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CAS HANDBOOK

**for Parents and Students of the International Baccalaureate (IB) Programme
at Sir Wilfrid Laurier C.I.**



REFERENCE DOCUMENTS

- *Diploma Programme, Creativity, activity, service guide for students graduating in 2017 and after, March 2015, International Baccalaureate Organization*
- *CAS Handbook For Parents and Students of the International Baccalaureate Programme at Saint John Paul II Catholic Secondary School, Scarborough, Ontario, Fall 2018*

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Table of Contents

IB Mission Statement and IB Learner Profile	Page 3
The Nature of CAS	Page 4
CAS and the rest of the IB Core – ToK and EE	Page 5
CAS Flow Chart	Page 6
What is CAS?	Page 7
Student Flow Chart	Page 8
CAS General Guidelines	Page 9
CAS Learning Outcomes	Pages 10-12
Tips for Parents	Page 13
CAS is NOT ...	Page 14
Creativity at SWLCI	Page 15
Activity at SWLCI	Page 16
Service at SWLCI	Page 17
Getting Started with CAS – to be completed for September meeting with CAS Coordinator	Pages 18-20
Additional Reference Information from the IB CAS Guide:	Pages 21-34
• Seven Learning Outcomes	Page 21
• Guidelines to CAS Experiences	Page 22
• CAS Stages	Page 23
• CAS Strands	Pages 24-28
• CAS Project	Pages 29-30
• CAS Reflection	Pages 31-34

The IB Mission Statement

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

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

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

The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. The IB Learner Profile represents 10 attributes valued by IB World Schools that can help individuals and groups become responsible members of local, national and global communities.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

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

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

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

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The Nature of CAS

(Excerpts from Creativity, Activity, Service Guide for students graduating in 2017 and thereafter)

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

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students’ personal and interpersonal learning.

CAS is organized around the three strands of **creativity, activity and service** defined as follows.

Creativity—exploring and extending ideas leading to an original or interpretive product or performance

Activity—physical exertion contributing to a healthy lifestyle

Service—collaborative and reciprocal engagement with the community in response to an authentic need

As a shining beacon of our values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for **self-determination, collaboration, accomplishment and enjoyment**.

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

Successful completion of CAS, as determined by the CAS Coordinator, is a requirement for the award of the IB Diploma. In other words, failure to design and execute a CAS program WILL result in a student NOT earning the IB Diploma.

The CAS programme formally begins in September of Grade 11 and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity, and service.

All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. Laurier uses an online tool called ManageBac as the vehicle for tracking student progress with CAS. Although not formally assessed, the CAS worksheet on ManageBac is the way that the CAS Coordinator verifies that you are engaging in your CAS program and that you have completed all the CAS requirements.

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

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

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

Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.

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

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

CAS and the Rest of the IB Core

Theory of Knowledge (TOK) and Extended Essay (EE)

(Excerpts from Creativity, Activity, Service Guide for students graduating in 2017 and thereafter)

CAS and TOK

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

In TOK the *knower* draws knowledge from two sources: **personal knowledge** and **shared knowledge**. CAS experiences are an important source of students' personal knowledge, providing students with the opportunity to gain awareness of the world in a range of diverse and challenging situations. Shared knowledge extends the idea from how individuals construct knowledge to how communities construct knowledge. In CAS, students might draw on TOK discussions that deepen understanding of different communities and cultures.

CAS also provides links to other areas of the TOK course. For example, a student participating in a visual arts experience for creativity could reflect on the roles of intuition and imagination as "ways of knowing" in the arts area of knowledge. Some students make links between CAS and TOK when carrying out a TOK assessment task. For example, a student's CAS experiences may also provide rich real-life situations for students to use as the basis for their TOK oral presentation. Further, CAS experiences provide the basis from which knowledge questions can be derived and may be included as personal examples in TOK essays.

In both CAS and TOK, students reflect on their beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives.

Ethics in TOK and CAS

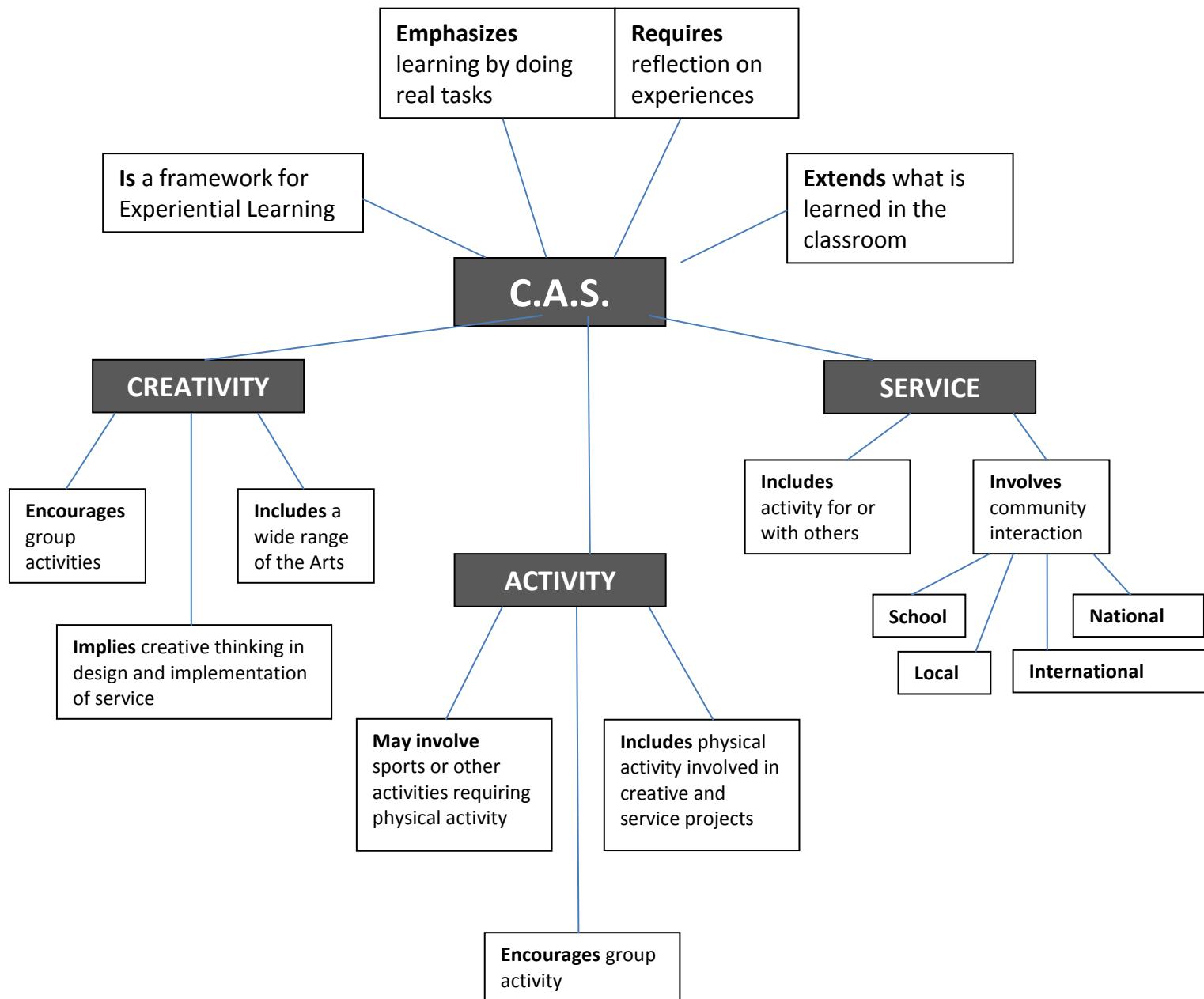
CAS helps students to "recognize and consider the ethics of choices and actions" (learning outcome 7), in accordance with the ethical principles stated in the IB mission statement and the IB learner profile. This involves exploring values, attitudes and behaviours as students undertake enterprises with significant outcomes. Various ethical issues will arise naturally in the course of CAS experiences, and may be seen as challenges to a student's preconceived ideas and instinctive responses or ways of behaving. CAS calls on students to think, feel and act their way through ethical issues.

Students grow in their awareness of the consequences of choices and actions in planning and carrying out CAS experiences. Increased ethical sensibility supports students in understanding that they are responsible and accountable for their actions, and leads to their acting with integrity. Through CAS experiences students can better understand the ethical schools of thought and other ethical considerations being explored and discussed in TOK.

CAS and the EE

Through CAS experiences, a student's exposure to particular global issues at a local level may give rise to an interest in furthering their understanding of these issues through academic research. The EE may allow students to explore the issues that may have arisen during CAS.

In the extended essay, students may research and explore personal interests that link with a subject of the Diploma Programme and draw upon CAS experiences.



CAS Is...

CAS is designed to complement the academic disciplines of the International Baccalaureate (IB) curriculum, and to balance the rigour, and at times stressful nature, of your academic pursuits. It enables students to enhance their personal and interpersonal development through experiential learning. Human learning involves more than the head – some of the most powerful lessons are delivered through the heart and soul. In short, CAS is where marvelous personal transformations can occur. It is fun!

The CAS programme aims to develop students who:

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

Creativity should be interpreted as imaginatively as possible to cover the widest range of arts and other activities. It may include creative thinking by the individual student in designing and carrying out service projects.

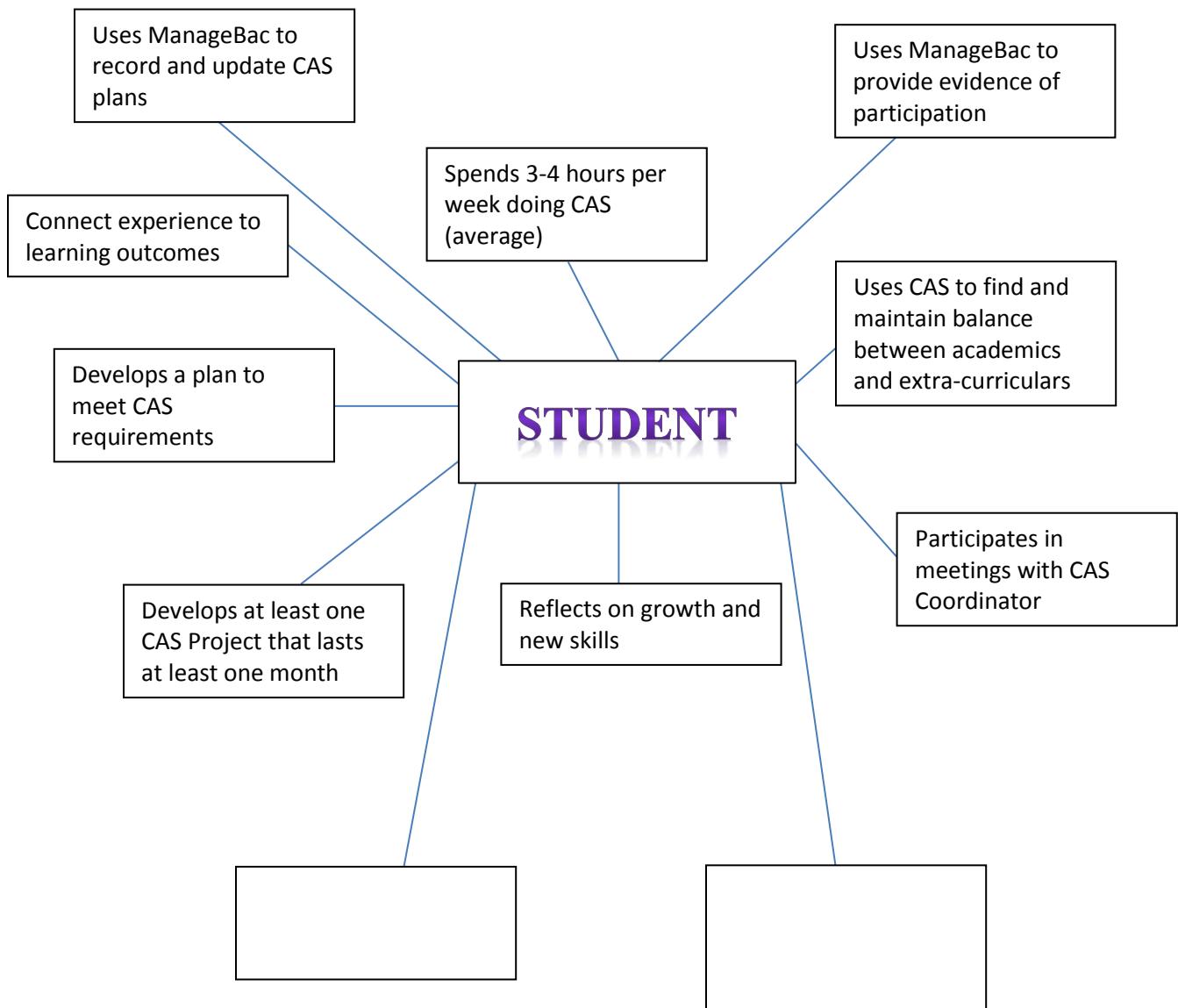
Activity is physical exertion contributing to a healthy lifestyle

Service does not mean exclusively social service. It may include environmental and international projects. Service activities should not only involve doing things for others but also doing things with others.

CAS could include a number of activities in which you are already involved. The new dimension will be reflecting on the skills and values which you have acquired through the experience of your CAS projects.

You **MUST** aim to “do” CAS consistently each and every week from September of Grade 11 (Year 1) to April of Grade 12 (Year 2). Your goal should be to achieve a balance among creativity, action and service in your life. What is important to CAS is your **personal growth and development**. Your CAS portfolio (created on ManageBac) is not evaluated for marks.





Add your own goals in the empty boxes



CAS General Guidelines

1. Each IB student is required to keep and maintain a [CAS portfolio on ManageBac](#).
2. All CAS experiences must be [added to the CAS Worksheet on ManageBac](#).
3. [Connections and links to the Seven \(7\) CAS Learning Outcomes will be made on the CAS worksheet](#).
4. Aim to “do” CAS for 3 – 4 hours (on average) each and every week from September of Grade 11 to April of Grade 12. For weeks that do not include CAS due to illness, personal / family emergencies, aim to have another week that includes more than the 3 – 4 hours.
5. CAS is NOT about counting hours. You could do 1,000 hours in Grade 11 and still need to continue to do CAS consistently throughout Grade 12. CAS is a two-year commitment and hopefully will provide a foundation for lifelong commitment to living a balanced life filled with creativity, activity and service.
6. Students may not receive IB academic credit or monetary compensation for CAS activities.
7. The CAS experience should be a meaningful experience. Make an impact in our community.



CAS Learning Outcomes

(Adapted from Creativity, Activity, Service Guide for students graduating in 2017 and thereafter.)

Through meaningful and purposeful CAS experiences, you will develop the necessary skills to achieve the following seven (7) CAS Outcomes and demonstrate that achievement through evidence and written reflections provided on ManageBac:

1. **Identify own strengths and develop areas for growth** – you will come to understand your abilities and skills and acknowledge that some are more developed than others
2. **Demonstrate that challenges have been undertaken, developing new skills in the process** – a new challenge may be an unfamiliar experience or an extension of an existing one and involve new skills or increased expertise in pre-existing skills
3. **Demonstrate how to initiate and plan a CAS experience** – from brainstorming to planning to executing a CAS experience or a series of experiences that are totally new or build on previous experiences
4. **Show commitment to and perseverance in CAS experiences** – demonstrating regular involvement and active engagement with CAS program
5. **Demonstrate the skills and recognize the benefits of working collaboratively** – you are able to identify, demonstrate, and critically discuss the benefits and challenges of collaboration
6. **Demonstrate engagement with issues of global significance** – you will identify and demonstrate your understanding of global issues and take action in response to the issue either locally, nationally or internationally
7. **Recognize and consider the ethics of choices and actions** – you will show awareness of the consequences of choices and actions in planning and carrying out CAS experiences

All 7 outcomes must be present for you to complete the CAS requirement. Some may be demonstrated many times in a variety of activities, but completion requires that there is **some evidence** for every outcome.

This focus emphasizes that it is the **quality of a CAS activity** that is of most importance.

Understanding the CAS Learning Outcomes

(Excerpts from Creativity, Activity, Service Guide for students graduating in 2017 and thereafter.)

The following chart shows example descriptors for each CAS learning outcome. These descriptors are provided only as suggestions; they are not exhaustive, and can be adapted, edited, and more may be added. Further, not all descriptors must be met; it is the CAS coordinator's decision with the student as to whether the CAS learning outcome has been achieved.

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 activities according to own interests and talents
- is willing to participate in different activities
- 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 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 taking into account aim or purpose, activities and resources.

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.

Tips for Parents

Parental encouragement and support is a vital part of helping students complete the IB Diploma. Here are some tips for you as a parent of an IB Diploma Candidate:

- Ensure your student has completed their OSSD Requirement of 40 Community Involvement Hours **BEFORE** September of Grade 11. This **MUST** be completed by the end of May of Grade 10.
- Familiarize yourself with the CAS requirements.
- Discuss the requirements/opportunities with your student.
- Share your own volunteer experience with your student and reflect on what you have given and gained through volunteering.
- Be willing to be involved – attend games, plays, concerts, IB events or Parents’ Evenings.
- Support your student in making calls to various community-based organizations to explore areas of interest and available experiences to enhance their CAS programs.
- ENCOURAGE your student to “do” CAS each and every week and to stay on top of ManageBac updating and recording requirements. Former IB Diploma Candidates have said that the ManageBac requirement is not difficult if you stay on top of the updating task. They also say that CAS is the most rewarding part of IB because it helps bring balance to a very hectic academic schedule and builds habits that will last a lifetime.
- Support students in working outside their comfort zone and becoming involved in new in-school and community-based CAS experiences.



CAS IS NOT....

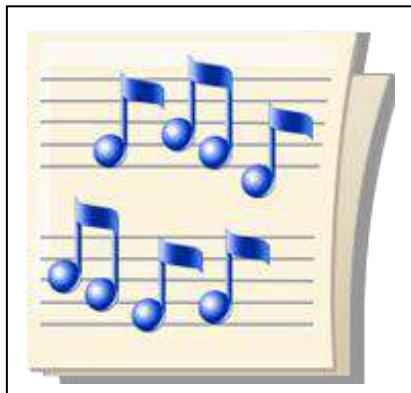
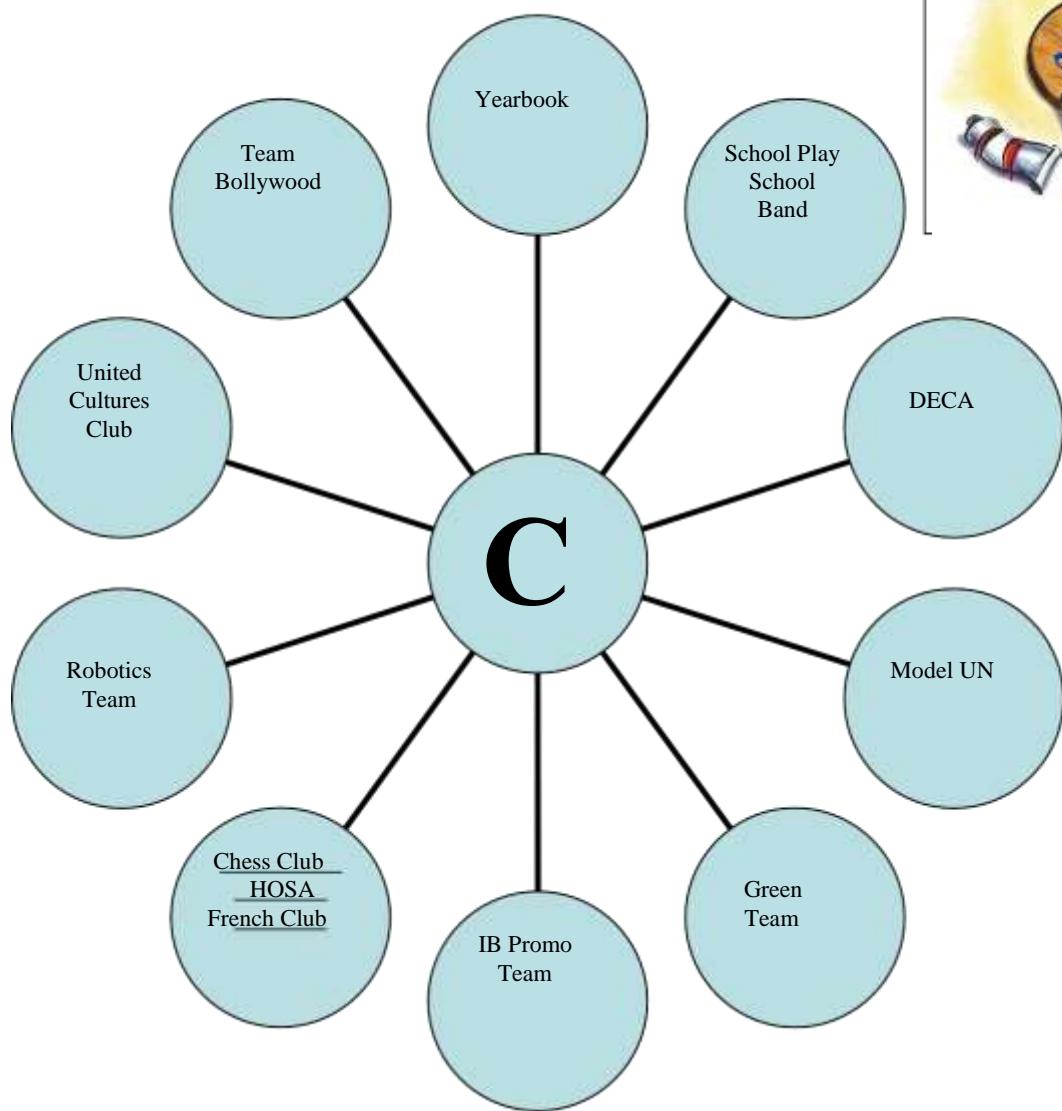
CAS is **NOT** about counting hours. The purpose of CAS will be lost if CAS becomes a points-scoring or hour counting exercise rather than an interesting variety of experiences that the student finds intrinsically worthwhile and rewarding, and which is mutually beneficial to the student and to the community. It is important that the **spirit of CAS** be considered at all times. The **quality** of the activity is much more important than the accumulated number of hours.

CAS **CANNOT** be handled by doing nothing but CAS during the summer between Grades 11 and 12 or in a final big push at the end of Grade 12. Instead, students **MUST** do something for their CAS program **each and every week** from September of Grade 11 to April of Grade 12.

Generally, **CAS is not** taking place when a student is in a **passive** rather than in an active role. *There should be interaction.* If the student is passive, nothing of real value, either for the student or for other people, results from what the student is doing, and no real reflection is possible. In such circumstances the student will be able to meet the objectives of CAS only to a very limited extent. Examples of **inappropriate** activities include:

- Any activity which is already part of the student's IB Diploma Programme
- An activity for which a student is financially rewarded
- Any simple, tedious and repetitive activity
- A passive pursuit, such as a visit to a museum, the theatre, art exhibition, concert or sports event, unless it clearly inspires work in a related activity in which the student is already engaged
- All forms of duty within the family
- Religious devotion or any activity which could be considered preaching
- An activity where there is no leader or responsible adult on site to evaluate and confirm student performance
- Activities which cause division amongst different groups in the community

CAS at Laurier Get Involved!





Team Bollywood
Cheer Squad



Cross
Country
Track and
Field

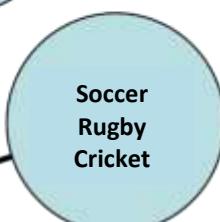
Basketball Volleyball



Basketball
Volleyball
Varsity
Football



Weight
Room
Fit Club



Soccer
Rugby
Cricket



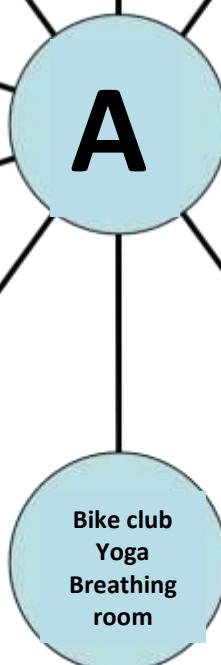
Hockey
Lacrosse
Field
Hockey



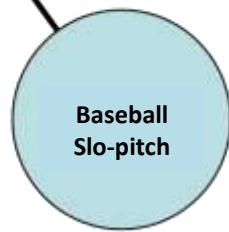
Tennis
Badminton
Golf



Terry Fox
Run
CN Tower
Climb

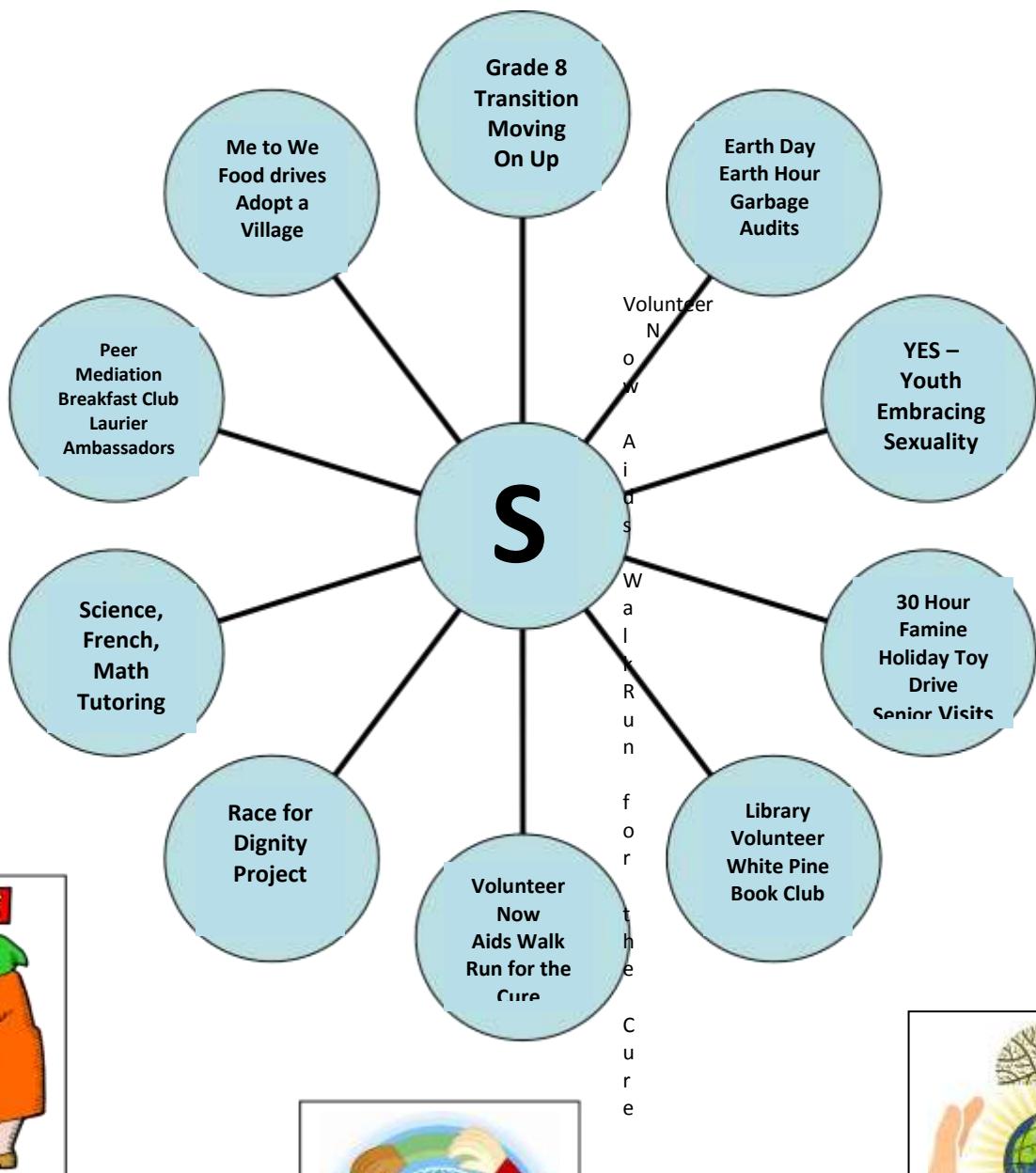


Bike club
Yoga
Breathing
room



Baseball
Slo-pitch





Getting Started with CAS.....

Students use the CAS stages (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project. A CAS project is of at least one month's duration and challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands. Students are free to undertake several projects as part of individual CAS programs.

It doesn't have to be all three elements of CAS every week. It is true however that if you have a nice balance of activities you will be healthier, have more fun, and find the entire IB Diploma experience more enjoyable.

At the end of your 18 month CAS Program (Sept. of Grade 11 – Mar/Apr. of Grade 12) you MUST have covered off all 7 CAS Learning Outcomes. (The learning outcomes are listed on p. 10 of the handbook and included at the end of this document as well for your reference. They also appear on your CAS Worksheet on ManageBac for you to consider each time you add a CAS experience to your worksheet.)

PLEASE set aside time near the end of each week to review what you did on the CAS front and if for some reason you did not have time to devote about 3-4 hours to doing CAS, make a plan to “do CAS” on the weekend. You MUST also establish a routine for regular reporting on ManageBac and regular updating of your CAS reflections and other evidence pieces.

BASIC CAS GUIDELINES:

1. You **MUST** try out for at least one Laurier athletic team each semester of Grade 11 and Grade 12. If you get on the team, you'll have fun, get some healthy activity and be able to hone a variety of skills. If you do not make it onto the team, you will have lots of fodder for a self-reflective written reflection. Remember that your written journal entries on ManageBac need to be more than mere description and need to address things like how did you feel, what were you thinking, what did you learn and how will you apply that learning in the future. Written reflections are also where you make the connections / links between CAS and “TOK Thinking.”
2. Parents **CAN NOT** supervise CAS activities and projects.
3. If you are being paid for an activity, it **CAN NOT** count as a CAS experience.
4. Participation in the school's annual Race for Dignity will help you with the Global Engagement Learning Outcome and if helping to organize the event is of interest to you, it is an acceptable in-school option for a CAS project.

Ideas From Which To Build Your Individual CAS Plan:

Review the things listed on pages 15-17 and then review the following for additional ideas:

Ideas for Creativity (C) Experiences:

Think about what you've done in Grades 9 and 10 and what you might want to continue to do in Grades 11 and 12. For example, Music (playing instruments, singing), Drama, Dance, Art, Creative Writing, Poetry, Learning a new language, Fashion Design, Singing, Running Literacy and Numeracy programs

Possible Activity (A) Experiences:

Action is anything that gets your heart rate elevated for at least a few moments and/or makes you sweat. Look at the action in your life right now and see if it needs to be increased to increase the potential health benefits. (e.g. Laurier Team Sports, Swimming, Walking, Cycling, Kung Fu, Dancing, Yoga etc.)

Possible Service (S) Experiences:

If you are paid to carry out the activity you are not volunteering your time and energy and it CAN NOT be included in your CAS program. Service can be in-house to the Laurier community e.g. Me to We, V-Now, Student Vote, Character Ed, Math or French tutoring, playing a leadership role in DECA, MUN, SAC, volunteering at the Laurier Library. It can also include service to your community e.g. volunteering at a local library, volunteering at a seniors' residence.



CAS Initial Self-Review Form

Please complete this form before your September CAS Meeting with Ms. Kelso. Bring a hard copy with you to the meeting and post an electronic copy on your CAS Worksheet on ManageBac.

Name:

I am good at....

I am not very good at...

I have always wanted to try...

I would like to improve...

To really challenge myself I need to...

Local, national and international issues that concern me....

The Learner Profile attributes that I want to improve upon through CAS....

Compared to what I was like at the beginning of high school, I am much better at...

Someone I have always admired is...

The CAS Learning Outcomes that will be easy for me to achieve are....

The CAS Learning Outcomes that will be the most challenging are...

I feel _____ about starting my CAS program...

My Proposed CAS Program...

Ideas for Creativity (C):

Ideas for Activity (A):

Ideas for Service (S):

Seven CAS Learning Outcomes

To complete the CAS requirement of your IB Diploma, there must be some evidence of achievement of all of the seven learning outcomes. Your CAS reflections are a critical component of the evidence you will provide to demonstrate that your entire CAS program has helped you achieve the following seven learning outcomes:

1. Identify own strengths and develop areas for growth - being aware of your own strengths and areas for growth or weaknesses

This is demonstrated through regular self-reflection. You are able to see yourself as an individual with various skills and abilities, some more developed than others, and understand that you can make choices about how you wish to move forward. You are open to improvement and growth opportunities and willing to participate in different experiences.

2. Demonstrate that challenges have been undertaken, developing new skills in the process – participating in new challenges – unfamiliar activities or extensions to existing ones

A new challenge may be an unfamiliar activity or an extension to an existing one. CAS calls on you to stretch your limits and to have the courage to take risks. You show newly acquired or developed skills OR increased expertise in an established area.

3. Demonstrate how to initiate and plan a CAS experience - using 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 a series of CAS experiences

Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects including on-going school activities in the local community as well as in new student-led activities. Sometimes you will be the leader and sometimes you are a vital part of a team. Learning to develop skills as both a team member and a team leader is a wonderful aspect of CAS.

4. Show commitment to and perseverance in CAS experiences – regular involvement and active engagement with CAS experiences and CAS project (s)

Regular attendance and consistent acceptance of responsibility for dealing with challenges that arise in the course of activities is a minimum requirement for demonstrating the character traits of perseverance and commitment. CAS students do not bail from activities simply because it suddenly becomes convenient and preferable to do so. You do not quit at the first sign of challenge. You also demonstrate an ability to adapt to uncertainties and changes.

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

You demonstrate a willingness and ability to take on different roles within a team and show respect for different points of view and ideas by listening respectively to peers during brainstorming and planning sessions.

6. Demonstrate engagement with issues of global significance – showing awareness of issues of global importance and taking concrete actions in response to them locally, nationally or internationally and developing awareness and responsibility towards a shared humanity

You can be involved with local and national issues that have global connections such as the work that Laurier is doing with the Free the Children or with organizations and projects with a more international focus including Dignitas International.

7. Recognize and consider the ethics of choices and actions – showing accountability for choices and actions and the varied consequences of said choices and actions

Evidence of thinking about the ethical implications of your actions and ethical dilemmas you may encounter during CAS can be shown in a variety of ways including in writing through your reflections and in conversations with your CAS co-ordinator. This is where the following quote from R. Buckminster Fuller provides food for thought. "It is not for me to change you. The question is how can I be of service to you without diminishing your degrees of freedom." You must think about the impact of your actions on others.

Guidelines to CAS Experiences

The CAS Coordinator assists students in understanding what may or may not be a CAS experience. There are four guidelines that should be applied to any proposed CAS experience.

A CAS experience must:

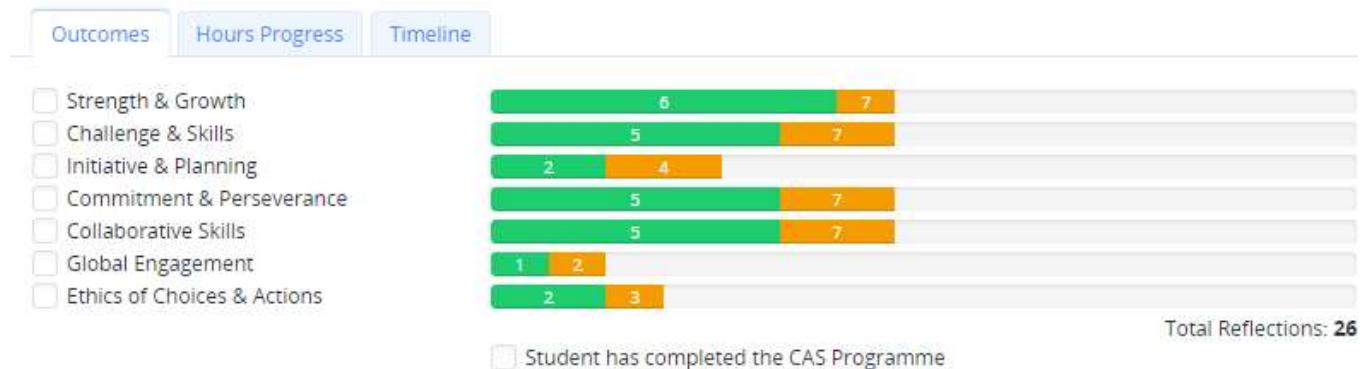
- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student's Diploma course requirements

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

Will the experience be enjoyable?

- Does the experience allow for development of personal interests, skills and/or talents?
- What new possibilities or challenges could the experience provide?
- What might be the possible consequences of your CAS experience for you, others and the environment?
- Which CAS learning outcomes may be addressed?

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



Screenshot from ManageBac

CAS Stages

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

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

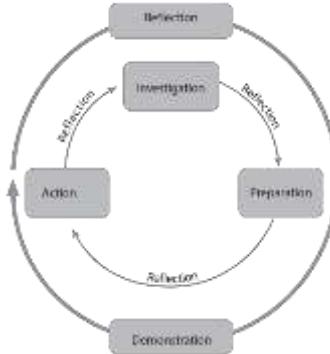


Figure 4
The five CAS stages

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

The five CAS stages are as follows.

1. **Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
2. **Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
3. **Action:** Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.
4. **Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

The CAS stages provide a framework that enables students to:

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

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

CAS Strands

Creativity

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

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

If students are accomplished in a particular creative form, for example, music, painting or acting, they may choose to extend their involvement and deepen their skill level. Within their field, students can define new challenges and objectives to fulfill creativity in CAS. For example, a musician may compose and perform a guitar solo; an artist may create a new sculpture or photographic series; an actor may present an original dramatic piece. By striving for new possibilities, students may discover ways to meet challenges and identify strengths that carry them forward with curiosity and continued innovation. When demonstrating creative expression, students may showcase their product or performance in a variety of ways, for example, through a recording, a presentation, an exhibition, social media or shared discussion. Creativity in CAS is not met by the appreciation of the creative efforts of others, such as attending a concert or art exhibition.

Creativity can be inspired and informed by the student's Diploma courses. For example, students can meet new challenges and objectives in creativity using the skills developed in the visual arts course, or find new ways of expression utilizing elements in the design technology course. However, creativity experiences must be distinct from, and may not be included or used in, the student's Diploma course requirements.

As with all CAS experiences, students reflect meaningfully on their engagement with creativity, and may be guided to look for moments of personal significance or inspiration as a call for reflection. Creativity may provide inspiration for the ways in which students will reflect. For example, students may reflect through art, music, a brief narrative, a blog posting, photos, a skit, or other methods.

Approaches to creativity

There are many approaches to creativity, such as:

- **Ongoing creativity:** A student may already be engaged in creativity as part of a school group or club, or through some other form of sustained creativity. Students may continue in this as part of their creativity; however, students could also be encouraged to further extend and develop their participation if appropriate.
- **School-based creativity:** Students are encouraged to participate in meaningful creativity and to explore their own sense of original thinking and expression. In school, there may well be appropriate creativity opportunities in which the students can engage. These creativity experiences could be part of the school's service CAS projects, a school club, timetabled creativity sessions, or other opportunities.
- **Community-based creativity:** Participating in creativity within the local community advances student awareness and understanding of interpersonal relationships with others, particularly if the creativity experience involves the local community. Creativity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of students' talents, interests, passions, emotional responses, and imagination. For example, students could be encouraged to join a community-based theatre group, contribute towards a community art gallery, create a sculpture for the community park, take cooking classes, or other opportunities.
- **Individual creativity:** Students may decide that they wish to engage in solitary creativity experiences such as composing music, developing a website, writing a compilation of short fiction stories, designing furniture, creating arts and crafts, or painting a series of portraits. Such creativity experiences are of most benefit when they take place over an extended duration of time. Students can be encouraged to set personal goals and work towards these in a sustained manner. Risk assessment of such solitary creativity experiences should be conducted with the student beforehand if applicable.

Activity

Physical exertion contributing to a healthy lifestyle

The aim of the “Activity” strand is to promote lifelong healthy habits related to physical well-being. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit.

Schools must support students whose circumstances or culture may determine participation in physically active experiences. Similarly, students with disabilities must be given opportunities to take part in this strand. All CAS students must satisfy the basic requirement of physical exertion contributing to a healthy lifestyle as is appropriate for each student.

Students who regularly participate in suitable activity experiences are encouraged to develop and extend their participation. Students could expand personal goals, explore different training models to enhance their existing sport or become involved in a new sport. For dedicated student athletes, maintenance of a planned rigorous training programme is appropriate. Some national curriculums require students to participate in a physical education course. Participation in such courses may be considered activity if it meets the CAS guidelines.

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

Approaches to activity

There are many approaches to activity, such as:

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

Service

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

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

Service within CAS benefits all involved: students learn as they identify and address authentic community needs, and the community benefits through reciprocal collaboration. Service fosters development of abilities, attitudes and values in accordance with the IB mission statement and the IB learner profile. As such, CAS service experiences are unpaid. When defining “community”, consideration must be made to situation and culture. The community may be the school; however, it is recommended that service experiences extend beyond the school to local, national and/or international communities. Community involvement includes collaboration with others, as students investigate the need, plan and implement their idea for service.

CAS coordinators should always consider the advantage of students conducting service locally. Local interactions allow for developing relationships, observing and participating in sustained change, and meeting challenges through collaboration. From the local context, students can extend their thinking and knowledge to understanding global issues. Students can also extend local service to global impact through partnerships with CAS students in other cities and towns, countries and continents. Technology affords opportunities for networking, sharing of initiatives, partnerships and impact.

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.

Service learning

Service experiences in CAS can be approached using a service learning model. Service learning is the development and application of knowledge and skills towards meeting an identified community need. In this research-based approach, students undertake service initiatives often related to topics studied previously in the curriculum, utilizing skills, understandings and values developed in these studies. Service learning builds upon students’ prior knowledge and background, enabling them to make links between their academic disciplines and their service experiences.

Using the CAS stages for service learning

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

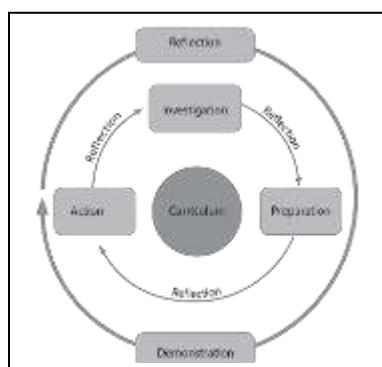


Figure 5
The five CAS stages for service learning

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

Four types of service action

It is recommended that students engage with different types of service within their CAS programme. These types of action are as follows.

- **Direct service:** Student interaction involves people, the environment or animals. For example, this can appear as one-on-one tutoring, developing a garden in partnership with refugees, or working in an animal shelter.
- **Indirect service:** Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment. For example, this can appear as re-designing a non-profit organization's website, writing original picture books to teach a language, or nurturing tree seedlings for planting.
- **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest. For example, this may appear as initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.
- **Research:** Students collect information through varied sources, analyse data, and report on a topic of importance to influence policy or practice. For example, they may conduct environmental surveys to influence their school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

Approaches to service

There are many approaches to service, such as:

- Ongoing service: When investigating a need that leads to a plan of action implemented over time, students develop perseverance and commitment. They observe how their ideas and actions build on the contributions of others to effect change. Their reflections may show deeper awareness and knowledge of social issues.
- School-based service: While students are encouraged to participate in meaningful service that benefits the community outside school, there may well be appropriate service opportunities within the school setting. In all cases an authentic need must be verified that will be met through student action. Service needs met at a school may prepare students for further action within the larger community; for example, by tutoring within the school, students may then be better prepared to tutor at a community centre.
- Community-based service: Participating in service within the local community advances student awareness and understanding of social issues and solutions. However, single incidents of engagement with individuals in a service context can lack depth and meaning. When possible, interactions involving people in a service context best occur with a regularity that builds and sustains relationships for the mutual benefit of all. For example, rather than a single service experience at a retirement facility, students can decide to establish regular visits when they realize their efforts are valued and have reciprocal impact.
- Immediate need service: In response to a disaster, students often want to move towards immediate action. Typically they quickly attempt to assess the need and devise a planned response. Later, the students can be reminded and encouraged to further investigate the issue to better understand underlying causes. This provides greater context even if the service action has already taken place. With increased knowledge, students may commit to ongoing assistance, for example, such as joining with prevention or community resilience initiatives regarding an environmental issue.
- Fundraising: The preferred approach is for students to initially develop their understanding of the organization they choose to support and the issues being addressed. Students can draw from their interests, skills and talents to plan the method and manner of fundraising. Ideally, students directly communicate with the organization and establish accountability for funds raised. Sharing the rationale for the fundraising educates others and advocates the chosen cause. Students can also be asked to consider other ways to augment their contribution through direct, advocacy, or research service.
- International service: Students are encouraged to participate locally in service before considering service opportunities outside their country. When participating in international service, students must understand the background and the circumstances of an identified and authenticated need to support their involvement. When direct communication with an overseas community is not possible, students could cooperate with an outside agency to provide an appropriate service. Students do benefit from serving in an international context when able to make clear links to parallel issues in their local environs and they understand the consequences of their service. Schools must ensure that commercial providers, if used, act in accordance with the aims of the IB mission statement and CAS requirements. Additionally, schools must undertake risk assessment to ensure the safety of students.
- Volunteerism: Students often volunteer in service experiences organized by other students, the school or an external group. In such cases, students benefit from prior knowledge of the context and the service need. Being informed and prepared increases the likelihood that the students' contribution will have personal meaning and value. Utilizing the CAS stages prior to volunteering is highly recommended.
- Service arising from the curriculum: Teachers plan units with service learning opportunities in mind, students may or may not respond and act. For example, while studying freshwater ecology in environmental systems and society, students decide to monitor and improve a local water system.

CAS Project

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. **CAS students must be involved in at least one CAS project during their CAS programme. SWLCI IB students are encouraged to organize an annual event in partnership with Dignitas International in support of HIV+ Teens in Malawi has one CAS project.**

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

A CAS project involves collaboration between a group of students or with members of the wider community. Students work as part of a team, with all members being contributors. A CAS project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities for individual students to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects.

All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met. A CAS project can address any single strand of CAS, or combine two or all three strands. The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

- Creativity: A student group plans, designs and creates a mural.
- Activity: Students organize and participate in a sports team including training sessions and matches against other teams.
- Service: Students set up and conduct tutoring for people in need.
- Creativity and activity: Students choreograph a routine for their marching band.
- Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.
- Service and creativity: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.
- Creativity, activity, and service: Students rehearse and perform a dance production for a community retirement home.

All CAS projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS project. Students will likely identify more outcomes, or modify expected outcomes during the CAS project and/or at its completion.

A minimum of one month is recommended for a CAS project, from planning to completion. CAS projects of longer duration can provide even greater scope and opportunities for all participants and should be encouraged. Students should aim to undertake their CAS project locally and, if possible, engage in more than one CAS project over the duration of their CAS programme.

As expected throughout CAS, students reflect on their CAS project experience. Due to the collaborative nature of the CAS project, having occasions to reflect with others can prove most informative and assist students in gaining insights into the process of their endeavour as well as personal growth.

Service project

When a CAS project addresses the CAS strand of service (known as service project), students must take into account the opinions and expectations of others involved and focus on meaningful and authentic needs to ensure actions are respectful and reciprocal. Awareness of the possible impact and consequences of the students' actions should be part of the planning process. Where possible, service projects should involve working alongside community members with ongoing communication. When the service project involves the use of an external facilitator such as a non-government organization or a commercial provider, care should be taken to ensure that the facilitator acts in accordance with the IB mission statement and CAS requirements.

A service project that includes interaction with and appreciation of diverse social or cultural backgrounds can increase international-mindedness and engagement with issues of global significance. International service projects are acceptable if clear goals and outcomes are established, understood, and based on the expectation of compelling benefits expected for all stakeholders. If a service project is conducted outside the local context, it is recommended that there is some form of continuation. For example, students could research the community served and educate themselves further about the issues involved, develop an advocacy programme for the served community, or develop greater awareness of a related need in their local community leading to some form of local action. This may inspire the next group of CAS students.

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

- a genuine need for the service project, which has been stated and agreed upon by the potential partners
- if required, a liaison officer who has a good relationship with the community where the service project is based
- an understanding of the level of student participation that is feasible in the service project
- a clear assessment of potential risks to participating students
- approval from the school administration for the service project
- a demonstration of how the CAS stages were followed
- a thorough evaluation of the benefits of the service project for all involved.

Purposeful relationships between students and community members leading to sustainable service projects are potentially the most rewarding for all concerned. As community needs change, students' responses should also evolve to meet these new circumstances. When a service project initiated by one group is adopted by other students, the new students must ensure the need is authentic or make the necessary adjustments and ensure their contribution is relevant.

CAS Reflection

Introduction

Being reflective is one attribute of the IB learner profile: “We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.”

Reflection is central to building a deep and rich experience in CAS. Developing a culture of reflection helps students recognize and understand how to be reflective as well as deciding the best methods and appropriate timing. Student learning is enhanced by reflection on choices and actions. This enables students to grow in their ability to explore skills, strengths, limitations and areas for further development. Through reflection students examine ideas and consider how they might use prior learning in new contexts. Reflection leads to improved problem-solving, higher cognitive processes and greater depth of understanding in addition to exploring how CAS experiences may influence future possibilities.

The thinking skills category of the approaches to learning in the Diploma Programme highlights the need to explicitly teach students to reflect in different situations. For reflection in CAS to be meaningful, schools must plan how to engage students in reflection as a learned process. The development of reflective skills is best when explicitly taught across the curriculum, leading students to reflect independently as a valued process.

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

- deepen learning
- consider relevance of experience
- explore personal and group values
- recognize the application of knowledge, skills, and attributes
- identify strengths and areas for development
- gain a greater understanding of self and others
- place experience in a larger context
- generate relevant ideas and questions
- consider improvements in individual and collective choices and actions
- transfer prior learning to new situations
- generate and receive constructive feedback
- develop the ongoing habit of thoughtful, reflective practice.

Elements of reflection

Reflection is a dynamic means for self-knowing, learning and decision-making. Four elements assist in the CAS reflective process. The first two elements form the foundation of reflection.

- Describing what happened: Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- Expressing feelings: Students articulate emotional responses to their experiences. The following two elements add greater depth and expand perspectives.
- Generating ideas: Rethinking or re-examining choices and actions increases awareness about self and situations.
- Asking questions: Questions about people, processes or issues prompt further thinking and ongoing inquiry.

Extending reflection

Having established an effective understanding of the four elements of reflection, students develop higher-order thinking skills by critically examining thoughts, feelings and actions, thereby synthesizing their learning. The theory of knowledge (TOK) course provides students with critical thinking skills to develop and extend their reflections. For example, during TOK (ways of knowing) they consider their emotions, ability to reason and how to use language.

Students can be encouraged to move forward through deeper questions. For example:

What did I do? could become:

- *Why did I make this particular choice?*
- *How did this experience reflect my personal ideas and values?*
- *In what ways am I being challenged to think differently about myself and others? How did I feel? could become:*
- *How did I feel about the challenges?*
- *What happened that prompted particular feelings?*
- *What choices might have resulted in different feelings and outcomes?*

Following reflection, feedback from the CAS coordinator and/or adviser is beneficial and necessary as is peer feedback. Feedback provides acknowledgment, confirmation or clarification of students' understanding and insight, and opportunities for further development. Feedback can take many forms such as part of an informal or formal discussion, as a written response to a blog posting, during group discussion or paired peer conversation. Students may also advise on their preferred method for feedback.

Time for reflection

Purposeful reflection is about quality rather than quantity. The appropriate occasion, amount and method is the student's decision. Students are not expected to reflect on every CAS experience; they should identify moments worthy of reflection. Reflection is most meaningful when recognized as a personal choice. If the emphasis is on quantity with a required number of reflections or with a requirement such as "students must complete a reflection for every CAS experience", reflection becomes an obligation, which is contrary to the purpose of reflection in CAS.

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

- Students choose significant moments as the basis for reflection, for example when:
 - a moment of discovery is happening
 - a skill is mastered
 - a challenge is confronted
 - emotions are provoked
 - achievement deserves celebration.

- Students reflect during or at the end of a CAS experience or series of CAS experiences, to identify important moments, discuss a possible learning outcome, recognize personal growth and achievements, and plan for their next CAS experience.
- Students engage in group reflection with their peers to discover shared insights.
- Students reflect at the beginning, during, and at the end of a series of CAS experiences. This enables students to deliberate on such elements as planning, opportunities, expectations, challenges, progress, and personal growth.

Reflection offers students opportunities to understand the concept, process and value of CAS experiences. With experiences that add meaning and self-knowledge, students can adapt, adopt and integrate reflection into a lifelong practice.

Forms of reflection

During CAS, the form of reflection must take into account student choice. When overly prescribed, students may perceive the act of reflection as a requirement to fulfill another's expectations. Students may then aim to complete "a reflection" quickly since the value is unrealized. By contrast, the student who understands the purpose and process of reflection would choose the appropriate moment, select the method and decide on the amount of time needed. With this greater sense of autonomy and responsibility, the student may be encouraged to be more honest, forthcoming and expressive, and develop insights including those related to the learning outcomes. The ultimate intention is for students to be independently reflective.

Reflection can appear in countless forms. CAS students should be able to identify forms of expression that have personal meaning and best enable them to explore their experiences. For example:

- A student might take photographs while hiking and use these to reflect in writing.
- Two students could compose a song describing how they helped children.
- A student might dramatize a poem to capture a feeling of creative endeavour.
- A student could produce a short video summarizing a CAS experience.
- A group of students create a poster highlighting aspects of a shared experience.

By encouraging students to choose forms of reflection that are personal and enjoyable, reflection becomes a means for self-discovery. Students make connections, develop awareness of choices and consequences, and acquire sensitivity to the experiences of self and others.

Student reflection may be expressed through a paragraph, a dialogue, a poem, a comic strip, a dramatic performance, a letter, a photograph, a dance, or other forms of expression. Students find greater value and purpose when they apply their own interests, skills and talents when reflecting. They discover that reflection can be internal and private or external and shared.

It is possible students may wish to keep private certain reflections. As such, it is recommended that students decide which reflections will be placed in their CAS portfolio. Students should include reflections in their CAS portfolio that give evidence to achieving each of the seven CAS learning outcomes.

Understanding reflection

One way to explain reflection is to clarify what reflection is and what it is not. A helpful way to initiate discussion of the reflective process is for students to collaborate with their peers and draw up their own comparison table. This chart shows examples of what students may list and discuss.

Reflection is:	Reflection is not:
<ul style="list-style-type: none">• honest• personal• done in many different ways• sometimes difficult• sometimes easy• sometimes creative• building self-awareness• necessary for learning• what I did, combined with how I felt• surprising• helpful for planning• done alone or with others• about thoughts, feelings, and ideas• adding perspective.	<ul style="list-style-type: none">• forced• right or wrong• good or bad• marked or graded• difficult• copying what someone else said• predictable• to be judged by others• only a descriptive summary of what happened• done to please someone else• a waste of time• only written• only discussion• only led by teachers.

Reflection and the CAS learning outcomes

Reflection is the primary evidence used by CAS Coordinators to determine whether students have successfully attained the seven CAS learning outcomes. However, it is important to note that not all reflections should or must discuss learning outcomes.

During CAS, students benefit from both structured and informal reflection when gathering evidence of the learning outcomes. For personal knowledge and growth as IB lifelong learners, best practice balances:

- structured and guided opportunities for students to reflect on their CAS experiences
- diverse informal ways for students to reflect on their CAS experiences.