.
- Translation and administration work at an organization helping people with obtaining asylum (service): The small NGO assists refugees with the complicated process of obtaining asylum and other essential services. The time-consuming and challenging work of translating documents meets the requirement of the service strand.
- Home restoration for an elderly population (activity and service): This project assists with the renovation of homes for the elderly and meets the service strand. The hard physical work of renovating houses on a continual basis meets the activity strand.

The CAS portfolio

All students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is meant to be a collection of evidence that showcases the overall experience and will be a source of pride for the student. Students should include reflections in their CAS portfolio that give evidence to achieving each of the seven CAS learning outcomes. The CAS portfolio can also reveal how students have met the learner profile traits. The CAS portfolio is for private use by students; it is not formally assessed. However, students may present evidence from their CAS portfolio to the CAS coordinator.

To have meaning, the manner in which the CAS portfolio is presented to the students is significant. Students should be made aware that they have the choice of how the portfolio is assembled, what they include in it and how it is shared. Typically, students create their portfolio online or as a journal or file. Students are expected to update their CAS portfolio regularly.

Types of CAS portfolios

The method preferred for the CAS portfolio could be determined by the CAS coordinator; however, allowing the students to have a choice may improve the level of engagement. Students will have preferences that allow for differentiation, for example, a scrapbook, video log, blog, files or school-organized website.

Schools can mandate a particular platform—a website, blog or commercially available database—or may allow students to make an individual decision on how they will present their CAS portfolio. Points of consideration when choosing a method include access for CAS advisers or coordinators, ease of monitoring, public versus private sharing, costs and uploading functions.

Sample format

While the IB does not require any particular format for the CAS portfolio, a three-part portfolio may appeal to students and coordinators, with the sections "Profile", "Experiences" and "Evidence". These sections are intended to assist students to better understand their engagement with CAS, reflect on their experiences and provide evidence of their experiences.

> **Note**: These three sections are offered only as an example of one way to organize a portfolio. There are many ways, and students can have a role in determining their most effective organizing structure.

Profile

Here, students would include their goals, interests, skills and talents and plans for their CAS programme. At the start of CAS, students map their interests against the three strands of CAS to identify possible CAS experiences, creating a personal profile. (Refer to the document "Teaching strategy: Creating a personal profile" in this TSM for suggestions.) A consideration of how students' personal value systems align with the values expressed by the IB, with a particular focus on the IB learner profile, could also be included when developing their personal profiles. In addition, developing an awareness of themselves in

relation to the CAS learning outcomes is a significant part of the profile. Through an understanding of the CAS aims and outcomes, students will be able to identify both short-term and long-term goals in their CAS programme. Throughout CAS, students can add their reflections regarding their ongoing personal development and self-awareness.

Experiences

This section would chronicle a student's journey in CAS, incorporating a variety of reflections, learning moments, personal achievements, significant opportunities and how he or she has utilized the CAS stages. This section would demonstrate that the student has actively engaged in his or her individual CAS programme.

Evidence

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

CAS interviews

During the three scheduled CAS interviews, the CAS portfolio is discussed and appropriate encouragement and advice are given. Notes and recommendations from these consultations should be briefly documented and included in the student's CAS portfolio. If any concerns arise, especially about whether a student will successfully complete CAS requirements, these should be noted in the CAS portfolio and appropriate action should be taken at the earliest opportunity. The CAS coordinator or adviser should check the CAS portfolio regularly.

The CAS portfolio demonstrates ability, engagement and evidence of students' CAS experiences. Students should be encouraged to ensure that the CAS portfolio is up to date, relevant, reflective and comprehensive. It could be a valuable addition to a student's application for a prospective employer or educational institution. Most importantly, the portfolio is a summation of the CAS programme for the student.

Samples of student reflections

Note: Additional resources for introducing and developing abilities of students for meaningful reflection can be found in this TSM in Section four: Teaching strategies.

Written and verbal reflections are the most common ways students reflect. These are important methods; however, keep in mind that meaningful reflection can be expressed in various ways. Often, written reflection cannot express the depth of an experience in the way that visual, auditory or kinaesthetic means of reflection can. Examples of student written reflection are included in this document.

Visual reflection can be accomplished through:

- Photography
- Painting
- Animation
- sculpting/ceramics/mosaic
- prints
- textile and needlework.

Kinaesthetic reflection can be accomplished through:

- dance
- theatre
- mime
- role play.

Auditory reflection can be accomplished through:

- lyrics
- rap
- jingle
- melodies.

By engaging in diverse forms of reflection, students may discover their preferred ways to reflect and integrate reflection by choice into their daily lives.

Teachers report unique ways students have presented their reflections

"Some students organized 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 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."

"Students who, as part of a CAS group project, were tutoring children within the Hmong community learned about the story quilts that are their traditional art form. They collaborated on a tapestry using learned skills from the Hmong artisans to tell about their collective journey."

"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."

A series of written reflections by one student

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 accidently passed it off the pitch. This led to the opposing team getting a throw 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 and 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 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.

9 March: This week went successfully I think. I had the privilege to manage the team which I found interesting. My plan was to observe the game and, during the second half, have a quick team talk about the positives and negatives. I called for a change in formation as I believed it would be more beneficial to the team if we played 1 striker but 5 midfielders instead. Fortunately, the strategy worked and we came out from a 2-1 lose during the first half to a 2-3 win for the students! What an intense game.

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.

30 March: This week was not as exhausting as other weeks are for me as we ended up playing a five-a-side match due to a shortage of players. I could not gain much from the game and therefore once everyone decided to leave, me and friends stayed to play penalty shoot-out. I found out during this week that there is a huge amount of pressure on one's shoulders.

Expressions of observations, thoughts and feelings by three different students

"I was just in town and standing in front of a store. A bearded man came by and politely asked another man who was passing by, 'Excuse me, can you help me?' This other man, much more affluent by the look of his clothes, replied in a very rude and abrupt tone, 'I don't have time for that right now!' and kept walking. I suppose he thought the bearded man was going to ask him for money. But that wasn't the case. After he stomped off this man turned to me and asked the same question. It turned out all he wanted was for someone to unclip a watch that was clipped to the back of his pack so he could go in and buy a battery for it. Not a huge request. I was glad to be able to help after the first man had treated him so rudely. This experience reminded me how important it is to stop, look, and listen."

"As one of my service experiences I wanted to help an elderly person as I realized that their problems are sometimes neglected or forgotten. That is why I turned to a 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 had 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 how miserable her life was and complained about the problems that 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 and help were bringing her anything 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 experience 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.

"I have seen first-hand the harshness of the aging process. People who were once vibrant, bustling human beings are now confined and subdued by their deteriorating health. Jane has Parkinson's disease and is inhibited by her soft speech and inability to use her hands. I know from the time we have spent together that she has so much to say and many interests, but is slowed and sometimes stopped by her illness. Anne's only disease is effects of time and how it has affected her memory and hearing. Although she always recognizes me, Anne does not remember my name or hear much of what people say to her."

"As time went by, I began to realize that they had wonderful lives. Both have successful and large families, with interesting experiences throughout their lives. Now they are slowed down, but maybe because it is time for them to rest. I have learned a lot from them, about many things, but mostly about how to live with what you are given … I hope when I am their age and in their situation like theirs that I can have their attitude—life is what it is and the best thing to do is accept it and be happy."

Student reflection through poetry

Let me not forget the memory of reunion.

Let me not forget the time, space, place, or the embrace.

The passing sound of suitcase wheels, interrupting announcements,

The ever growing feeling of relief, and love.

Let me not forget the moment when nothing else mattered,

Responsibilities, expectations, standards, pressure,

Slipping through my fingers as they wrap themselves in this reality.

Let me not forget the peaceful bliss as the tears glided down my cheeks;

Tears of joy, of content, of ecstatic happiness.

Let me not forget the fulfillment of those anticipating months.

Let me not forget that despite the previous distance, everything was renewed.

A friendship not worn by separation, but rather solidified in faith.

The faith that this moment would come, and would come many times again.

Let me not forget that some things can never be broken.

Let me not forget.

Recognizing and celebrating CAS

Students often undertake ground-breaking CAS experiences or projects worthy of recognition. Students who perform well academically in the DP are frequently applauded while extraordinary accomplishments in CAS may go unnoticed. When schools regularly promote their CAS programmes by recognizing and celebrating accomplishments and successes, a clear message is communicated within the school community that CAS is important and has value.

Keep in mind that the emphasis may be best placed on recognition, so students know their efforts and contributions are valued and, in this way, they have earned the respect of others. As part of this recognition, the CAS students can also celebrate and be celebrated. This approach aligns with "Demonstration" within the CAS cycle.

What would best represent meaningful recognition to your CAS students? Ask them. Let students guide this process. They may offer unique, significant, fresh or novel ideas that represent this particular group of students. Providing students with a voice and listening to how they want to be acknowledged assures that what is done has meaning for them.

The following ideas are a sample of what is possible. They include ideas that recognize students throughout CAS and that culminate their experiences. While these examples are a helpful starting point, the CAS coordinator should be certain to prioritize the ideas from students.

- Assemblies: Have a regular time during school assemblies for students to describe or promote their present CAS experiences and projects. This approach increases school-wide awareness, may encourage innovation, and could result in collaborations—all through shared knowledge. In addition, it allows students to develop communication skills.
- Year-level meetings: CAS students can present their experiences or projects at year-level meetings. Students appreciate hearing about CAS from their peers rather than exclusively from their teachers. This may lead to other students being recruited to support CAS students in their experiences or projects.
- Market day: Have a CAS "Market Day" where older students set up exhibits about their CAS experiences and projects. CAS students can also prepare information that recruits younger students to join a CAS group in the school.
- Newsletter article: Students feel a sense of accomplishment from writing an article about a CAS experience or project for publication in the school newsletter. Articles and accompanying photographs or links to student websites or social media can be most effective to promote the CAS programme to parents and guardians. It ensures that parents and guardians are constantly aware that CAS has ongoing importance and actually is seen as the hub of the DP. Knowledge about CAS can lead to discussion within families about the CAS journey.
- School website: A school website can be used to great advantage to promote and celebrate CAS. Permission is generally given to use student photos and materials online. Use the school's website to increase awareness about the CAS programme, through posted articles, photos, videos and blogs. Similarly, the student intranet can be an effective portal for students to present their ideas about CAS and to post articles and photos.

- Partner organizations: If your school is involved in CAS partnerships with external organizations, invite CAS partners to participate in assemblies, to write a letter on partnership progress and to acknowledge students on their CAS achievements through articles or mentions in organizational brochures, newsletters or websites when appropriate.
- A CAS museum: A CAS museum could be in a display case with student-crafted exhibits that show their accomplishments with posters, artifacts, articles and photos. With a new exhibit every two weeks, this CAS museum could be a centrepiece of attention.
- Yearbook or annual magazine: If your school produces a yearbook or annual magazine, include a special section about CAS. Students can design the pages and the content, with many students contributing articles, photos, cartoons, short stories, poetry and art—all combining to tell the CAS story at your school.
- CAS showcase event: Welcome students' ideas for an open house or other event to showcase their CAS experience and project accomplishments. By letting the students spearhead this event, they show leadership and collaboration while they establish a forum for sharing what they have gained, what they have contributed and how they have enjoyed the totality of their CAS programme.

A student checklist for CAS

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		
1. Evidence of identification of strengths and areas for personal growth		
2. Evidence of undertaking new challenges and developing new skills in the process		
3. Evidence of initiating and planning a CAS experience		
4. Evidence of commitment and perseverance in CAS experiences		
5. Evidence of demonstrating the skills and recognizing the benefits of working collaboratively		
6. Evidence of engagement with issues of global significance		
7. Evidence of recognizing and considering the ethics of choices and actions		
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		

Sample term/semester reporting on CAS

CAS coordinators and/or advisers should regularly review the progress of CAS students. This documentation can be reported as part of regular term and semester reports, as deemed appropriate by the DP coordinator.

A sample of reporting comments is provided; keep in mind that this process varies by school and by student and may be structured in a similar or completely different manner.

The following are examples of the reporting comments on student CAS progress used by a school. However, each school is encouraged to develop its own report comments specific to their needs.

DP year 1 (end of semester 1).

Report comments

- CAS proposals have been satisfactorily completed.
- CAS proposals have not been satisfactorily completed.
- CAS experiences have occurred in all three strands.
- Sufficient progress has been made on the CAS portfolio.
- Progress on the CAS portfolio is not satisfactory.
- Reflections include aspects of cognitive and affective expression regarding significant moments in CAS.

Note: For semester 1 DP year 1, if progress on CAS is unsatisfactory, a letter is sent home to parents.

DP year 1 (end of semester 2)

Report comments

- CAS progress is satisfactory at this stage.
- CAS progress is not satisfactory at this stage.
- CAS experiences have occurred in all three strands.
- Good progress has been made on the CAS portfolio.
- Sufficient progress has been made on the CAS portfolio.
- Progress on the CAS portfolio is not satisfactory.
- Reflections include aspects of cognitive and affective expression regarding significant moments in CAS.

Note: For semester 2 DP year 1, if progress on CAS is unsatisfactory, a letter is sent home to parents.

DP year 2 (end of term 1)

Report comments

- CAS progress is satisfactory at this stage.
- CAS progress is not satisfactory at this stage.
- CAS experiences have occurred in all three strands.

- [Name of student] is on track to complete the CAS portfolio.
- [Name of student] needs to work to complete the CAS portfolio.
- Reflections include aspects of cognitive and affective expression regarding significant moments in CAS.

Note: If progress on CAS is unsatisfactory on the DP year 2 term 1 report, a letter is sent home to parents. Three workshops are organized throughout term 2 of DP year 2 to assist students with their completion of CAS.

DP year 2 (end of semester 1)

Report comments

- CAS progress is satisfactory at this stage.
- CAS progress is not satisfactory at this stage.
- CAS experiences have occurred in all three strands.
- [Name of student] is on track to complete the CAS portfolio.
- [Name of student] needs to work to complete the CAS portfolio.
- Reflections include aspects of cognitive and affective expression regarding significant moments in CAS.

Note: DP year 2 students at this school are expected to be close to finishing their CAS portfolios by the end of semester 1. This means that they have had 18 months to complete CAS. The official CAS sign-off date for DP year 2 students is in week 5 of semester 2 DP year 2. If students have not completed their portfolio by the sign-off date then their progress is personally monitored by the CAS coordinator until finished. A letter is sent home to parents/guardians again if a student's CAS portfolio is unsatisfactory with a warning about the IB Diploma now being "at risk".

CAS reporting timelines

This is one school's example of a timeline for CAS.

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

		student complete CAS checklist.	parents if unsatisfactory
DP year 2 Semester 1 End of term 1	Project and most CAS experiences completed; progress evident on final CAS experiences	Project and most CAS experiences are finalized. Significant progress on remaining CAS experiences is evident.	Progress comment on semester 1 term 1 academic report; letter home to parents if unsatisfactory
DP year 2 End of semester 1	Final CAS experiences completed	CAS experiences are finalized, including reflections, evidence and supervisor reports if available.	Completion of reflections and gathering of evidence
	Final CAS reporting	CAS adviser reports on CAS completion.	Completion comment on semester 1 academic report; letter to parents if unsatisfactory
DP year 2 Semester 2, week 5	Official CAS sign-off	CAS project and all CAS experiences are complete, including: all reflections, all evidence and supervisor reports where available. Note: CAS coordinator/adviser signs off CAS portfolio using the CAS checklist. The CAS coordinator compiles a list of students whose portfolios are unsatisfactory and follows up until complete.	Completion of reflections and gathering of evidence; letter home to parents again if student CAS portfolio is unsatisfactory, with warning about IB Diploma now being "at risk"

CAS coordinator job description samples

As you review the following samples, keep in mind that each school will develop its own description for the role of the CAS coordinator, with specific responsibilities that suit the school and the size of its CAS programme. When setting or reviewing the specifics for your school, consider a team approach that would include several students who can lend their perspective on what they would appreciate as priorities.

Before beginning a new CAS programme, be certain to review the CAS guide.

Two school examples are provided. As you read them, be aware that not all of the information for these schools will be relevant to your school.

School example A

Rationale

The most fundamental role of the CAS coordinator is to support the DP students in having a positive and memorable experience during their CAS programme that also leads to fulfilment of all the CAS requirements. The position of the CAS coordinator is part of a college-wide strategic aim to develop a balanced lifestyle for students through the CAS programme and a service ethos among the students.

Roles and responsibilities

- Coordinate the DP CAS programme, specifically to support students in developing meaningful CAS experiences, and ensure these are properly documented by the student leading towards completion of CAS requirements.
- Maintain records as required by the IB and as requested by the DP coordinator.
- Work with the school administration to ensure appropriate time is allotted as a priority for professional development for all CAS advisers.
- Ensure that CAS advisers have sufficient planning and contact time with the students throughout the school year to support them in their CAS programme.
- Meet with CAS advisers to plan how students will be introduced to CAS and how ample collaborative opportunities will be provided for them to fully understand and plan their personalized CAS programme.
- Review resources provided by the CAS TSM with CAS advisers.
- Assist CAS advisers and students as needed to develop their individual CAS programmes and continue to assist as needed throughout the implementation of these programmes.
- Work with CAS advisers to ensure that student progress is being made, including the upkeep of portfolios, and respond as is appropriate in collaboration with the DP coordinator when one or more students is falling behind or fails to meet expectations.
- Make sure an electronic database of resources is available for student use.
- Provide all students with a record of their personal CAS achievements upon completion of the DP.
- Work with the school administration to ensure that the CAS budget and resources are appropriate and available for a robust CAS programme.

- Collaborate with the school administration in the development of a service ethos throughout the entire school; this can include introducing the CAS stages as a viable approach to service at younger grades to prepare students for CAS.
- Provide leadership for all staff involved with CAS and extend a positive message about CAS that permeates the school culture.
- Support and coordinate staff participation in the CAS programme and provide summary reports on such as requested by the school administration.
- Coordinate with the appropriate school staff, including the athletics and outdoor education coordinators, to ensure opportunities for the activity component of CAS through sports and other related outdoor experiences are known to students.
- Help to establish meaningful community contacts for service opportunities along with other school staff including school administration, service learning coordinators and curriculum leaders; these contacts are to be maintained on the school service data listing for school-wide access.
- Establish the programme in accordance with the school's risk-management requirements and ensure all CAS advisers are aware of procedures.
- Ensure, along with CAS advisers, that students are prepared for the challenges that they face as they pursue specific CAS experiences.
- Keep staff, parents and other school community stakeholders informed and up to date regarding the CAS programme, including the school development officer for inclusion of the CAS programme in school publications and website.

Skills, abilities, knowledge and experience

- The following skills, abilities, knowledge and experience, or the ability to gain these, are suggested for this position.
- Excellent interpersonal and communication skills with staff, students and parents
- Efficient with paperwork and record-keeping systems
- Committed to supporting and developing a holistic approach to student well-being
- Committed to supporting and developing a holistic approach to a school-wide service ethos
- Takes initiative with respect to seeking community partnerships and helping students to do the same
- Sound practical knowledge of the DP in general and the CAS programme in particular
- Previous demonstrated leadership

School example B

The CAS coordinator is responsible for the DP CAS programme and for making sure that students' individual CAS programmes meet the aims and requirements of the IB.

The role of the CAS coordinator is as follows.

Role	Outcome The CAS coordinator will:
Leadership	• work with all staff to facilitate active contribution to the development and implementation of the school CAS programme • represent CAS as positive and enjoyable

	• ensure students have a balanced CAS programme with diverse opportunities for self-exploration and growth • communicate CAS goals and policies clearly to staff, parents and students • manage ongoing CAS development planning and review processes • provide direction and support to staff for the achievement of CAS goals • develop, with staff, statements about their roles and responsibilities • remain abreast with new developments in CAS and inform staff, parents and students as required • foster a service culture within the school.
Human resource management	• use staffing arrangements to create options that maximize learning and developmental outcomes for all students • consult and negotiate with staff when determining roles and responsibilities • provide advisers and supervisors with feedback on their performance • coordinate training and development activities for advisers and for students • develop strategies to utilize the talents and expertise of other teachers in the CAS programme.
Programme management	• contribute positively to the development and evaluation of CAS policies and practices • ensure the school CAS programme best meets the needs of all students • manage the policy and procedures that oversee students' progress, and the reporting of students' achievements to parents on a regular basis • arrange staffing and timetabling related to CAS to maximize student learning outcomes and development in line with school priorities • prepare and disseminate CAS information to staff, parents and the community • educate other DP teachers of the interface between CAS and their subjects; resources for this are in the CAS TSM.
Student learning	• ensure that all students completing the DP are aware of the opportunities in CAS and what is necessary to successfully complete the programme • be certain students know the CAS stages and the learning outcomes • utilize the CAS TSM as a resource for teaching strategies and be certain other advisers and teachers are aware of what is available

	• develop a database of suitable possible CAS experiences and relevant contacts for students and guide students to also contribute to this database as they find new contacts and community opportunities • supervise CAS advisers and supervisors in their planning and interaction with students • stay aware of student progress • oversee procedures for student well-being • organize the supervision of students' CAS experiences where appropriate • ensure each student maintains a CAS portfolio with evidence of CAS experiences as is appropriate.
CAS administration	• ensure the smooth and effective organization of the CAS programme • interface with school administration regarding procedures, budgets, scheduling and professional development times as a priority within the school • maintain clear communication systems that are known and used with all staff and students • ensure that procedures and practices are in place to consult with staff and to involve them in decision-making • complete necessary paperwork related to CAS.
Parent participation	• establish and maintain clear communication between the school and parents with information about school issues and practices • encourage parent discussion and feedback on CAS issues • promptly attend to parent concerns on matters relating to the CAS programme and students' well-being.
Resource management	• develop and maintain a school budget consistent with school goals and CAS as noted by the DP • establish and maintain ongoing relationships with NGOs and community groups.

CAS project form

The form is an example of what CAS students could use for planning a CAS project.

For all CAS projects, following the CAS stages of investigation, preparation, action, reflection and demonstration is recommended. Many schools, although not all, ask students to submit for approval a proposal form. It is recommended that the form be adapted for your school as needed. Involving students in helping to design a CAS project proposal form can also be effective, as well as having students offer suggestions for future revisions. Keeping samples of completed forms for students to use as examples can provide models.

CAS project form

Student project leader(s)			
Members			
Title of project			
Focus of project			
How we are following the CAS stages	For each CAS stage, describe either what has been done or what you plan to do.		
• Investigation			
• Preparation			
• Action			
• Reflection			
• Demonstration			
Name of organization the project is organized with or for, if applicable			
Contact person at organization, contact phone and email, if applicable			
Teacher or other external supervisor, if applicable			
Anticipated dates of CAS project			
Risk assessment required?	Yes/No	Risk assessment completed?	Yes/No
Student signatures			
CAS supervisor/adviser signature/date			
Principal signature (if required)/date			

SECTION TWO – LEARNING OUTCOMES

These documents further clarify the learning outcomes with a chart that provides helpful descriptors, useful for CAS coordinators and others working with CAS students. Additional resources discuss ethical considerations that may arise in CAS experiences, interface between reflection and the learner profile, and suggestions for strengthening global significance, including guiding students to think globally while acting locally.

A chart for CAS learning outcomes

Showing evidence of achieving the learning outcomes is essential to a student's CAS programme; therefore, questions arise about what constitutes good evidence. Further, no rule applies in regards to the amount or kind of evidence to be provided by students. Keep in mind that evidence should be age-appropriate and reflect the individual student.

Decisions on whether a student has achieved the learning outcomes are to be made on the evidence provided by the student in their CAS portfolio, in addition to the information gathered during CAS interviews.

Understanding the learning outcomes

In addition to the students, be certain the CAS coordinator, advisers and any other teachers and staff involved share a common understanding of the language and meaning of each learning outcome. For example, with the term "challenges", students may need assistance to understand that a challenge could involve taking on a completely new CAS experience or be an extension of an existing one. In this TSM, refer to **"Teaching strategy: Understanding learning outcomes"**.

Learning outcome descriptors

The following chart shows specific descriptors for each learning outcome. These descriptors are only suggestions; they are not exhaustive and can be adapted, edited, expanded or shortened. Further, not all descriptors must be met; it is the CAS coordinator's decision as to whether the student has achieved the outcome.

Learning outcome 1: Identify own strengths and develop areas for growth   Suggested descriptors   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.
Learning outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process   Suggested descriptors   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.
Learning outcome 3: Demonstrate how to initiate and plan a CAS experience   Suggested descriptors   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
Learning outcome 4: Show commitment to and perseverance in CAS experiences Suggested descriptors 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
Learning outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively Suggested descriptors 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
Learning outcome 6: Demonstrate engagement with issues of global significance Suggested descriptors 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
Learning outcome 7: Recognize and consider the ethics of choices and actions Suggested descriptors 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

CAS and ethics

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

<div align="right">IB mission statement</div>

Principled—They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity and the rights of people everywhere. They take responsibility for their own actions and the consequences that accompany them.

<div align="right">IB learner profile</div>

The IB mission statement seeks to develop "caring young people who help to create a better and more peaceful world through intercultural understanding and respect". In seeking to become "active, compassionate and lifelong learners who understand that other people, with their differences, can also be right", IB students will automatically be involved in ethical considerations and decision-making in CAS. CAS provides students with opportunities to engage with the "principled" learner profile attribute of acting "with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity and the rights of people everywhere", taking "responsibility for their own actions and the consequences that accompany them".

The seventh CAS learning outcome requires students to "recognize and consider the ethics of choices and actions". This involves demonstrating an "awareness of the consequences of choices and actions in planning and carrying out CAS experiences". It is often one of the most challenging of the CAS learning outcomes for students to identify and understand. As a consequence, they may need guidance in developing appropriate responses to situations involving ethical issues.

CAS experiences develop ethical education through decision-making processes about whether actions are morally justifiable. It is important that students have the opportunity to discuss ethical issues and their resulting decisions with CAS supervisors, advisers and the CAS coordinator. Assisting students to reflect in an informed and critical manner on the ethics of CAS experiences fosters the development of personal value systems and clarification of ethical principles underlying decisions.

Ethical issues that may arise in CAS experiences

The development of ethical reasoning abilities is at the heart of ethical identity. The IB's mission "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect" depends greatly on the development of a student's ethical identity.

Human actions are never neutral; they always have consequences for one's self, for others, for the community. The outcomes may enhance or diminish well-being, acting towards the welfare of all the people involved or decreasing the quality of our lives or their lives. Making ethically valid decisions requires skilled ethical reasoning, based on ethical concepts and principles.

Ethical principles acquire real meaning when they actually guide people's behaviours. To put them into action requires a combination of intellectual skills and ethical insights. It is possible to teach and learn how to think critically through ethical issues. Skills to analyse and evaluate situations from different ethical perspectives can be acquired.

Going through ethical questions and issues, that is, ethical reasoning, requires the ability to identify and apply the heightened awareness of the ethical concepts and considerations relevant to the situation.

As an exercise to assist students in developing ethical reasoning, a TOK teacher or CAS coordinator/adviser can use situations that inherently involve ethical decisions and arise in a CAS programme and follow this three-part process.

1. **Recognize an ethical issue in a life situation.** Identify competing values in each situation.

2. **Understand different ethical perspectives and ethical concepts.** Apply different ethical perspectives to a specific situation.

3. **Evaluate assumptions and implications of different ethical perspectives.**Raise relevant critical questions and defend a position with good reasoning and consideration of opposing views.

Reflection and the learner profile

While a specified number of reflections is not stipulated or required, reflection is the vehicle to personal growth in CAS experiences. The aim is for students to engage in reflection by choice, with a sense of purpose and a frequency that allows them to better understand and recognize personal development and accomplishment.

Reflection is used to demonstrate achievement of the learner profile. Rather than the achievement of the learner profile as the impetus for reflection, guide students to aim for meaningful CAS experiences. Then, upon reflection, they can consider whether their experience has helped them to develop one or more of the learner profile attributes. For example, students may recognize how they have taken risks or demonstrated a caring attitude during a CAS experience.

In this way, achievement of the learner profile can be realized through the act of regular, creative and meaningful reflection. The following ideas can form the basis of linking the learner profile attributes to CAS experiences and can act as guiding questions for reflection specific to CAS.

- How do my choices and actions model empathy, compassion and respect for others?

- How does this CAS experience allow me to become a genuine inquirer?

- To what extent do my CAS experiences encourage creative and critical thinking?

- How do the ethical issues that arise in my CAS experiences allow me to become principled?

- How does my CAS experience allow for intellectual and physical risk-taking in a supportive environment?

The learner profile provides a common language for CAS coordinators and students to discuss personal growth and progress with regards to their CAS experiences.

Suggestions for global significance: Thinking globally and acting locally

The approach "think global, act local" has importance when planning a CAS programme. While students may be tempted to travel overseas as a way to engage with issues of global significance, the same or comparable issues are typically found in communities and environments closer to schools, often in their own locality. Local situations allow for more convenient and sustainable opportunities for students to engage in issues that have global significance over time and to see the longitudinal impact of their participation. This may also allow for developing purposeful relationships with community members and to see the evolution of reciprocal benefits for all involved.

The following list contains suggestions for issues of global significance. The list can be used to provide ideas to students designing their individual CAS programmes. Many of these may be applicable for CAS experiences and a CAS project. Please note that the list is not complete and students will find issues of global significance not listed, particularly what is currently occurring in their own communities.

The United Nation's Millennium Development Goals also provides a list of issues of global concern.

- Goal 1: Eradicate extreme poverty and hunger

- Goal 2: Achieve universal primary education

- Goal 3: Promote gender equality and empower women

- Goal 4: Reduce child mortality

- Goal 5: Improve maternal health

- Goal 6: Combat HIV/AIDS, malaria and other diseases

- Goal 7: Ensure environmental sustainability

- Goal 8: Develop a global partnership for development

The full list of goals, targets and indicators found at the United Nation's Millennium Development Goals website may provide more opportunities and ideas for potential CAS experiences or CAS projects that would involve students engaging with issues of global significance on a local level.

Some examples of appropriate CAS experiences that provide scope for showing achievement in this learning outcome include:

- raising awareness of a global issue through a focused campaign

- participating in organized global issue projects

- supporting local programmes engaged in specific educational campaigns

- assisting local communities in integrating the principles of sustainable development

- developing sustainability projects at school or in the local community, such as recycling bins and saving energy

- planning and implementing a school waste-management policy

- leading awareness events at school about air pollution

- becoming involved in the delivery of a computer-literacy project in a local community

- developing an urban community garden

- teaching hand-washing lessons at local kindergartens as a part of UNICEF's hand-washing campaign

- organizing a "Love your ocean" day at school

- raising awareness about human trafficking

- building a storm-water garden to reduce storm-water run-off

- creating a campaign to raise awareness among tourists about fragile local ecosystems

- tutoring refugees after learning about gender equity in education

- leading resume workshops for people who are unemployed

- distributing resources for emergency safety.

The above are suggestions only, and students will undoubtedly find their own ways in which to achieve the learning outcome.

As with all CAS experiences, students reflect purposefully on their engagement with service and may be guided to look for moments of personal significance or inspiration as a call for reflection.

SECTION THREE – COHERENCE WITH IB PROGRAMMES

These documents show possible connections between CAS and other elements in the Diploma Programme including theory of knowledge, the extended essay and approaches to learning, and the vast array of courses in the Diploma Programme. By making explicit connections between their learning and CAS, students will recognize the coherence and value of an integrated IB programme. These documents are relevant to teachers throughout the Diploma Programme.

Extended essay and CAS

Three categories are discussed in this section.

1. The nature of the extended essay

2. The relationship between CAS and the extended essay

3. World studies extended essay and CAS

The nature of the extended essay

The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects—normally one of the student's six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school) …

The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject. The extended essay is:

- compulsory for all Diploma Programme students

- externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB diploma

- a piece of independent research/investigation on a topic chosen by the student in cooperation with a supervisor in the school

- chosen from the list of approved Diploma Programme subjects, published in the *Handbook of procedures for the Diploma Programme*

- presented as a formal piece of scholarship containing no more than 4,000 words

- the result of approximately 40 hours of work by the student

- concluded with a short interview, or viva voce, with the supervising teacher (recommended).

In the Diploma Programme, the extended essay is the prime example of a piece of work where the student has the opportunity to show knowledge, understanding and enthusiasm about a topic of his or her choice. In those countries where it is the norm for interviews to be required prior to acceptance for employment or for a place at university, the extended essay has often proved to be a valuable stimulus for discussion.

DP *Extended essay guide*, page 5

The relationship between CAS and the extended essay

CAS experiences can be the inspiration for a student's choice of a particular extended essay. While carrying out a particular CAS experience or project, the student may see the direct link with a theme or topic that they have covered in the academic part of the course.

The following outlines three examples of extended essay research questions, all taken from group 3 subjects (individuals and societies), that have been inspired by a student's

participation in CAS. The examples all derive from a CAS service experience that a student had while carrying out a CAS project. Each of these CAS experiences influenced the students to further explore the academic links evident. This is an example of the service learning approach to CAS being advocated in the *CAS guide*.

A. In the economics course

"What are the costs and benefits of the project that our school has embarked on to help Masai living in Tanzania?"

The student was involved in a school-sponsored CAS project in Northern Tanzania, where the students from his school have helped to build classrooms for the local Masai people. Local builders were employed to do the building work, and students worked as labourers on-site for two weeks. The student used a model to look at the benefits brought by the action (both social and economic) and compared this with the costs of travel to the site and the effectiveness of the work.

B. In the geography course

"What are the factors affecting the location of people who are homeless in Jakarta, Indonesia?"

The student was involved in a CAS project working with street children in Jakarta, Indonesia. It was discovered most of the street children had moved into Jakarta from the surrounding countryside. The student was inspired to examine the cause of rural–urban migration. Questionnaires and interviews were carried out with street children and analysis of the push–pull factors carried out. The principle of distance–decay was also carried out. The location of the street children was plotted on maps.

C. In the history course

"What was the role of Switzerland in providing a safe haven for refugees in World War Two?"

The student, while working in an old people's home in a Swiss city, met and befriended a man who had worked for the Swiss Customs Service in the Second World War and had talked about the war and refugees. This inspired the student to examine official Swiss attitudes to refugees and also the work of customs officials, particularly in St. Gallen, who helped refugees stay in the country.

World studies extended essay and CAS

The world studies extended essay is an in-depth, interdisciplinary study of an issue of contemporary global significance. It aims to develop interdisciplinary inquiry, the ability to conduct an investigation whereby students integrate knowledge and modes of thinking from two or more disciplines. An additional aim is to develop a global consciousness consisting of three capabilities: global sensitivity, global understanding and global self.

The essential points of an extended essay in world studies are to:

- address a topic of global significance

- have a clearly framed research question that addresses a global issue through a local example(s)

- draw on disciplinary expertise rigorously and selectively

- integrate IB disciplines productively

- show development of global consciousness in a researcher's reflection space.

To frame a research question in a world studies extended essay, students:

1. start with a global issue

2. consider and determine how it relates to a local context or contexts

3. explore which disciplinary concepts and approaches will need to be used to investigate the topic

4. narrow the study to develop a focused research question.

The world studies extended essay provides many opportunities to link a student's CAS local experience to a global issue. For example, a student who is working in a soup kitchen is learning about poverty in a local context. This issue could be examined from a number of different disciplines; it could be examined from both a philosophy and psychology approach, examining the charity's motives for providing the soup kitchen and also looking at the application of altruism theories.

TOK: Areas of knowledge and CAS

In the DP theory of knowledge course, there are eight areas of knowledge that students can study: mathematics, natural sciences, human sciences, history, the arts, ethics, religious knowledge systems, indigenous knowledge systems. Each area of knowledge in TOK has a knowledge framework.

In looking at the links between the areas of knowledge, students might consider the links between personal knowledge, scope and application of the area and the methodology to CAS. The links between CAS and ethics are explored elsewhere in this TSM. The other seven areas are detailed below.

Students might consider the following questions, which are directly related to these areas of knowledge in reflections of CAS experiences. Adapt and revise them as is best for your students. Each category will provide rich opportunities for connecting CAS and TOK.

Mathematics

- Does "absolute truth" exist and, if so, does it have any bearing on our relationships with others from different religious or indigenous knowledge systems?

- Is there a place for statistical evidence in CAS experiences and the project?

- How does trend forecasting assist us in designing and developing CAS experiences and a CAS project?

Natural sciences

- Is the scientific method reliable in deciding whether a hypothesis can be substantiated or not?

- Is there a place for the scientific method in CAS? How are the CAS stages similar to the scientific method?

- Do logic and reason have a place in CAS? If so, where and how?

- Can any of the natural sciences be relevant to CAS projects? How?

Human sciences

- Was the sampling process we used sufficient to give us the knowledge we needed to solve our problems?

- What issues do we face in obtaining reliable information from interviews?

- To what extent do gender and age affect our observations of a community need?

History

- To what extent is it important to understand the history of a community before we can engage in meaningful and respectful ways?

- How reliable is a person's view of an event that has occurred?

- What is bias, and how can bias distort historical records?

- Is it possible for bias to occur in CAS and, if so, how and where? What can we do to be aware of and mitigate our personal bias?

The arts

- Was our way of presenting a picture or drawing effective in communicating our intended message?

- In what ways has our choice of medium helped us to understand ourselves better?

- Can we influence others with our posters/website?

- How can knowledge in the arts be used in a CAS context?

Religious knowledge systems

- Can we identify elements of religious knowledge in our CAS experience?

- How can these elements influence the whole CAS experience?

- How can we encourage sensitivity and tolerance towards people from other religions?

Indigenous knowledge systems

- What do we know about indigenous community culture?

- How do we show respect and open-mindedness to differing cultures?

- In what ways are sense perception and memory crucial in constructing knowledge in indigenous knowledge systems?

- How do indigenous people use the concept of respect to relate to their view of the world?

- What lessons and insights can we learn from indigenous cultures?

- How can we help to preserve cultural heritage in indigenous communities?

TOK: Ways of knowing and CAS

The ways of knowing as described in the *Theory of knowledge guide* (2013) are often so ingrained and automatic that it is hard to slow the process down, as it were, in order to consider them carefully for the purposes of reflection.

The area of reflection is central to both CAS and TOK. The ways of knowing (sense perception, emotion, language, reason, imagination, faith, intuition and memory), a central part of the TOK course, influence each and every reflection that students make. For example, a CAS student who is working with children who are homeless may have strong emotions about this experience. Discussion of these emotions deepens the reflection and therefore makes it more valuable.

The following examples illustrate how the ways of knowing deepen reflection in CAS.

- A student learning to swim for activity could reflect on different types of knowledge, reflecting on whether knowing how to swim is "knowing that" or propositional knowledge, comparing this with the types of knowledge he or she engages in during academic disciplines.

- A student participating in a visual arts project for creativity could reflect on the roles of intuition, imagination and emotion as ways of knowing in the arts.

- A student who is working in a home for the elderly for service may consider the ways in which his or her body language may impact on the people that he or she is working with. This is an important issue when discussing how we acquire knowledge through our emotions.

The following questions provide examples of using TOK ways of knowing to guide students in reflecting on their CAS experiences. Students and/or coordinators/advisers are encouraged to create their own questions for TOK ways of knowing that may further assist reflection.

Language

How does language shape knowledge?

- What did others transmit to you through their language?

- What new meanings did you discover in spoken sounds?

- How may the ability to communicate through different languages help you to make the most of the experience?

- Did words you usually use take on new meaning?

- In what way can words stereotype people?

Sense perception

How can we know if our senses are reliable? What is the role of expectation or theory in sense perception? What is the role of language in sense perception?

- What did your senses show you in this CAS experience?

- In what manner did the sense perceptions influence your understanding of these experiences (regarding myself, regarding others and the surrounding world)?

- Is sense perception a reliable source of knowledge in CAS experiences or project?

Emotion

Are emotions universal? Can/should we control our emotions? Are emotions the enemy of, or necessary for, good reasoning? Are emotions always linked to belief?

- What kinds of feelings and emotions can you identify in yourself regarding the CAS experience?

- How do you think others have felt throughout this CAS experience?

- How did the emotions affect your thoughts, your ability to perform, to make decisions or to reason, in regard to the CAS experience?

- To what extent do emotions help make sense of social experiences and behaviours?

- How does empathy make possible mutual understanding with other people?

- Can you rely on your emotions to give a balanced view of a CAS experience?

Reason

What is the difference between reason and logic? How reliable is inductive reasoning? Are we predictably irrational?

- What reasoning preceded your CAS experience?

- How could any bias have determined your approach to the experience?

- To what extent have you changed your certainties as a consequence of the experience?

Imagination

What is the role of imagination in producing knowledge about a real world? Can imagination reveal truths that reality hides? What is the role of the imagination in understanding others?

- What would happen if we …?

- What would have happened if we had acted in another way?

- How does your initial imagined goal compare to the realized goal?

Faith

Should humanism or atheism be described as a faith? Can theistic beliefs be considered knowledge because they are produced by a special cognitive faculty or "divine sense"?

- Did faith have any part in your thoughts and behaviours during the CAS experience?

- To what extent does faith shape people's perception of reality?

- How may faith give support to people's aims and objectives?

Intuition

Why are some people considered more intuitive than others? Are there certain things that you have to know prior to being able to learn anything at all? Should you trust your intuition?

- Are there certain things that you recognize as right and wrong regarding the experience?

- How often do you rely upon your intuition rather than logic?

- What part did intuition play in your CAS experience?

Memory

Can we know things that are beyond our personal present experience? Is eyewitness testimony a reliable source of evidence? Can our beliefs contaminate our memory?

- Can you identify things that are beyond your personal present experience?

- How do you think previous experiences affect your present learning?

- How do you interpret that new situations can be influenced by previous events?

Ethics

Is there such a thing as moral knowledge? Does the rightness or wrongness of an action depend on the situation? Are all moral opinions equally valid? Is there such a thing as a moral fact?

- What should you do and why?

- What should you have done? What could you have done?

- What are the consequences of our actions?

- To what extent might a lack of knowledge be an excuse for unethical conduct?

- To what extent might possession of knowledge carry with it moral obligations?

Religious knowledge systems

How do we decide between the competing claims of different religious knowledge systems? Can there ever be a basis for religious knowledge that is independent of the culture that produces it?

- Can you identify elements of religious knowledge in people involved in your CAS experience?

- How can these elements influence the CAS experience?

- Were there any cultural assumptions made during the CAS experience due to religious knowledge systems?

Indigenous knowledge systems

In what ways are sense perception and memory crucial in constructing knowledge in indigenous knowledge systems? How do beliefs about the physical and metaphysical

world influence the pursuit of knowledge in indigenous knowledge systems? How do indigenous people use the concept of respect to relate to their view of the world?

- What do you know about indigenous community culture?

- How do you show respect and open-mindedness to other cultures?

- What things can you learn from them?

- How can you help to preserve cultural heritage in indigenous communities?

TOK: Knowledge questions and CAS

"The overall aim of TOK is to encourage students to formulate answers to the question **'how do you know?'** in a variety of contexts. At the centre of the course is the idea of **knowledge questions**."

Theory of knowledge guide (2013)

"Students are invited to consider knowledge questions against the backdrop of their experiences of knowledge in their other Diploma Programme subjects but also in relation to the practical experiences offered by CAS."

Theory of knowledge guide (2013)

Among the TOK aims, there is one that could directly be related to CAS: "understand that knowledge brings responsibility which leads to commitment and action".

There are many knowledge questions that can be applied when reflecting on CAS experiences.

- What counts as evidence for …?

- How do we judge which is the best …?

- How can we be sure of …

- How do we know whether it is right to do …?

Students can benefit from developing knowledge questions within their TOK lessons that arise from their CAS experiences. They may also benefit from using knowledge questions as a means of facilitating and guiding reflection on their CAS experiences. For these reasons, it is highly recommended for the CAS coordinator and TOK coordinator/TOK teachers to collaborate in developing ways in which knowledge questions can be used to benefit the student in their CAS and TOK efforts. Such knowledge questions can be framed within the knowledge framework of shared and personal knowledge.

The following questions provide examples of using TOK knowledge questions to guide students in reflecting on their CAS experiences. Students and/or coordinators/advisers are encouraged to create their own TOK knowledge questions that may further assist reflection.

Shared knowledge is the work of a group collaborating in one place or separated by time and distance or knowledge arrived at as a result of collective effort.

- To what extent are you aware of global issues?

- How can you address global issues in your surrounding reality?

- What do you know about the situation? What do you want to know? What do you need to know?

- How can you be sure of the accuracy of your actions?

- Is it possible to have knowledge of a culture in which you have not been raised?

- To what extent are your familiar areas of knowledge embedded in a particular tradition or to what extent might they be bound to a particular culture?

Personal knowledge includes what might be described as personal skills, practical abilities and individual talents. It refers to knowledge of how to do something. It is the work of a single individual resulting from a variety of factors.

- What did you learn through this CAS experience? What skills, abilities, attitudes, values and/or procedural knowledge have you acquired?

- What have you come to know through the CAS experience beyond your academic education?

- How could you apply the academic knowledge to the CAS experience?

- To what extent might your academic knowledge support a more skilled contribution to your CAS project?

- In your dealings with individuals or groups from other cultures or religions, are you able to be objective? How does your own culture or religion affect your dealings with people from other cultures or religions?

- How can you incorporate knowledge from your other DP subjects into CAS?

CAS and DP subject groups

The following are suggestions for CAS experiences associated with each of the subject groups of the DP. The list can be used to provide ideas to students designing their individual CAS programmes. Many of these could also be incorporated into a CAS project. Please note that the list is not complete and students will find CAS experiences not listed below.

Studies in language and literature

CAS experiences that could be derived from this subject group include:

- creative writing

- producing audiobooks for an organization serving people who are blind

- writing articles about CAS or CAS projects for school and local newspapers

- raising awareness about issues treated in literature

- teaching younger students how to debate

- writing a movie/play script and making a movie/play.

Language acquisition

CAS experiences that could be derived from this subject group include:

- developing pen-pal networks

- providing language lessons to those in need

- developing language guides using technology

- creative writing in the language being studied

- writing articles on the culture of the language studied

- producing materials explaining CAS in the language being studied

- raising awareness of the culture of the language being studied through articles, a website or other forms of communication.

Individuals and societies

CAS experiences that could be derived from this subject group include:

- creating displays and planning an assembly on history, particularly of the area around the school

- recording the oral histories of people living in a retirement home and creating family memoirs

- raising awareness of recycling within the school

- mapping resources in the local area, such as recycling centres, youth organizations or social enterprises, and initiating CAS experiences that extend and support these resources

- researching development projects in the community and supporting initiatives such as the construction of a community centre or a school

- working with local initiatives that support the United Nations Sustainable Development Goals

- arranging a simulation, a game or a school debate addressing local or global political issues for other students

- investigating ways of contributing to strengthening peace and peaceful behaviours in and outside of school

- raising awareness of human rights issues through international and local organizations

- supporting asylum seekers and migrants in integration in the culture and community of the new home country

- creating a social enterprise addressing a community need

- researching the philosophy of CAS

- discussing and investigating ways of supporting the role of active citizenship in the local community

- initiating a campaign that replaces bullying with respect for all within the school

- building a garden for those in need.

Sciences

CAS experiences that could be derived from this subject group include:

- forming an astronomy club for an elementary school to encourage younger students to be more aware of the universe

- raising awareness after testing local water quality

- raising awareness by monitoring air quality around the school

- raising awareness by monitoring traffic close to playgrounds

- creating and maintaining a nature reserve on campus

- helping remove invasive species of plants from the local environment

- helping to clean the beach or river foreshore and developing a plan to keep the trash from returning to the area

- advocating healthy eating habits with younger students

- engaging with the school canteen to promote healthy school meals and develop initiatives for healthy eating and drinking

- helping maintain a local nature reserve

- raising awareness of local nature reserves through a blog or website

- collecting data on school waste to inform future policy

- forming an environment club to investigate local issues such as recycling, domestic waste disposal, sourcing of food in supermarkets and reducing energy use at school

- promoting environmental initiatives such as eliminating the use of disposable plastic bottles on campus

- forming a club to promote awareness of global environmental issues

- forming a local collaborative project with another school to address environmental issues

- helping measure fitness of athletes in school sports teams

- promoting participation in physical exercise, for example, "walk to school" groups.

Mathematics

CAS experiences that could be derived from this subject group include:

- teaching younger children to overcome mathematics challenges

- maintaining financial accounts for a local charity

- assisting students with learning support requirements in mathematics

- assisting a sports club or team with pre- and post-fitness assessment statistical analysis

- hosting a series of mathematics events for parents and the community to build an appreciation for mathematics

- creating a video series of "mathematics adventures" for younger children

- assisting a local organization in developing a business plan

- learning how to do tax preparation and offering free services for elders or low-income populations

- designing and painting a mural celebrating mathematics through the ages

- planning a "mathematics scavenger hunt" at school to reveal all the places mathematics is part of everyday life.

The arts

CAS experiences that could be derived from this subject group include:

- attending and performing at an International Schools Theatre Association festival

- creating artworks to donate to hospitals, aged-care facilities or refugee centres

- creating community projects such as performances or photo exhibits for hospitals, aged-care facilities or refugee centres

- creating a performance for local schools with an educational message, for example, how to better protect the environment

- competing in external theatre competitions

- organizing a flash mob

- creating a mural or public sculpture for a children's hospital, local childcare or community centres

- creating a social blog with a public purpose for other students

- creating performances for local theatre, community and cultural festivals

- collaborating with charities and organizations to design posters for their causes and special events

- creating posters for not-for-profit organizations with an educational message

- designing theatre spaces for local communities

- creating the lighting and/or set for theatre productions

- establishing an exhibition for the work of local schoolchildren

- establishing a production company/festival for staging performances for the school and/or community

- establishing a virtual, online exhibition to exchange student artwork with other schools around the world

- establishing an inter-school festival staging pieces of theatre or a series of events that includes both training and performance elements

- establishing and running ongoing art classes in a particular media, style or technique for the benefit of the school and/or community

- establishing and running ongoing training in a particular style for the benefit of the school and/or community

- filming theatre performances and sports events

- forming a band and performing at a function

- offering design and promotional services to support school or community productions

- offering services in technical theatre, back stage and front of house, to support existing productions or curriculum productions

- ongoing training in a physical performance style or training methodology

- ongoing training in art-making media, styles and/or techniques with external visual artists or providers

- ongoing training in theatrical styles and training methodologies with external theatre companies or providers

- organizing a photo exhibition

- participating in external visual arts exhibitions or competitions

- performing to raise funds for charity

- performance and technical production opportunities with amateur and professional–amateur theatre companies or groups

- producing a film on working with a charity/group in need

- production design or set/costume/properties construction for school or local theatre, musical or dance productions

- taking dance lessons that lead to theatrical performance.

Integration of service learning with the DP subject groups

One aspect of service learning is that engagement in service evolves from being exposed to and developing an understanding of issues and subject matter studied in the academic curriculum. Following are some examples that outline possible links between each of the DP subject areas and the service strand of CAS.

Studies in language and literature

Students could:

- produce diaries, blogs and wikis as a writing practice and a new form of communication about experiences

- produce MP3 books for the blind by reading aloud some of the literary texts of the DP course

- write articles about CAS projects for school and local newspapers

- raise awareness about issues treated in literature

- produce brochures and blogs for new students and parents about the city where the school is located.

Language acquisition

Students could:

- use personal experience for oral and written practice of the language

- become involved with a local or international organization, inspired by articles about human rights from a class conversation

- apply language learning to assist immigrants new to the country

- write essays about CAS projects for local newspapers or other forms of media.

Individuals and society

Students could:

- create public displays and presentations on history, particularly of the area surrounding the school

- record the oral histories of community elders

- raise awareness of recycling within the school and extend the programme to other schools, the home or the local community

- map area resources, such as the location of water sources in the community or recycling centres

- implement development projects that relate to geography or economics

- set up a young enterprise company for charitable purposes

- apply geography by identifying and working with migrant groups and asylum seekers

- apply philosophy content to improve their understanding of the philosophy of CAS

- examine the role of active citizenship in the local community, following sociology and anthropology discussions

Sciences

Students could:

- apply physics to form an astronomy club within the school and encourage younger students to be more aware of the universe

- use chemistry to develop a water-quality project, including testing local water (or air) quality, and implement an awareness campaign

- help to remove invasive species of plants from the local environment as a part of an environmental sustainability project referenced in a biology class

- carry out a composting programme with food left over from the canteen and produce fertilizer to assist in a vertical vegetable garden in the school.

Mathematics

Students could:

- teach younger children who have difficulties with mathematics

- balance the accounts for NGOs or school clubs

- assist special-needs pupils with their mathematics

- assist with the data of sports clubs' pre- and post-fitness assessment

- analyse statistics for sports teams.

The arts

Students could:

- carry out a fundraising concert for a charity

- produce promotional and marketing material for an NGO

- create lighting and set for theatre productions

- create a band and perform at a function

- create posters for charities and school events

- film theatre performances and sports events.

SECTION FOUR – TEACHING STRATEGIES

This section of the CAS teacher support material (TSM) provides an array of resource materials for CAS coordinators and advisers to use when leading informative and engaging sessions for students. In addition, many documents are provided that students can use for understanding key concepts of CAS such as reflection and learning outcomes, and for planning and organizing their ideas for CAS and their CAS project. Documents will, for example, introduce the CAS stages, provide ideas for each strand—creativity, activity and service—and, more importantly, assist students in generating their own ideas. The highly interactive formats can be adapted to diverse settings and numbers of participants. Once experienced, CAS students can also lead these teaching strategies with their peers and with incoming CAS students.

A brief guide to CAS

Creativity, activity, service (CAS) is intended to be a collection of enjoyable and challenging experiences determined **by you** to extend your abilities.

Through your CAS experiences, you are to achieve the following learning outcomes.

- Identify your own strengths and develop areas for personal growth.

- Demonstrate that you have undertaken challenges and developed new skills in the process.

- Demonstrate how to initiate and plan a CAS experience.

- Show commitment to and perseverance in your CAS experiences.

- Demonstrate the skills and recognize the benefits of working collaboratively.

- Demonstrate engagement with issues of global significance.

- Recognize and consider the ethics of choices and actions.

CAS strands

Creativity is exploring and extending ideas, leading to an original or interpretive product or performance.

Music, theatre, film, design technology, visual arts, dance, fashion and other experiences that involve creative thinking fall under creativity (for example, joining a choir or engaging with fashion design).

Activity is physical exertion contributing to a healthy lifestyle.

Taking on a new sport or extending your ability (for example, with football, yoga, dance, aerobics classes, biking or hiking), counts as activity.

Service is collaborative and reciprocal community engagement in response to an authentic need.

By investigating and identifying a community need, then determining a plan of action that respects the rights, dignity and autonomy of all involved (for example, reading to the aged or advocating for a cause), you are performing service.

CAS experiences may cover more than one strand; for example, planning sports events for disadvantaged children may involve both service and activity. Some CAS experiences may involve all three strands; for example, choreographing a performance that promotes the work of a non-profit organization involves creativity, activity and service.

Student responsibilities

- Thoroughly familiarize yourself with your school's CAS handbook and timelines.

- Meet with your CAS coordinator or adviser according to the timeline, at least three times over the duration of your CAS programme. Be sure to come prepared.

- Base your choices on your interests, skills, talents and areas for growth to stay motivated. Challenge yourself!

- Balance your experiences between creativity, activity and service.

- Initiate or engage in at least one CAS project in collaboration with others that extends over at least one month.

- Use the CAS stages as much as possible when considering, planning and undertaking your CAS experiences. Be sure to apply these to service and to the CAS project.

- Ask questions along the way when you need assistance or clarification.

- Participate in meaningful reflection as a way to capture your experiences and summarize your evidence linked to the learning outcomes.

- Enjoy CAS! That is most important—to participate in experiences that assist your personal growth and offer you a world of possibilities.

> **Note:** Experiences completed as part of the requirements of the DP subjects, including theory of knowledge and the extended essay, cannot be counted as part of your CAS portfolio.

Teaching strategy: Introducing CAS

This section is an introductory session designed to assist students in discovering the overall meaning of CAS and each of the strands—creativity, activity and service—what they can learn through CAS and ways to make CAS enjoyable and fun. It also aims to uncover and answer any questions students may have.

Please note that this session is a suggestion, and there are numerous ways to introduce CAS to your students.

Purpose

This session is intended for students to:

- consider what CAS means to them

- listen to the ideas of their peers

- dispel misunderstandings about CAS

- recognize CAS as an enjoyable opportunity to develop personal passions beyond the classroom.

> **Note:** This session could be led by students who are in the second year of CAS. It is important to allow new students to develop their own ideas and responses. To conclude the session, older students could share their experiences of CAS that reinforce the idea of a positive and worthwhile aspect of the DP that complements their academic studies. This can be done in large or small groups.

Materials

- Prepare six easel/A3 pages. Label two sheets "Creativity", two sheets "Activity" and two sheets "Service". Add the following descriptions to the top of each relevant sheet:

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

  o Activity: Physical exertion contributing to a healthy lifestyle

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

- Markers for each student

- Sticky notes or similar

Introduction

1. Write the following statement on the board: "In school, you learn everything you need to know in life."

2. Ask students, "What do you think?"

3. Students discuss in small groups before reporting back to the whole group.

4. Record what students think they learn outside of school.

Process

1. Divide the class into six groups, allocating groups to one of the six sheets of paper.

2. Students divide the page into four squares and label the squares as follows.

   o The first square should be labelled "Means" . Allow five minutes for students to clarify what the CAS strand means to them.

   o The second square should be labelled "Learning" . Allow five minutes for students to brainstorm what possible learning could occur in their CAS strand.

   o The third square should be labelled "Fun" . Allow five minutes for students to record ways in which they could enjoy this CAS strand.

   o The fourth square should be labelled "Questions" . Allow five minutes for students to record what they may want to know about this CAS strand.

3. The groups report back. Display the sheets for all to see.

Reflection

1. Write the statement on the board: "CAS is enjoyable and engaging." Ask, "If this is true, how would you approach CAS?" Ask students to discuss in pairs.

2. Ask each pair to share thoughts and responses with the whole group.

Closing

1. Ask older students to share what they are learning and have learned through the CAS programme.

2. Students write anything they have learned from these CAS experts on sticky notes to display with the sheets.

Follow-up

Keep the sheets for future reference and add to them at subsequent sessions. Invite students to take photos and post on a collective website or on a personal blog as a reminder of what CAS is about.

Teaching strategy: Understanding learning outcomes

Use the accompanying documents to engage students in an experience to gain understanding about the learning outcomes. The sequence includes:

- Reviewing the learning outcomes through discussion and circling memorable key words in each

- Looking at the "Example scenarios" table and, in small groups, determining the possible learning outcome or outcomes for each scenario and providing reasons for this choice

Debrief at the conclusion regarding what was helpful and most memorable about the interaction.

Student document

At the end of CAS, you are responsible for showing achievement in each of the seven learning outcomes. What are these learning outcomes, and how do they apply to real-life situations?

Begin by reading and discussing the learning outcomes. Circle memorable key words in each.

Then refer to the "Example scenarios" table. In small groups, determine the possible learning outcome or outcomes for each scenario and provide reasons.

The learning outcomes

Learning outcome 1	Identify own strengths and develop areas for growth.
Learning outcome 2	Demonstrate that challenges have been undertaken, developing new skills in the process.
Learning outcome 3	Demonstrate how to initiate and plan a CAS experience.
Learning outcome 4	Show commitment to and perseverance in CAS experiences.
Learning outcome 5	Demonstrate the skills and recognize the benefits of working collaboratively.
Learning outcome 6	Demonstrate engagement with issues of global significance.
Learning outcome 7	Recognize and consider the ethics of choices and actions.

Example scenarios

Select a learning outcome for each scenario and provide a reason for your choice.

A CAS student:	Learning outcome and reason
• joins the school basketball team	
• aims to complete level three of a piano exam	
• creates a website for an organization from scratch using design software	
• designs an app from scratch for a local NGO	
• enters a national short story competition	
• trains for and completes a long-distance fun run	
• competes at a gymnastics tournament	
• organizes awareness-raising events for an NGO	
• becomes a cast member of a school theatre production	
• sets up a school sports club	
• takes weekly flute lessons for more than 18 months	
• organizes a "clean air exhibition" over a weekend in a local shopping mall, aimed at decreasing air pollution	
• joins a local football team and competes in a tournament	
• becomes a school council representative	

• works with an NGO in support of people who are homeless	
• organizes a school campaign to spread awareness of the benefits of reading books	
• participates in a language study tour	
• joins the stage and lighting crew for a school production	
• creates a number of artworks	
• raises funds for a local charity	
• trains for and then participates in a triathlon	
• attends weekly yoga classes	
• joins the school debating club	
• joins a local environmental group	
• learns to play the guitar	
• becomes a reporter for the school newspaper	
• completes a course to learn to use a software program	
• serves lunch every other Saturday at a homeless shelter	
• coaches a sports team for children with disabilities.	

Teaching strategy: Creating a personal profile

Background

Developing self-awareness is a central intention of CAS, as students gain perceptions of self and others and become more cognizant of their place in their school, community and the world. Where should they begin?

Initiate a group session to guide students through a **personal profile** of interests, skills, talents and areas for growth. This is different from a CAS coordinator/adviser interview with a single student; if the personal profile occurs before individual meetings, students may be better prepared. The personal profile can be placed in the CAS portfolio for students to access and review during their CAS programme. It will also be helpful for the students to refer to during the first CAS interview.

The personal profile process can be adapted for diverse settings with different numbers of student participants. This interaction engages students in self-reflection and an exchange with their peers to uncover their interests, skills, talents and areas for growth. These are important to know and acknowledge as they move towards developing ideas and making choices for their CAS experiences in all three strands and for the CAS project. Additionally, the abilities exercised during this process—active listening, note taking and asking questions—will be useful as students interact with others at school and in the community.

> **Note:** An example of personal profile questions is at the end of this description; see student document sample "CAS personal profile questionnaire".

Time

30–60 minutes

Process

Adapt this sequence as is appropriate for your CAS students.

First step

The focus of the first stage is for students to reflect on and then discuss their own interests, skills, talents and areas for growth.

1. Discuss, "What is a personal profile?" Invite students to think about why a personal profile is important for CAS. Let students know that this information will help as they plan many aspects of CAS, including the project.

2. Students consider the following questions.

   o What can we learn from developing a personal profile?

   o How could we all benefit from knowing our collective interests, skills, talents and areas for growth?

3. Students discuss what questions they could ask themselves to create a personal profile. Work to develop some key questions that all students can agree with. Emphasize that the key questions can be extended by each student.

Second step

4. Students create their own personal profile using the agreed questions.

Third step

5. To encourage further discussion, ask students to interview a partner—ask the initial questions, listen for answers, ask for more information, and take notes. To prepare for the interviews, review listening and note taking tips.

6. Students brainstorm what can be said if a response to a question is, "I don't know". For example, further questions may assist, such as: "What do you do on weekends?"; "What's the first thing you do after school?"; "What do you wish you were better at?"

7. Encourage students to explore their partner's interests, skills, talents and areas for growth using the key questions and then extension questions.

Fourth step

8. As a group, construct a master list of interests, skills, talents and areas for growth. This can be done by one student telling one item about his or her partner. Record responses on chart paper for display.

9. Discuss how knowing these items about others can be helpful for everyone in CAS. How can students be a resource for their peers? When beginning a CAS project, how could assembling a group profile be helpful?

Closing

- Discuss what was learned through sharing experiences on being helped and helping others.

- Conclude by considering what was experienced in this process that may be helpful moving forward with CAS.

CAS personal profile questionnaire

This document will help 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.

Name _____

Class _____

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.

Teaching strategy: Introducing the CAS stages

The CAS stages are presented as a framework to assist students as they consider what they would like to do in CAS, make plans and carry out their ideas. This is applicable with CAS experiences and the CAS project.

The CAS stages (adapted from Cathryn Berger Kaye's "The five stages of service learning", 2010) offer a helpful and supportive framework and continuum of process for CAS students as they consider what they would like to do in CAS, make plans and carry out their ideas. The CAS stages are applicable to the three strands of creativity, activity, service, and the CAS project.

These CAS stages represent a process and sequence that can assist students in many aspects of their life. They follow a process whereby they investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what they have done along the way, and demonstrate their understandings and the process. By applying these stages to CAS, students have a reliable yet flexible structure that they can then apply to future situations with confidence.

The five CAS stages

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

Following are ideas for understanding and introducing the CAS stages.

The **CAS stages** framework:

- promotes students' self-awareness

- enhances students' willingness to step outside their comfort zone

- supports different learning styles

- develops students' ability to collaborate and communicate

- enables all students to experience personal development.

There are two parts to the CAS stages framework: **process** and **summarizing**.

- Process: The centre circles and arrows have four key parts: *investigation*, *preparation*, *action* and *reflection*.

- Summarizing: The outer circle of *reflection* and *demonstration* guides students in their experience.

While the information is presented in this sequence, please note that students can initiate their CAS experiences at different stages as appropriate. The following is a series of suggested interactions and discussions to introduce the CAS stages to a group of students.

Stage one: 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. Introduce this idea by having CAS students consider what the term "investigation" means to them.

Students could do the following.

1. What are my interests, skills, talents and potential areas for personal growth and development? An activity for this part of investigation is provided in this TSM under **"Teaching strategy: Creating a personal profile"**. Knowing this information guides students in the second question.

2. In pairs or small groups, ask students to brainstorm the following questions: What do I want to do? What kind of CAS experiences can I do? Further questions could include: What would I enjoy? What will help me develop in ways that matter to me? How can I contribute towards my community? How do I want to spend my time?

3. Once ideas have been established, ask students to choose an idea for a CAS experience and discuss: What would I need to know in order to be able to get started? What skills will I need? Who might be a partner or mentor if needed? What goals could be set? What are potential areas for personal growth and development?

Stage two: Preparation

Often, when a student has decided on a CAS experience, he or she will need to**prepare**. This can include students clarifying roles and responsibilities, developing a plan of steps to be taken, identifying specified resources and timelines, and acquiring any skills as needed to engage successfully in the CAS experience.

To highlight this process, students brainstorm one or two CAS experiences they might want to do for each strand of CAS. For each, they consider what preparation might be necessary. Examples could be as simple or as detailed as the type of CAS experience involved. For example, if the CAS experience is to go to the gymnasium every week, the student may need to:

- write a proposal

- choose the gymnasium

- organize a fitness test

- establish a training routine

- set goals

- create a timeline or calendar.

Other examples that may be useful to explore could be:

- Creativity—selecting a piece of music to learn.

- Activity—getting sports equipment ready for a team club.

- Service—setting up an appointment to visit a food bank.

- CAS project—writing an action plan or a proposal and clarifying each participant's roles and responsibilities.

For any part of CAS, students might prepare by setting a timeline or calendar. Most plans require some sort of preparation.

Stage three: Action

Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners or in groups. Students put their ideas for a CAS experience into **action**; they implement what they set out to do.

Ask students to consider two kinds of CAS experiences. Students, with a partner or in small groups, come up with ideas of CAS experiences where the action is built upon prior to investigation and preparation and where it is not built upon prior to investigation and preparation. Examples are provided:

1. CAS experiences where the action taken is built upon investigation and preparation.

   o Creativity: A student interested in theatre decides to work on a theatrical monologue. For investigation, the student asks the librarian or theatre teacher for suggestions and reads several selections. For preparation, the student gathers needed props and a hat and scarf for a costume.

   o Activity: A student decides to go on a series of six hikes with increased challenge. For investigation the student does research about hikes and determines which would be the best sequence. To prepare, the student gets supplies for each hike including water, snacks, ropes and a map.

- o Service: A student wants to promote reusable water bottles at school. For investigation, the student finds out how many single-use water bottles are sold each week in the cafeteria and does a survey of high school students to see interest in reusable bottles based on a set of environmental facts presented. For preparation, the student initiates a campaign to get pre-orders for bottles that are school colours.

- o CAS project: Students want to combine activity and service by hosting a game day for a group of children. For investigation, the students interview someone from a local school to ensure it would be of benefit to the children. For preparation, the students clarify roles and responsibilities of all involved, gather supplies and prepare an agenda for logistics and experiences.

2. CAS experiences where the action taken is not built upon investigation and preparation. Students, with a partner or in small groups, come up with ideas of CAS experiences where the action is not built upon prior investigation and preparation. Examples are provided:

   - o Service: A student signs up to go to a school to tutor children at the last minute.

   - o Activity: A student suddenly decides to go on a long bike ride.

   - o Creativity: A student is travelling and sees a scenario perfect for a photo essay.

Ensure students understand that both types are equally valid within CAS; however, using the CAS stages usually deepens and strengthens the CAS experience for the student.

Stage four: Reflection

During meaningful 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.

For a brief introduction of reflection invite students, with a partner or in small groups, to:

- brainstorm a situation when they would welcome the opportunity to take a moment and think about what has happened

- think about a way they would like to reflect in this situation (art, poetry, photo, journal, talking with someone)

- come up with any way that taking a moment for reflection would have personal benefit.

Discuss how reflection can take place before or during a CAS experience.

Reflection can also take place at the end of a CAS experience as a summary. This can be done in a myriad of ways, extending from the students' interests and preferred ways to reflect (art, music, writing, poetry, movement, photography).

Review the learning outcomes with the students and let them know they have the opportunity to use reflection as a way to show they have advanced in each of these areas. Ask students to discuss what this may look like and various ways that this may be articulated.

Additional ideas for deepening student understanding of reflection are presented in this TSM under "Reflection". These will be important to review, to further clarify what reflection is and how it can be integrated in meaningful ways. With CAS, the ideal is for reflection to be inspired rather than required. Do note that reflection can occur at any time during the CAS process in structured and unstructured ways.

Stage five: 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 responses from others.

Capturing the totality of their CAS experience in their portfolio is an exciting part of CAS. Guide students by showing them examples of what other students have done, being sure to show variations in approach and style.

Ask students, in pairs or in a small group, to imagine diverse ways that they would enjoy compiling the range and breadth of what they have done to present their advancements and accomplishments. Ask students to consider the ideal setting to make presentations or showcase their CAS programme to both solidify their understanding and evoke responses from others.

Teaching strategy: Introducing the CAS stages for service learning

The following is a suggested sequence for introducing students to the CAS stages as applied to service learning. This process promotes student skill development and understandings, all in line with desired CAS outcomes. This teaching strategy provides background information and ways to engage students, noted as "To do".

The five CAS stages

Stage one: Investigation

Applied to service learning in CAS, investigation has three basic parts: identifying students' interests, skills and talents, determining a cause, and gathering information about a community need related to this cause.

1. **Personal profile**

Being cognizant about one's interests, skills, talents and areas for growth develops self-awareness while providing personal insights about topics of concern and abilities. An activity for this part of investigation is provided in this TSM under **"Teaching strategy: Creating a personal profile"**. Knowing this information guides students in the second question. If service is one of the elements of a group project, a collection of participants' personal profiles could assist in determining a topic of mutual concern and continued preparation and planning.

To do: students create a personal profile.

2. **Finding a cause**

- o Students generate topics of concern—local, global and general.

- o They also notate their key interests, skills, talents and areas for growth. How could they utilize these?

- o Students brainstorm topics or issues. Once they have determined a topic or issue for their service, they then move to the third part of investigation.

To do: In small groups students select a topic of local or global concern and come up with ways they could use their interests, skills and talents to be helpful.

3. **Gathering information about a community need**

Provide students with four distinct ways of exploring their chosen topic or issue.

- o Media: Include television, radio, internet, newspapers, journals, brochures, maps and other forms of media.

- o Interview: Arrange to meet (in person or through distance communication) with an expert on this topic to ask prepared questions.

- o Survey: Prepare questions and survey a chosen group to gain a better understanding of the topic or issue or for a general public opinion.

- o Observation/experience: Visit an organization or community group where a need is apparent; students may also draw upon prior experience.

Most often, the process illuminates an actual need. If this has not happened, especially if only one method of action research is used, recommend one or two additional methods.

To do: In the same small groups, students consider how they could use media, interview, survey and observation as a means to discover an authentic need related to their key concern.

Stage two: Preparation

When students have identified their cause and clarified the need through research, often more questions arise. What caused this need? How are people involved? What have youth done previously to help?

In all situations, students need to **prepare**.

- • Ask students to identify a local, regional, national or international organization working on behalf of this topic and to find out and record what they are doing.

- • During preparation, students should also determine what they will do and verify, with an expert in the field or their adviser, that their actions are appropriate.

- • Students may choose to prepare a proposal that articulates the plan and informs any partners of what they will be doing.

- • When doing a CAS project that includes service, clarifying roles and responsibilities for all involved is essential.

To do: In the same groups, ask students to generate all kinds of skills that they would need to address the need (in this case, an imagined need) and create a plan of action. What roles and responsibilities would they have to take on to move from ideas to action?

Stage three: Action

Students put their ideas for service into **action**. Ask students to brainstorm how an identified need for service can be met through one or more of four types of action. There are four kinds of action; students may incorporate one or more kinds of action to meet the identified need:

- **direct service**, where students' interaction involves people, the environment or animals, such as tutoring or planting trees

- **indirect service**, where students provide assistance in ways where they do not see the recipients of what they have done, such as writing and supplying bilingual books or improving an organization's website

- **advocacy**, where students assist through educating the public or supporting or initiating a campaign

- **research**, where students collect information through varied sources, analyse data and report on a topic of importance to influence policy or practice.

Students should discuss the advantages of each of these kinds of action; however, in all cases student action must be based on needs authenticated through interactions with community partners.

To do: Ask students to brainstorm how an identified need for service can be met or situation improved through each of the four types of action.

Stage four: Reflection

Ideally, students would have been introduced to the purpose and process of meaningful reflection prior to this session (as an example, see **"Teaching strategies: Introducing reflection to CAS students"** in this TSM). For this understanding, ask students to work in small groups to consider the value of reflection occurring as part of this service learning approach.

- Investigation: As students are identifying or verifying a community need, what makes reflection pertinent during investigation?

- Preparation: As students are determining what else they need to know, what roles and responsibilities must be met? Delving into deeper understanding, what makes reflection pertinent during preparation?

- Action: As students are implementing their plan and having a range of interactions, insights, challenges and accomplishments, what makes reflection pertinent during action?

The process of reflection assists students in becoming more aware of the value of their CAS experiences and can also lead to an articulation of meeting the learning outcomes. Also, students will be able to integrate this diverse range of reflections into their demonstration of their CAS programme, the next stage of the CAS cycle.

Note how the arrow from "action" points back to "investigation" in the diagram. Ask students to think about how taking **action** may lead to further**investigation**. Because service is an ongoing part of the CAS programme, quite often students will take action for service and discover a new aspect that may require further or re-investigation.

As an aspect of the CAS programme concludes, during summative **reflection**students can make explicit the connections between their growth, accomplishments and the learning outcomes. This can be done in a myriad of ways, extending from the students' interests and preferred ways to reflect (art, music, writing, poetry, movement, photography).

To do: Students work in small groups to consider the value of reflection occurring as part of this service learning approach.

- Investigation: As students are identifying or verifying a community need, what makes reflection pertinent during investigation?

- Preparation: As students are determining what else they need to know, what roles and responsibilities must be met? Delving into deeper understanding, what makes reflection pertinent during preparation?

- Action: As students are implementing their plan and having a range of interactions, insights, challenges and accomplishments, what makes reflection pertinent during action?

More on reflection can be found in section four of this TSM.

Stage five: Demonstration

Capturing the totality of their CAS experience is an exciting part of CAS for students. Guide them by showing examples of what other students have done, being sure to show variations in approach and style.

To do: In pairs or in a small group, students imagine diverse ways that they would enjoy compiling the range and breadth of what they have done to present their advancements and accomplishments. Ask students to consider the ideal setting to make presentations or showcase their CAS programme to both solidify their understanding and evoke responses from others.

Teaching strategy: Creativity in CAS

A list of ideas for the CAS strand of creativity follows in the document **"Creativity in CAS"**. The list can be used to provide ideas to students designing their individual CAS programmes. Many of these may also be applicable for the other two strands of CAS and could be incorporated into a CAS project. Please note that the list is not complete and students can select creativity experiences not listed below.

Before sharing this list with students, it is recommended to allow time for students to consider their interests, skills, talents and areas for growth through a personal profile process. Letting students generate their own possibilities first assists them in developing self-awareness and confidence. A list can always be provided to extend their ideas further, such as the resources in this TSM under **"Teaching strategy: Creating a personal profile"**.

When making decisions about what is and is not considered acceptable as a part of a student's CAS portfolio, the experiences and capabilities of the student must be considered.

Use the document **"Creativity in CAS"** for students to browse and interact with their peers, add notes and contribute additional ideas to each category.

Please note that this is a suggestion only, and there are numerous ways in which to encourage students to explore their creativity.

Student document

What can you do for creativity? Browse through this list of examples and add a new example to each category. Write down what you might do, or talk about it with a friend. You might discover just what you are looking for!

Theatre
Write a script for a play.
Participate in a community-based theatre group.
Design or participate in awareness-raising performances for NGOs.
Form a performance group.
Run a children's theatre group in the local community.
Organize an improvisation theatre troupe.
Learn how to perform magic and put on a magic show.

Music
Join a choir or participate in a musical.
Play a musical instrument in a band or orchestra.
Learn to play a musical instrument or take vocal lessons.

Form a music group.
Perform for clients in aged-care homes.
Conduct a choir or a band.
Host a musical event at school.
Visual art
Produce personal artworks.
Paint a mural for the walls of a local primary school or childcare centre.
Design posters for school advertising particular events.
Curate the school art gallery.
Organize or participate in craft activities.
Do photo shoots for NGOs or for senior citizens.
Produce the school yearbook (digital or hard copy).
Enter a local art or photography competition.
Teach art for early childhood or primary school.
Dance
Join a ballet or jazz class.
Choreograph a school production.
Run a school-based dance class.
Perform as a dancer in a school production.
Participate in annual school performers' showcase.
Teach a junior dance class.
Organize a dance flash mob.
Design technology
Participate in design projects to improve the local community.
Oversee a project for school.

Participate in council competitions.
Design and create furniture.
Assist an NGO with designing a website or provide content for its website.
Help a local hospital or clinic with a redesign.
Film
Create an awareness-raising video for an NGO.
Create promotional footage related to a specific cause.
Make a documentary or a film.
Join the school publicity/media group.
Create a video archive for a local historical society.
Plan a film series for a senior centre.
Organize a film event for a cause to raise awareness and funds.
Fashion
Organize a recycled clothing or clothes swap group to benefit a charity.
Participate in a group that designs clothes from sustainable materials.
Organize a school-based fashion show.
Run a knitting group and create items of clothing for a cause.
Learn how to be a salesperson at a clothing charity.
Start a sewing collaborative to make outfits for children in need.
Design reusable shopping bags with fashion flair.
Graphic design
Design and produce children's toys.
Design information booklets or pamphlets for a specific NGO.
Design storyboards for a specific purpose.
Create logos and designs for T-shirts with environmental messages.

Assist an NGO with designing a website or provide content for its website.
Redesign an organization's brochures, business cards and logo.
Creative writing
Attend a course in journalism/poetry writing.
Edit a school newspaper or bulletin or do the same for a senior centre.
Create children's books for schools in need of these resources.
Organize a creative writing workshop.
Write a novella or a novel.
Start a poetry project that places poetry anonymously around school or the community.
Cooking
Cook for a locally based international festival.
Organize a World Teachers Day breakfast at school.
Create a recipe book.
Run cooking classes.
Make a "how to cook" video series.
Document the results of cooking a new, challenging recipe once a week.
Business
Produce items for a school fair.
Support a group that raises money for small business loans for undeveloped countries.
Run workshops for NGOs to give them ideas for creative awareness-raising or more efficient business practices.
Run business-type events to train students in running a business.
Help a local start-up develop a business plan.
Information technology

Teach basic ICT skills.
Join the technology support group at school.
Design digital books.
Design and maintain a website for an NGO.
Mathematics
Join a mathematics group and participate in school competitions.
Run a problem-solving group at school.
Tutor "at risk" students in mathematics.
Design mathematical/logic puzzles for junior students.
Sport
Coach a junior sports team.
Design a training schedule for a sports team.
Design individual training programmes for specific junior players on a team.
Incorporate skills from other sports into training, for example, rugby circuits into netball training.
Environmental systems and societies
Design a recycling project for the school.
Investigate the use of energy in the school and provide a proposal for more efficient energy usage.
Create a school-based enviro-garden.
Participate in designing a community garden.
Oversee a school landscaping project.
Investigate ways to limit water consumption at school.

Teaching strategy: Activity in CAS

Two resources follow that contain suggestions for the CAS strand of activity. **"Activity in CAS"** provides an array of ideas and options. The list can be used to provide ideas for students designing their individual CAS programmes. Many of these may also be applicable for the other two strands of CAS and could be incorporated into a CAS project. Please note that the list is not complete and students will find many activity experiences not listed below.

Before sharing this list with students, it is recommended to allow time for students to consider their interests, skills, talents and areas for growth. Letting students generate their own possibilities first assists them in developing self-awareness and confidence. A list can always be provided to extend their ideas further, such as the resources on this TSM under **"Teaching strategy: Creating a personal profile"**.

Also, teachers can use the document **"Student examples of activity in CAS"** as discussion starters.

Student document

You may already have an idea for activity. Looking for more ideas? Find a category, and circle the suggestions that stand out to you. Be on the lookout for an activity that you could improve by setting and working towards a goal. Look for something you never thought about, but that seems exciting and possible. Most of all, find an activity you would enjoy and find inspiring, challenging and personally worthwhile.

After reviewing these lists, read the "Student examples of activity in CAS" that follow.

General sports
Football (soccer)
Basketball
Athletics
Gymnastics
Swimming
Tennis
Volleyball
Badminton
Table tennis
Darts
Bowling
Curling

Hockey
Skiing
Martial arts
Weightlifting
Boxing
Diving
Cycling
Race-walking
Tumbling
Acrobatics
Wrestling
Jai-alai
Handball
Netball
Racquetball
Squash
Polo, water polo
Frisbee, ultimate Frisbee
Kick boxing
Fencing
Dance
Ballet
Jazz
Modern
Street dance
Ballroom
Salsa, Latin
Dance-a-thon participation

Twirling
Cheerleading
Gardening and nature
Farming
Rock climbing, mountaineering
Planting trees
Digging, irrigation and drainage
Hiking, trekking
Survival training
Animals
Equestrian competitions, horse and stable care and maintenance, riding and jumping lessons
Farm animal handling, care and shows, competitions
Fishing sports
Dog shows, competitions, training and care
Animal husbandry
Birding
Extreme sports
Skydiving
Rappelling
Bungee jumping
Base jumping
Para-gliding
Personal fitness
Running
Weight training, body building
Cardio workout
Spinning
Punching bag workout

Jumping rope
Trampoline
Yoga
Music
Marching band
Drumming
Parade
Skating
Ice skating
Roller-skating, roller-derby, rollerblading
Skateboarding
Long boarding
Motor sports
Dirt biking, motocross
Pit-stop crew
Auto mechanics
Motorcycle touring
Rally driving, navigating
Aviation
Piloting, flying
Gliding
Ballooning
Water sports/Boating
Waterskiing
Parasailing, kite-sailing
Sailing
Wakeboarding
Surfing

Kayaking, canoeing
Rowing
Scuba and snorkelling
Free-diving
Rafting
White water rafting

Student examples of activity in CAS

Rock climbing

Jacob had been rock climbing a number of times at an indoor rock-climbing centre. He decided that he wanted to experience rock climbing in the outdoors and improve his rock-climbing skills, so he included rock climbing as part of his CAS programme. He set himself the goal of being able to complete a grade 17 climb within six months of climbing. He joined a rock-climbing club and ended up climbing over a number of weekends throughout his DP. In addition to written and recorded verbal reflections, he also showed evidence of participation and achievement in the learning outcomes in photographs, video and a certificate of achievement from his climbing club.

Gardening

Ethan preferred not to play team or individual sports and decided to choose vegetable gardening for his activity. It entailed time each week clearing, tilling, planting, weeding and so on. Ethan enjoyed working with his hands and found his physical fitness increased through his time spent in the vegetable garden.

Walking for fitness

Pearl did not really like sports or physical activity. After discussing her options for activity with her CAS adviser, she decided that she would conduct a "Walking for fitness" programme as part of her CAS. She consulted her physical education teacher to develop a programme and then walked three times a week, with distances increasing over the three-month programme. Pearl was surprised with how much she enjoyed the programme and the benefits it gave her, so much so that after the three-month programme had finished, she trained for and completed a 5 kilometre fun run (which also became part of her CAS portfolio). The photo of her crossing the finish line was her favourite part of her CAS portfolio.

Basketball

Louise was a keen basketball player. When she included basketball in her planning for CAS, her CAS coordinator advised her to challenge herself by doing something new related to her involvement in the school basketball team. With the support of her team coach, she conducted a skill-training programme that focused on her dribbling and shooting from outside the key, two areas that needed development in her game. During the season her

game improved, giving her greater motivation to train more. Louise became a regular member of the starting five players. Her writings that made up a portion of her reflections showed that she was very proud of her advancement.

Gymnastics

Anita had been participating in gymnastics since primary school. She regularly competed in state and national competitions. When designing her CAS programme, Anita wanted to continue to use her gymnastics for activity. Her CAS coordinator agreed but asked Anita to find new goals in relation to gymnastics. Anita decided to learn new choreographed routines for the balance beam, something she had not previously attempted.

Yoga

Timothy wanted to find an experience that would help him become fitter. After looking at various exercises, he chose yoga. He committed to a yoga class once a week and practised it at home every two days. Timothy became an enthusiastic supporter of yoga and found it both relaxed him and increased his physical strength and stamina. He evolved this enjoyment of yoga to be part of his CAS project and created a programme to teach yoga classes for the local community.

Teaching strategy:

Understanding four kinds of action for meaningful service

The CAS stages assist CAS students to organize and plan meaningful service experiences. This interactive strategy provides specific examples of service learning experiences organized in the four different ways students take action.

- **Direct service:** Student interaction involves people, the environment or animals.

- **Indirect service**: Although students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment.

- **Advocacy**: Students speak on behalf of a cause or concern to promote action on an issue of public interest.

- **Research**: Students collect information through varied sources, analyse data and report on a topic of importance to influence policy or practice.

Often student action results in a combination of these different ways to do service. When possible, having **direct action** is of great value for student learning, and ideally is part of a student's CAS experience.

A set of student documents is provided to introduce each type of action. Each includes:

- an example—a thorough service learning example in a student's voice

- design your own—for students to design their own service learning example following these models.

These are best used with students working in pairs or small groups.

For each type of action, be sure to review the list of **ideas** provided to further stimulate possibilities for meaningful CAS service experiences.

Student documents

Direct service example: In support of people with memory loss

> **Note:** With direct service, you see the people who will benefit from your actions or interact with the environment or animals. In all cases, the action is intended to have reciprocal benefits for all involved.

Investigation: After reading articles about challenges facing people who have had strokes, head injury, or dementia, I contacted a local day care center for people experiencing memory loss. I interviewed the education director about what helped people the most; she said exercise and conversations. She agreed I could visit on Saturday mornings on a regular basis to lead sitting and standing exercises and visit.

Preparation: I developed a series of simple exercises, beginning with those someone can do sitting down. I showed them to a relative who is a physical therapist and she helped me make adjustments. Later, after leading the sitting exercises several times, I developed some for standing and again reviewed these with my cousin. I also began adding music since I found everyone liked moving to music. This led me to find songs from their era.

Action: Leading 30 minute exercise routines on Saturday mornings, twice per month was the initial plan, though I went more often. Because these became popular, I would lead two or three sessions a visit, offering one sitting session, one sitting and standing session, and one walking session (added later). Also I would stay and have conversations for 30-45 minutes each visit.

Reflection: I found writing after each session was so important for me to describe what happened, because sometimes I was upset. My grandmother had passed away and she had Alzheimer's and sometimes the residents reminded me of her. Other times I was so excited that I just had to write about a new accomplishment I noticed for one of the participants. In IB Art I found myself drawing some of the faces so I began sketching on occasion to accompany my writing. I found reflection to be an unexpected helpful way to put all the pieces together.

Demonstration: I created a virtual space that had a video of me with some friends doing my exercise routines, written reflections, a thank you letter from the agency, my sketches, and an email my cousin sent me about how I inspired her to donate her time—she came with me on occasion to help me develop more exercises. What was most enjoyable was leading some of the routines on the day we showcased our CAS experiences and also showing photographs which the agency gave me permission to take and use.

Direct Service: Your Turn

Investigation often involves:

- Media—articles, videos, books
- Interviews—questioning experts
- Surveys—finding out from many
- Observation—onsite viewing

Tutoring Refugee Children

Investigation:

After reading an article describing struggles of refugee families, I set up a meeting to interview a refugee worker from a local organization. He invited me to visit and spend an hour at the after school program. I found that children needed books and art experiences and the teachers confirmed this was a real need.

Preparation:

Action:

Reflection:

Demonstration:

Teaching Gardens

Investigation:

A school parent led a workshop for students about community gardens and I joined a group going see several locations where gardens are used to teach local residents how to grow food and plant their own gardens. They explained there is a need for teachers on to promote gardening skills. I enrolled in a course to become a City Garden Leader and teach classes to the public about planting and maintaining their own gardens.

Preparation:

I completed the course that included gardening techniques, composting, and plant selection. We learned about tools and formed teaching teams and practiced leading lessons for other students and family members.

Action:

Reflection:

Demonstration:

Direct service: Design your own

How should you decide what to do? Consider:

- What are my interests?

- What are my talents and skills?

- What are areas in which I want to grow, strengthen or improve?

Name of plan:

Investigation:

Preparation:

Action:

Reflection:

Demonstration:

Ideas for direct service

With people

• Coaching children in sports

• Delivering meals to people living with a medical condition

• Leading resume-writing workshops for people who are unemployed

• Organizing or assisting at a blood drive

• Playing music with elders to have an exchange of skills and learn about each other's music preferences and talents, and then performing as an ensemble for others

• Distributing plants at a farmer's market to promote home-grown container gardens

• Serving food at a soup kitchen

With the environment

• Restoring a stream

• Preparing the soil and beds for an elementary school garden and planting with the children

• Growing seedlings for distribution

• Installing raised-bed gardens for a senior center

• Establishing a recycling program at city hall

• Making a storm-water garden

With animals

• Helping at an animal shelter with data entry and dog-walking

• Assisting with a pet adoption outreach program at community events

• Leading a workshop on pet care

• Setting up a turtle sanctuary in partnership with a community organization

Indirect service example: Providing content for an organization website

> **Note**: With indirect service, you do not see the recipients of your action; however, actions are based on verified community needs.

Investigation: I remembered from a school-wide food drive that the receiving organization had a fairly undeveloped website. I had been studying about issues of local and world hunger in an IB subject, and thought to address this topic, and remembered that website. After reviewing the site again, and talking with the director of the organization, they agreed I could make a written proposal of what I could offer. Since I want to study graphic design and technology, this is a great fit.

Preparation: I looked at other websites that seemed to be rich in content and took notes. A few of my friends were helpful in brainstorming with me and helped come up with categories of content. I decided to focus on providing content that would help schools learn about local hunger and be more effective in doing food collections that more effectively meet local needs. The organization let me visit several times as part of my planning so I assisted with food collections, sorting, community networking, and, along the way, interviewed different staff members.

Action: I created a set of materials for elementary children to learn about hunger; this included a short story to read that provided useful information, a puzzle to complete, and a document to download with items the food bank needed; this document could easily be updated. After receiving comments from the organization's education director, I made revisions and prepared a comparable set for secondary students. Then I wrote a short guide to running a food drive based on our school's experience and what I had learned at the organization. All were uploaded to the website.

Reflection: Since this was all about technology I uploaded all of my reflections onto a blog. I recruited several people to read the blog (including the education director from the agency) so I had continual feedback. In this way I could air frustrations and get immediate suggestions when needed, and also received a few accolades when I had successes which kept me motivated.

Demonstration: I made a short video that compiled elements from the entire experience, with photos, interview commentary from people at the food bank, and visuals from the website and my blog.

Design your own

How should you decide what to do? Consider:

• What are my interests?

• What are my talents and skills?

• What are areas in which I want to grow, strengthen or improve?

Name of plan:

Investigation:

Preparation:

Action:

Reflection:

Demonstration:

Ideas for indirect service

With people

- Assembling a photo exhibit about poverty for a gallery

- Preparing meals in a soup kitchen

- Taking part in a walkathon to raise money for humanitarian causes

- Preparing activity kits for children for an emergency shelter

- Writing brochures for organizations

- Assisting with the creation of a museum exhibit

- Making exercise videos to give to homeless shelters

- Creating a newsletter for a retirement community

- Recording audio books for people who are visually impaired

With the environment

- Preparing signage for a local wetland

- Growing seedlings for distribution

- Initiating a school compost to reduce food waste in landfills

- Creating a website with information about flora and fauna for a local park

With animals

- Making zoo toys for animals

- Collecting needed supplies for a wildlife rescue centre

- Baking dog biscuits for an animal shelter

- Making colouring books on local endangered animals for elementary schools and for tourists with protection tips

Advocacy service example: An eat-well food campaign

Note: With advocacy service, you give voice to a cause.

Investigation: After talking with a relative recently diagnosed with diabetes, I became curious about how diet and nutrition impact our health. I read a current nonfiction book about eating and nutrition, interviewed several people I know who seem very structured about their eating habits and learned about different approaches to health, and surveyed students in four of my classes to find out what they know or believe to be true about the relationship between food choices and health. As an athlete, this topic is important, and my investigation revealed a need: there is a lack of knowledge among youth about the importance of food choices.

Preparation: I wanted to do a poster campaign in the cafeteria, offer recipes to the school cafeteria based on my research, and cook some recipes (which I have never done before) and bring in food samples if they tasted good enough. Then I discussed with some friends and a few suggestions helped, including having students select which posters were best and then make sets for display around the school. Each of these ideas required approvals so I wrote a proposal that was accepted by my CAS coordinator and school officials. I was allowed to offer two recipes for review and if that went well provide others to the school cafeteria.

Action: The poster campaign was held over a six month period with a new poster added each month. At the end there was a vote on the top two posters and about 75 students voted. The first two recipes were successful, two more were permitted, and my cooking talents improved over time.

Reflection: I wrote my reflections though one of my friends said I should also keep a food diary to show how my eating habits evolved. I did this on and off for the duration of my CAS experiences.

Demonstration: My portfolio included posters, samples of surveys, video interviews with students who tried my recipes and the school dishes I influenced, and letters from local schools who received copies of posters. I also had food samples at a CAS event showcasing our accomplishments.

Design your own

How should you decide what to do? Consider:

- What are my interests?

- What are my talents and skills?

- What are areas in which I want to grow, strengthen or improve?

Name of plan:

Investigation:

Preparation:

Action:

Reflection:

Demonstration:

Ideas for advocacy service

With people

 • Leading a town hall meeting on solar energy

 • Organizing a letter-writing campaign for a cause

 • Hosting a speaker and film series to raise awareness for the community

 • Creating comic strips or comic books to teach about emergency safety and readiness

 • Planning a conference to raise awareness about education equity

With the environment

 • Providing reusable water bottles to replace single-use water bottles

 • Creating public service announcements on energy reduction in homes

 • Organizing a flash mob to teach about recycling

 • Promoting a "just use less" campaign to reduce quantities of what is put in trash and recycling bins

With animals

 • Making beach signs to protect local waterways from rubbish

 • Dressing as animals at risk for a public event

 • Creating posters, videos and public service announcements to promote animal adoption for a shelter

Research service example: Reducing energy use

> **Note**: With research service, the research done is used to advance policy or practice and serves a public purpose.

Investigation: Our school aims to be caring about the environment, however could we do more? I decided to research how much electricity the school uses and see if reduction was possible. To do this I interviewed the school custodian, collected copies of the school electricity bills to create a graph on monthly use to see highs and lows based on time of year or events, and do an energy audit (I found existing resources for this) which involved observation, notations and documentation with photography. The findings showed the school community could be more proactive in reducing usage of electricity.

Preparation: I organized my investigation findings to see behavior patterns that could be changed through information, and made several modest cost efficient recommendations for structural changes. As I added to my initial findings through continued research, I occasional met with the custodian and maintenance staff to assure their ideas and opinions were valued and included.

Action: I presented my findings and recommendations to administrators who approved by presenting at a faculty meeting. The teachers then approved the implementation of my ideas. This included a school assembly and distribution of a We Can Save checklist to every member of our school—students, teachers, administrators, and support staff.

Reflection: I prefer to do talking reflections so I kept a self-interview video-blog. I also monitored the changes in the monthly bills in comparison to prior years and this always elicited a response—often cheers! This always led to very upbeat reflections!

Demonstration: My demonstration became a school walk-through where I had information posted at key points in the school. At the end everyone understood what a HVAC (Heating, Ventilation and Air Conditioning) system is and how our participation in reducing energy saves money for the school. Copies of my study were available on the school website.

Design your own

Research service often leads to involvement in direct service, indirect service or advocacy service.

Name of plan:

Investigation:

Preparation:

Action:

Reflection:

Demonstration:

Ideas for research service

> **Note**: These ideas for research service would be further developed as you prepare the complete content of your research to assist with public information and practice or policy development.

With people

 • Assisting with a city-wide needs assessment by running focus groups

 • Conducting hands-on research about how interaction improves quality of life for residents at an elder care facility

 • Preparing a public service outreach process to identify local veterans willing to be interviewed, and then conducting the interviews for an historical society

 • Learning about the history of people buried in a cemetery from the 1800s to support a local museum

 • Observing play habits of children in an orphanage or refugee centre to identify what skills are developed or need support

With the environment

 • Using photography to collect images that inform about the first flush from a storm drain by your school

 • Interviewing administrators at local landfills to learn about community habits that support collections of trash to recycle and food waste for composting

 • Analysing items collected in a community or beach clean-up to develop a campaign (advocacy service) that prevents the items from being littered again

With animals

 • Conducting a behaviour study of zoo animals or shelter animals

 • Monitoring numbers of stray animals, combining findings with interviews and surveys to determine opinions of advocates, opponents and the general public, and offering recommendations to improve local policies

 • Assisting with tracking and monitoring of butterfly migratory paths

Teaching strategy: Idea starters for service and service learning

This teaching strategy provides lists of idea starters for service based on the four kinds of action. Each includes examples of ways to interact with people, the environment and animals. The "Teaching strategy: Understanding four kinds of action for meaningful service" provides a more in-depth tool for applying the five CAS stages to service while exploring each of these kinds of service.

There are four different types of action:

- **Direct service:** students interact with people, the environment or animals.

- **Indirect service:** students do not see the recipients; however, they have verified their actions will benefit the community or environment.

- **Advocacy:** students speak on behalf of a cause or concern to promote action on an issue of public interest.

- **Research:** students collect information through varied sources, analyse data and report on a topic of importance to influence policy or practice.

Students review the following ideas in a small group. Have them put a mark by the ideas that tap into their interests, skills and talents and add an additional mark if this service idea would provide opportunity for personal growth. They can then use the document "Ideas for service and service learning" to brainstorm more ideas.

Students may want to use the newspaper for reference. The articles feature issues of local importance, which can provide additional ideas, partnerships and possibilities.

Student document

Ideas for direct service

With people

- Coach children in sports
- Deliver meals to people living with a medical condition
- Lead resume-writing workshops for people who are unemployed
- Organize or assist at a blood drive
- Play music with elders to have an exchange of skills and learn about each other's music preferences and talents, and then perform as an ensemble for others
- Distribute plants at a farmer's market to promote home-grown container gardens
- Serve food at a soup kitchen

With the environment

- Restore a stream
- Prepare the soil and beds for an elementary school garden and plant with the children
- Grow seedlings for distribution
- Install raised-bed gardens for a senior centre
- Establish a recycling program at city hall
- Make a storm-water garden

With animals

- Help at an animal shelter with data entry and dog walking
- Assist with a pet adoption outreach program at community events
- Lead a workshop on pet care
- Set up a turtle sanctuary in partnership with a community organization

Ideas for indirect service

With people

- Assemble a photo exhibit about poverty for a gallery
- Prepare meals in a soup kitchen
- Take part in a walkathon to raise money for different humanitarian causes
- Prepare activity kits for children for an emergency shelter
- Write brochures for organizations
- Build an organization's website or provide content for an organization's website
- Assist with the creation of a museum exhibit
- Make exercise videos to give to homeless shelters
- Create a newsletter for a retirement community
- Record audio books for people who are visually impaired

With the environment

- Prepare signage for a local wetland
- Grow seedlings for distribution
- Initiate a school compost to reduce food waste in landfills
- Create a website with information about flora and fauna for a local park

With animals

- Make zoo toys for animals
- Collect needed supplies for a wildlife rescue centre
- Bake dog biscuits for an animal shelter
- Make colouring books with protection tips on local endangered animals for elementary schools and tourists

Ideas for advocacy service

With people

- Lead a town hall meeting on solar energy
- Organize a letter-writing campaign for a cause
- Host a speaker and film series to raise awareness for the community
- Create comic strips or comic books to teach about emergency safety and readiness
- Plan a conference to raise awareness about education equity

With the environment

- Provide reusable water bottles to replace single-use water bottles
- Create public service announcements on energy reduction in homes
- Organize a flash mob to teach about recycling
- Promote a "just use less" campaign to reduce quantities of what is put in trash and recycling bins

With animals

- Make beach signs to protect local waterways from rubbish
- Advocate for animals at risk at an organized public event
- Create posters, videos and public service announcements to promote animal adoption for a shelter

Ideas for research service

With people

- Assist with a city-wide needs assessment by running focus groups
- Conduct hands-on research about how interaction improves quality of life for residents at an elder care facility
- Prepare a public service outreach process to identify local veterans willing to be interviewed, and then conduct the interviews for an historical society
- Learn about the history of people buried in a cemetery from the 1800s to support a local museum
- Observe play habits of children in an orphanage or refugee centre to identify what skills are developed or need support

With the environment

- Use photography to collect images that inform about the first flush from a storm drain by your school
- Interview administrators at local landfills to learn about community habits that support collections of trash to recycle and food waste for composting
- Analyse items collected in a community or beach clean-up to develop a campaign (advocacy service) that prevents the items from being littered again

With animals

- Conduct a behaviour study of zoo animals or shelter animals
- Monitor numbers of stray animals, combine findings with interviews and surveys to determine opinions of advocates, opponents and the general public, and offer recommendations to improve local policies
- Assist with tracking and monitoring of butterfly migratory paths.

MORE Ideas for Service and Service Learning

Direct Service	Indirect Service
Advocacy	Research

Teaching strategy: Ideas for CAS projects

Duration

Approximately 45–50 minutes: 5 minutes for preparing; four rounds, approximately 4–7 minutes each; debriefing for about 5–7 minutes

Activity

Use the following document and ask students to explore and brainstorm possibilities for a CAS project and to review all the elements of a CAS project. Most importantly, let students stretch their ideas, consider new options, and even step out of their comfort zone by changing their partner and what they do. This is an opportunity to explore new relationships and take on new and challenging roles and responsibilities.

Distribute copies of **"Ideas for CAS projects"** and review the directions with your CAS students.

The suggested time for each round is 4–7 minutes. As the facilitator, you can designate a different area of the room for each CAS project example. Students then select a theme or topic and move to that area for brief conversations.

For round four, when students determine their own ideas, solicit eight suggestions and write them where they are visible to all. Allow students to select one idea for their conversation.

After all the rounds, discuss the following questions.

- What did you discover?

- What will you do as a result?

Student document

How do you select a CAS project? Keep in mind that a CAS project is expected to last at least one month, although for many students this is such a highlight of their CAS programme it lasts longer. Why? The CAS project can be done with other CAS students. You get to determine what you will do, and which CAS strands—creativity, activity and/or service—you will include. You may decide to combine creativity and activity, or activity and service, or creativity and service, or all three. You may just select one. The choice is for you and the other students involved in your project.

You are about to embark on four rounds of interactions to begin to discover what you are interested in and to find other like-minded CAS students. This is to explore, not to commit. This is to have quick conversations. Later you can reflect on what you might want to do.

For each round, there are eight options. Pick one (be sure to select your choice). For each round, you will move to meet other students with that selection and have a few minutes to brainstorm ideas.

- Why did each person choose this topic?

- What would the project require?

- What would you do in the project?

Then you'll have another opportunity with another round.

The fourth round is for other ideas not on the lists, because there are possibilities beyond what's on the page.

For the first three rounds, select one and join those students for a quick conversation. If you are solo, join another solo student to share ideas or think on your own.

Round one

Project ideas—select one	Conversation
• Animal shelter, adoption or rescue • Bicycle repair clinics • Children's programmes • Environmental campaign • Hunger assistance • Museum involvement • Sports tournament or activity • Theatre performance	Would this be: • creativity • activity • service What are your ideas?

Round two

Project ideas—select one	Conversation
• Aiding those in need • Art exhibition • Children's hospital • Donation campaign • Holiday activities • Home construction • Puppet shows • Zoo involvement	Would this be: • creativity • activity • service? What are your ideas?

Round three

Project ideas—select one	Conversation
• Aiding the elderly • Music concert for a cause • Natural disaster response • Nature adventure • Photography club • School TV or radio station • Dance-a-thon • Toy repair workshop	Would this be: • creativity • activity • service? What are your ideas?

Round four

For this round, suggest ideas. When there are eight ideas on the list, select one and go to that group.

Project idea—Write the one you selected	Conversation
	Would this be: • creativity • activity • service? What are your ideas?

Teaching strategies: Introducing reflection to CAS students

Background

Reflection develops and strengthens lifelong skills for learning and is an essential part of the overall CAS programme. Understanding the purpose and practice of reflection and modelling diverse ways to reflect prepares the self-directed learner to adopt reflection as a choice.

Through reflection, students examine relevance of experience, apply thoughts and ideas garnered to different situations, consider actions of others, remind themselves of what was learned and how it occurred, and consider deliberate ways to improve individual and collective actions.

Because CAS is intended to be an enjoyable experience for students, so too is reflection meant to be enjoyable. Consider that reflection is not measured by length or quantity and that the aim is for reflection to be **inspired** rather than **required**. Throughout CAS, there are many occasions when students can discover those meaningful moments of inspiration deserving reflection.

The ultimate purpose of reflecting in CAS is not to complete "a reflection", it is to **become reflective** by choice and as a lifelong process.

Reflection builds skills and abilities as students:

- are observant

- identify similarities and differences

- learn from mistakes

- distinguish between cognitive and affective

- discern what has value

- maintain integrity in thought and action

- extend ideas

- effectively solve problems

- clarify misunderstandings

- value the reflection process

- transfer ideas to new settings and situations

- incorporate **change** as a constructive process to learning and to life.

A pause for reflection that matters: A series of interactions

Introducing reflection

• Introduce that reflection comes from the Late Latin word root reflexio. This early word meant "the act of bending back" or looking backwards.

• Ask students to discuss what reflection means to them.

> **Note**: An absolute definition of reflection is not necessary for this experience. More important is that students develop ideas about reflection—what reflection and the reflective process mean to them, the value of reflection and the diverse ways a person can reflect.

• Ask students to brainstorm.

– Why they would reflect, and what do they gain from it?

– When would they reflect in CAS?

• Share collectively.

Reflection is not and reflection is

• Working in groups, students consider what reflection "is" and what reflection "is not", placing their ideas under these two categories. See the chart below for examples.

Reflection is:	Reflection is not :
• honest • varied • done in many different ways • sometimes boring • difficult • sometimes creative • building self-awareness • necessary for learning • surprising • sometimes really fun • helpful for planning • done alone or with others • about thoughts, feelings and ideas	• only led by teachers • forced • right or wrong • good or bad • to be graded • difficult • copying what someone else said • predictable • to be judged by others • done to please someone else • a waste of time • only written • only discussion

• Construct a list of students' ideas. Once the lists are assembled, ask if everyone agrees, has questions, or disagrees. Aim for conversations that promote reflection as varied, non-judgmental and providing insights.

• Remember that having the student list becomes an opportunity for discussion and clarification and a way to learn what matters to the students. It is appropriate during the debriefing, when clarifying, to change what is written on the collective list for more accurate understanding.

> **Note**: Debriefing is essential for clarifying understanding, misconceptions and bias about the process of reflection. Allow ample time for debriefing.

- Key ideas for debriefing include the following.

- Summarizing—Often participants think summarizing or describing the experience is not reflection; however, this is important to clarify. Describing what happened is essential in reflection, because each person's individual summary reveals what is important or significant to them about the experience. However, if students only summarize, then this is reporting and not full reflection.

- Reflection is also expression of affect or feelings. In this way, both the cognitive (summarizing) and affective (emotions) are included in the reflective process.

Ways to reflect

- In groups, students brainstorm all possible ways they could reflect. Ask them to be sure have incorporated what they enjoy doing into reflection, such as writing poetry or music, art, drama, dance, photography, conversation and other modalities.

- Discuss which of these "ways to reflect" could be done alone or with others.

- Optional: Have students look at the various ways they have listed for reflection. Now have them consider which might be best to facilitate reflection on:

  – themselves—their thoughts, ideas, values, feelings, ethics, opinions, actions, hopes

  – others—their peers, people they meet or interact with

  – community—place and time including concerns, successes, trends, ideas, culture, values

  – society and the world—to gain insights and larger understandings.

> **Note**: Remember that varying the reflective process allows all students to discover diverse ways for self-awareness and expression and provides for differentiation in learning styles.

To deepen understanding and emotional literacy

Two major components of reflection are:

1. Thoughts for deepening understanding

2. Feelings for emotional literacy.

Discuss these concepts with students.

Different words represent thoughts and represent feelings. Examples of words/phrases for thoughts include: I think, know, believe, guess, wonder, hope, suggest. Encourage students to brainstorm words that describe thoughts.

Examples of words/phrases for feelings include: I am (happy, sad, frustrated, excited) and I feel (concerned, curious, tired, content). Encourage students to brainstorm words that describe feelings, such as: tired, silly, happy, worried, joyful.

When reflection matters

• When would a person choose to reflect? Together with the students discuss what might prompt a person to want to reflect on their own. Consider moments when reflection might be useful.

> **Note**: This changes reflection from being adviser or teacher led to being student initiated by choice.

Note that reflection experiences in groups can be beneficial, and they could plan ways to reflect with their CAS peers.

Questions to ask during reflection

These are the four important elements of the reflection process as referenced in the CAS guide.

Students can use words or images for their response.

• Ask students to discuss the following questions and their understanding of what they mean.

– What happened? Students retell memorable moments, identify what was important or influential, what went well or was difficult, obstacles and successes.

– How do I feel? Students articulate emotional responses to their experiences.

– Ideas? Notation of any generative possibilities.

– Questions? What can be discovered about people, processes or issues?

• Ask students to apply these questions to a CAS experience they have recently engaged in. Discuss how this has been helpful. Could they ask themselves other questions?

Supporting ongoing reflection throughout CAS

Having times when students share their processes for reflections and actual reflections can assist all students and encourages a supportive environment that values reflection. Arrange times for group reflections, especially if some students are finding the process difficult.

Refer to the section "Teaching strategy: Group interactions for reflection" in this TSM.

Teaching Strategy: Build a reflective student

During this lively and highly interactive experience, students work in small groups to create a visual of a "reflective student". This draws upon analytical and creative thinking in a completely fun interchange. By introducing the idea of reflection with this teaching strategy, you may find students more engaged and open to reflection.

Materials

Either long sheets of butcher paper, large enough for 6-8 students to gather around, or smaller pieces of easel paper with four students per group; each group has the paper— you may opt to draw a simple human shape outline on each before the activity.

One marker per student; this is best with many different bright colours

Time

About 30-40 minutes

Process

• Form small groups; size depends on the size paper. Each student has a marker. Give each group a pre-drawn simple human shape outline on the large paper. See sample.

• Draw a miniature body shape on the board or chart paper at the front of the room. Let students know they will be drawing a "Reflective Student." Show your paper with the outline and ask, "What does this reflective student need?" When a student responds, for example, saying, "Eyes," have that student come up and draw the eyes. Ask the group, "How will a reflective student use eyes?" Write the response (to see the world around them) on the paper near the body part with a line connecting the drawing and explanation. Do this twice to have two examples. After two examples students get the idea. More than two examples may interfere with student creativity.

• For 5-8 minutes, each group constructs their reflective student with each added body part serving a purpose towards being reflective, with notations everywhere. Students have drawn "heart for compassion," "stomach to digest the experience," "feet to take steps to go deeper," "a bald spot for open-mindedness." Some students unprovoked have turned the paper over to draw a spine for "the strength to be open and honest." All students work simultaneously and everyone is involved. Be sure to prompt students to have a different reason for each eye and for each ear or foot.

• As students are completing their "person," interrupt with this last direction: name your person and decide on four of the qualities you want to tell us, for example, "This person has knees to show humility."

• Each new reflective person is introduced!

Concluding Conversation

A concluding discussion can include questions such as:

  • What was the process like?

- How did this influence your ideas about reflection?
- How can use what you discovered here during your CAS programme?

Students may have ideas about displaying their artist expression of reflection!

Teaching strategy: Group interactions for reflection

Group interactions are a useful method of teaching and modelling reflection and allow for immediate feedback from peers, the development of critical thinking and emotional intelligence skills, and a reminder of the myriad ways to reflect. Public reflection, in the form of games and group involvement, is honest reflection, as feelings and thoughts expressed are based on real time events. By collectively expressing and sharing thoughts during interactive experiences, students may be encouraged to reflect throughout their CAS experiences. Below are examples to lead for group reflection. Vary these according to your group, and allow students to design and lead additional strategies.

Examples of group reflection

When the opportunity arises, model a range of ways to reflect. These can each be done with a group following common experiences or with students having had unique experiences.

- Take a group walk, with students talking and walking with a partner.

- Arrange the room so students can sit with their peers and have reflective conversations.

- Spread out large sheets of paper. Ask students to enter the room and ask for silence. Students consider a common group experience or simply what has been occurring in CAS and draw, in silence. This typically lasts 3–5 minutes. Then ask the students to add two words. Based on the words, students can select three words from anywhere on the paper and use these to write a short poem or haiku.

- Ask students to bring in a quote that is reflective of a recent CAS experience. Randomly select several and place them on the wall. Students gather around the quote that most represents their thoughts or feelings regarding a CAS experience. This can also be done with song lyrics or melodies. This can be repeated with other quotes, lyrics and melodies.

- Ask students to come to a CAS group meeting and to bring a photograph that captures, without any additional words, something meaningful in a CAS experience: a photo that says it all. Share without commentary from the photographer.

Continually encourage students to come up with ways they would like to involve others in reflection and to lead these opportunities.

Teaching strategies for reflection

Web reflection

Materials: Ball of string

1. Students stand in a circle. The leader holds the end of a ball of string and tosses the ball to a student participant.

2. The leader asks the student holding the ball to reflect on a particular question, for example, "What was something new you learned today?"

3. Once the student answers the question, he or she holds the string while tossing the ball to someone else.

4. This next person answers a reflection prompt that is based on the answer of the first question. Continue the process until everyone has reflected on a question (all questions based on the previous response) and a section of string is held in every person's hands. When completed, you should have something that looks like a web.

5. Debrief with the following questions.

    o How are the questions interconnected?

    o In what ways does reflection help us learn about each other and our shared and unique experiences?

    o How does reflection connect us all together?

Four corners

1. Ask a group of students to think about a recent experience in CAS. Based on this experience, are you thinking most about:

    o yourself—your thoughts, ideas, values, feelings, strengths, ethics, opinions, values, actions, hopes

    o others—your peers, people you have been meeting or interacting with

    o the community—the places where you are interacting and noticing concerns, successes, trends, ideas, culture, values

    o society and the world—big picture insights and understandings?

2. Assign each corner of the room as one of these categories and ask students to move to the corner that suits them best at this moment. Once in their corners, students share their ideas and experiences with their peers. Adjust the time as needed.

3. Debrief with an all-group discussion of what was of value through this interaction.

Questions left unanswered

Materials: Sticky notes and wall space

For this session, consider using a current news story that explores ethical issues or cultural understandings as the foundation for compiling questions.

Following a group session (for example, discussing a news article), the students form pairs. With their partner, ask students to write down any questions they think were left unanswered from the session just completed. Write these questions on sticky notes, one question per note. Encourage participants to ask anything.

Students stick these questions on a wall, and then collectively sort, group and categorize them. They may use additional sticky notes to make headers for the categories.

Discuss the following questions.

• How does this process help discover common themes?

• What new information, ideas, challenges or ethical issues and cultural competencies are made more apparent?

- By this collective process, what can we uncover about what is missing in our thinking and in our actions?

- How can raising deeper questions assist us in our CAS experiences?

Teaching strategy: Practical examples of ethical decisions

Students participating in CAS experiences must ensure that their commitment, attitudes and actions are ethical. By providing examples of ethical considerations, students can understand how to apply these ideas during their CAS experiences. CAS coordinators may use the following document for a discussion process, having students review the specific situations and respond to the questions.

Student document

Discuss each scenario with your group. What would **you** do?

1. **Student commitment to a CAS experience**

A student is deciding whether or not to meet his commitment to a CAS service experience. This student has agreed to help out at an aged care residence on a weekly basis; however, he just received an invitation to a concert to hear a favourite band. What does this student need to consider? How does this dilemma relate to personal responsibility?

2. **Student attitude towards CAS experiences**

A student signs up for a beach clean-up to go along with friends; however, during the clean-up the CAS adviser notices this student is hardly participating. Does the student's attitude influence outcomes? Should the motivation for participation be to fulfill the requirement or to find something meaningful and of interest?

3. **Student actions during a CAS experience**

Students wanting to provide resources about health care for a refugee centre neglected to learn about the population's traditional practices before the visit. The host agency suggested they return better prepared for the next visit. In what ways are students expected to be more aware of cross-cultural contexts and sensibilities and how their actions might impact others?

4. **Student collaboration during a CAS experience**

Two students have been neglecting practice and not showing up regularly to participate in a sporting team that is part of their ongoing commitment to activity in CAS. In what ways do students honouring their agreements support and encourage others? How does individual student responsibility to his or her peers lead to true collaboration?

5. **Student addressing rules and legal requirements during a CAS experience**

A student neglected to satisfy the necessary legal checks before arriving at a preschool to work with the children. What is the student's responsibility to ascertain if any inductions, trainings or legal checks must be satisfied before arriving at an agency? What is the role of the CAS coordinator in this situation?

Teaching strategy: Building meaningful international and intercultural service programmes

Schools have a tendency to choose international and intercultural contexts for CAS service experiences, to build international-mindedness and inspire students to examine ways to engage with and support communities hosting a range of needs that stem from systemic poverty or other most serious issues. Prior to such a trip, it is advisable to determine what students can accomplish locally with similar issues in their own or nearby communities where relationships can be sustained over time and students can experience depth of involvement.

If an international programme is undertaken, students benefit greatly from increased awareness of what constitutes a meaningful service experience before they begin planning. This section is designed to assist teachers and students to work through a process to develop meaningful international and intercultural service experiences. Also, be certain to reference the CAS stages as you progress, guiding students to recognize the importance of **investigation** and **preparation** prior to taking any action.

The following documents can be used with students to advance their thinking, understanding and preparation.

Understanding the modern world

Before undertaking any cross-cultural service where there are significant differences in wealth and standards of living or cultural and religious practice, what might be the challenges? Discuss the following terms and how they apply to cross-cultural experiences.

• Neo-colonialism is where wealthier or more technologically advanced countries or individuals attempt to impose cultural, religious and/or economic values on less developed countries. Unlike colonialism that was achieved by direct political control, neo-colonialism develops economic, cultural and linguistic dependence on others.

• Linguistic imperialism is where languages spoken in more developed nations are imposed upon less developed nations as the means of communication and economic development.

• Economic imperialism is where money, particularly aid money, is given to poorer communities to encourage them to develop in ways that meet the expectations of the donor and/or lead to greater economic and cultural dependence on the donor.

• Parachute service is the practice of entering a community in order to perform short-term service without any lasting relationship with the community or understanding of the background and context of the need.

• Hegemony is a constructed lack of equality in a relationship where one party maintains the power in the relationship through economic, cultural or linguistic practices.

• Reciprocity is an equal exchange. In service, it is where both parties serve each other in different but equally significant ways.

Asking thoughtful questions

Questions help us consider what might occur when we are planning and help us reflect on our concerns and potential challenges. Questions remind us to identify what we can offer and what we can learn. Thoughtful questions before, during and following service experiences can help clarify misunderstandings and lead to greater meaning and purpose, and even establish a desire to continue to address significant social concerns. Use the following questions as a starting point. Change them to meet your needs. Add questions that are more pertinent to your situation. Expect a worthwhile question to lead to more questions.

Establishing authentic need: The CAS stage of investigation

 • Has a need been identified? If so, does it require further verification?

 • How did you participate in authenticating the need? What did you learn?

 • How has the community been involved in identifying and confirming the need?

 • Is this a long-term or short-term need? Does it require further action?

 • Are the need and service response suitable within the CAS framework? For example, does your proposed action seek to promote inclusivity? Is it environmentally appropriate? Is it in keeping with the cultural needs of the community?

 • How can you apply your interests, skills and talents to meeting this need? What opportunities are there for personal development, insights and growth?

 • What do you aim to change or accomplish?

Building relationships

 • What do you know about this community, about its history, culture and language?

 • What can you do to build cultural connectedness before undertaking service?

 • What are any cultural challenges and sensitivities to know?

 • What have you learned about the culture so your personal behaviour (clothing, greetings, manners) is appropriate?

 • What can you do before, during and after to form meaningful relationships?

Growing reciprocity

 • What do you hope to learn and to gain from the experience?

 • To what extent does the expectation reflect genuine reciprocity?

 • How have you or will you communicate what you hope to learn or gain through this reciprocal relationship?

 • How can you promote culturally or economically equal relationships?

Sustaining lasting relationships

· What will occur after you leave? Are your efforts temporary or lasting? Will others come to continue this work? What could you leave behind to assist another group?

· How will your participation enhance cultural and economic independence?

· How will you continue to maintain the relationship with the community, and is this expected or desired?

· What can you apply in a sustained relationship near to your home community as a result of what you learned and experienced in an international setting?

What do you think?

Read the following example. In small groups, discuss what is positive about this international Service programme example and what you would change. Consider the following four questions.

· Where is the authentic need?

· How are relationships and understanding built in the planning stages?

· Where is genuine reciprocity present?

· In what ways are lasting relationships being built?

A local IB World School receives a brochure from a professional "service learning" company running two-week trips to Cambodia. It looks like a great package and students are excited about travelling overseas. The brochure describes:

"Over two weeks, students will learn about the history and culture of Cambodia. They will tour culturally and historically significant sites including Angkor Wat and the Killing Fields. Students will visit an elephant sanctuary that is attempting to restore habitats for dwindling wild elephant populations. As part of the service component, students will also be taken to an orphanage for a day where they will have the opportunity to play with the children and understand the difficulties facing orphaned and abandoned children in developing countries. Another two days will be spent helping to build homes for poor families on the outskirts of Phnom Penh."

The brochure contains pictures and quotes from a number of other students who share how the two weeks changed their life, how they realize how much they have when they see how little others have, and how they are glad they made such a difference to the lives of the people of Cambodia.

Does the brochure fit with the aims of a CAS service experience or CAS project?

- What is positive?
- What would you change?

Reminders of how to be a collaborative participant

Be helpful

Am I really helping? This is one of the common questions asked by students involved in service experiences. There is no easy answer. There are, however, ways to make sure that your actions are responsive to the situations. Ask when you don't know. Stay aware of what is happening around you and know that you stand to learn much more than you can contribute.

Be open-minded

You may have brand new experiences and step out of your comfort zone. Watch and listen before offering suggestions. Know that cultural mores may require certain behaviours and actions. Approach your experience with an open mind, learn how things are done and offer your experience and ideas as a resource. Ask before making any assumptions.

Be a partner

Some people worry that international volunteerism is a modern-day form of colonialism, flooding local grassroots approaches with the perceived superiority of strategies and resources from another culture. One way to ensure that your well-intentioned service avoids this is to think of your time less as helping communities than as partnering with and learning from a community. This is all about collaboration. In this situation you are the novice. The local partners are the experts. You can make a contribution to what they do every day. This will help to avoid the thinking that your involvement will be a fix-all solution.

Be ethical in your choices

How will your collective actions contribute to the community? And how will these actions be sustained by their efforts? What do you need to know before you commit to this programme? Will there be others offering service after I am gone? Will local residents and community members be involved? Have they been involved in the planning process? How much of the money paid to the organizers is spent on administration, how much on student expenses, and how much to advance the actual community needs? Are local people hired as paid staff?

Be realistic

Make sure you have realistic expectations about what you can accomplish. Change takes time. While you may not see the fruits of their labour, remember how small and simple acts can add up. Remember, the future of your efforts is not yours, but belongs to the community that has invited you to come and to participate.