

# **Willow Canyon High School**

## **CAS HANDBOOK**



## Creativity, Activity, Service

CAS is one of three essential elements that every student must complete in order to obtain your IB Diploma.

The main purpose of the International Baccalaureate is to develop **internationally minded** people who become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. CAS is at the heart of the Diploma Programme. You will be involved in a range of experiences beyond the academic classroom. CAS enables you to enhance your personal and interpersonal development through **experiential learning**. It provides a **counterbalance** to the academic pressures of the rest of the Diploma Programme. It provides a personal journey of self-discovery while being challenging and enjoyable.



## IB Learner Profile

**INQUIRERS:** 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.



## Three Strands of CAS

### Creativity

This aspect covers a wide range of arts and other activities outside of normal curriculum that include creative thinking. This may include: dance, theater, music, or creating/developing an event.

### Activity

This aspect includes participation in a sport or other activities requiring physical exertion. You are encouraged to be involved in group and team activities, even though individual commitment is acceptable.

### Service

This aspect allows the student the opportunity to be involved in the local community and collaborate with community leaders and organizations to help mold and nurture a global citizen. It is important to develop a working relationship with respect and mutuality between yourself and the community organization. Service experiences should be meaningful contributions to the community.

## CAS Learning Outcomes

1. Increased awareness of strengths and areas for growth
2. Undertake challenges and develop
3. Plan and initiate activities
4. Worked collaboratively with others
5. Show perseverance and commitment in activities
6. Engaged with issues of global importance
7. Considered the ethical implications of actions

## CAS Requirements

- One must participate in CAS for your junior **and** senior year
- One must participate in 18 months of **CONTINUOUS SERVICE**
  - o With the same organization in the community
- One must complete one CAS Project
- One must **balance** involvement in each of the three strands of CAS
  - o Be involved in a range of activities
- One must achieve and maintain balance among the seven learning outcomes
- One must maintain a portfolio on ManageBAC to reflect involvement in CAS for 18 continuous months
- One must complete at least one CAS Board Experience per marking period
- One must be involved in at least one activity that addresses an important public issue (a local or global issue)

- One should dedicate 2-3 hours a week to CAS
- One must submit **2 reflections and 1 piece of evidence by the end of every month**
- Hour logs must be submitted by the 10<sup>th</sup> of every month

### **CAS Restrictions**

The following things do **not** qualify for CAS:

- An experience that lacks a leader or responsible adult to evaluate or confirm one's performance
- Religious devotion
- An experience for which you are personally rewarded either financially or with some other benefit (unless this benefit is passed on to a worthy cause)
- Simple, tedious, and repetitive work such as stocking books on shelves, handing out brochures, or asking people for donations
- All forms of duty within the family
- Clubs that you only attend meetings

### **The CAS Portfolio**

- All of your CAS experiences and achievements will be recorded in ManageBAC o This serves as the tool to evaluate your involvement in CAS
- All 7 of the learning outcomes must be reflected upon and be accompanied by at least 1 piece of evidence over the 18 month period
- The CAS Portfolio requires both reflections and evidence to display your involvement in CAS
- You must have at least 9 experiences in ManageBAC by the end of senior year/18 months

### **CAS Experiences**

A specific event or series of events that engages in one or more of the CAS strands.

- Must provide opportunity for growth
- The chosen experiences must not be a required component of the IB Diploma Programmer curriculum or coursework
- Must be enjoyable and meaningful
- Must address the learning outcomes

### **CAS Paperwork**

Before each new experience:

- At the beginning of each new experience you must submit an Proposal and await approval for that activity before starting
  - o The Proposal includes:

- A pre-reflection before you begin
- A supervisor
- Learner Outcomes
- The pre-reflection includes:
  - Why you have chosen this experience ♣ What you plan to do
  - The availability for personal growth
  - Personal goals/aim

During an experience:

- You must keep a record of the CAS experiences in the CAS Portfolio (ManageBAC)
- Upload reflections and evidence to ManageBAC

Finishing an experience:

- At the end of each experience you should write a post reflection and complete your final reflections/evidence
- The supervisor for your event will need to complete a *Supervisor Review*
  - An email with this review will be sent to the supervisor for them to complete and submit
  - This supervisor review must be submitted within two weeks of completion of the activity

## Reflections and Evidence

Reflections help to reveal what personal changes and learning occurs due to your involvement in CAS. Reflect on the experiences that are meaningful and provoke thoughts and feelings. For example, it is not necessary to reflect on every basketball practice or every time you volunteer in the community.

Each reflection should focus on **one** of the learning outcomes that you chose for the experience when crafting the experience proposal this CAS Experience on ManageBAC.

Here are some guiding questions to help construct a quality reflection:

- What did I plan to do?
- What did I actually do?
- What were the outcomes and achievements of what I did?
- How did I feel about this experience?
- What are my opinions on this experience?
- What does this experience mean to me?
- How is this experience valuable to me?

Evidence is a reliable and accurate display of your involvement in CAS. Evidence can be a number of files uploaded to ManageBAC: pictures, videos, a website, a document, etc.

## **Forms**

Form 1 – Getting started – Choosing CAS experiences

Form 2 – Getting started – Checklist

Form 3 – Your CAS Plan

Form 4 – Does an experience qualify?

Form 5 – Experience Evaluation Rubric

Form 6 – CAS Individual Completion Form

Form 7 – CAS Log Sheet

## **Getting Started – Choosing CAS Experiences**

Answer these points and use them to justify your CAS Program Design Plan when you meet with your CAS Advisor/Coordinator for your first interview.

- List the subjects you like most in school
  
- List activities in which you participate regularly (sports, music, drama, etc.)
  
- State your career interests
  
- List community/national/global issues that concern you the most
  
- How could you be involved in an experience that would address these?
  
- What would you like to learn more about?
  
- What skills would you like to develop?
  
- How could your current activities be altered so that they can become adequate CAS experience? (new skills, challenging, collaborative etc)
  
- What current school activities exist that would be acceptable CAS experiences?
  
- Could you extend your Personal Project (or that of another student) into an acceptable CAS experiences?



## Getting Started – Checklist

This following checklist should help you to get your CAS program started. Sign your name in each box when you are sure that you have fully understood.

|  | Initials | Date |
|--|----------|------|
| I have carefully read through the information contained in this CAS handbook and I have fully understood the CAS requirements.   |          |      |
| I know who my CAS Advisor and CAS coordinator is.  |          |      |
| I know that I can always discuss CAS issues and concerns with my CAS coordinator or CAS Advisor.   |          |      |
| I am aware of the two-year CAS Timetable and I will follow it.   |          |      |
| I must develop a CAS plan for a minimum of 18 months of participation in CAS activities.   |          |      |
| I know that I must try and maintain a balance between Creativity, Activity, and Service.   |          |      |
| I will set myself goals for each experience and I will reflect carefully on each that I undertake.   |          |      |
| I understand that an Experience Proposal must be approved by my CAS Advisor in ManageBAC.  |          |      |
| I must have a responsible adult supervisor (not from my family or another student) for each activity I undertake.  |          |      |
| I should discuss CAS with my experience supervisors and let them know that I will need an evaluation at the end of my experience.  |          |      |
| I will maintain a log of my activities in ManageBAC, uploading photos and other documents and make regular reflections.  |          |      |
| I will ensure that my experience supervisors will complete and submit the supervisor review form within two weeks of finishing an experience.  |          |      |
| I am aware that I must present my evidence for meeting all 7 learning outcomes in my CAS Portfolio (ManageBAC).  |          |      |
| I have looked at files section of ManageBAC to find the necessary forms for CAS.   |          |      |
| I clearly understand that without the satisfactory and timely completion of CAS program, I will not be able to receive the IB Diploma.   |          |      |
| I clearly understand that if I have not met the following CAS deadlines, I may not be able to receive the IB Diploma.  |          |      |
| CAS Deadlines: <ul style="list-style-type: none"> <li>- All CAS Planning documents completed by due dates</li> <li>- ManageBAC is accessed on a regular basis</li> <li>- All interviews are scheduled and attended</li> <li>- Three experiences are either completed or ongoing by December of grade 11</li> <li>- Five experiences are either completed or ongoing by March of grade 11</li> <li>- Evidence provided in at least four learning outcomes by May of grade 11</li> <li>- Seven experiences are either completed or ongoing by June of grade 11</li> <li>- Evidence planned for all learning outcomes by August of grade 12</li> <li>- Nine experiences are either completed or ongoing by December of grade 12</li> <li>- Evidence provided in at least six learning outcomes by December of grade 12</li> </ul> |          |      |

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Student's Signature and Date

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CAS Adviser's Signature and Date

## Your CAS Plan

Your plan will **most probably adapt** over time as you reflect on your experiences and your interests and preferences change. This plan therefore is not set in stone but is an excellent place to start. Which activities will you get involved in?

|   | Experience description | Date | Approx. duration | Learning Outcomes Involved |
|---|------------------------|------|------------------|----------------------------|
| A group experience where you will collaborate with others                                     |                        |      |                  |                            |
| An experience that combines two of creativity, activity, or service.                          |                        |      |                  |                            |
| An experience that will be a new challenge to you   |                        |      |                  |                            |
| An experience where you will learn a new skill  |                        |      |                  |                            |
| Involvement with issues of public importance (either locally, nationally, or internationally) |                        |      |                  |                            |
| An experience that will involve you in the local community                                    |                        |      |                  |                            |

A successful CAS program must include a balance of experiences. List all your planned experiences mentioned above in the appropriate column(s) below. There must be at least three in each category.

| Creativity | Action | Service |
|------------|--------|---------|
|            |        |         |

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
CAS Adviser's Signature

\_\_\_\_\_  
Date

## Does an Experience Qualify?

You must have your CAS experiences approved in advance by your CAS Advisor. These questions will help you determine if your planned activity is suitable for CAS. Complete the guiding questions below and complete the CAS Activity Evaluation Rubric.

Is the activity a **new role** for me?

Is it a **real task** that I am going to undertake?

Does it have **real consequences** for other people and for me?

What do I hope to **learn** from getting involved?

How can this activity **benefit other people**?

How does this activity relate to the **Learning Outcomes**?

How does this activity relate to the **Learner Profile**?

**Have you found an adult supervisor yet?**

email address is:

telephone number is:

name is:

(Cannot start this activity without this information)

## Experience Evaluation Rubric (Allan, 1999)

### **DOES AN ACTIVITY QUALIFY?**

Circle the box that best describes your proposed experience and add the points together. Low scoring experiences (less than 10) indicate that they are most likely inappropriate for CAS. Discuss with your CAS Advisor further if you have any questions.

|          | <b>Criterion</b>   | <b>Level 1</b>                                     | <b>Level 2</b>   | <b>Level 3</b>  | <b>Level 4</b>  |
|----------|--|--|--|---|---|
| <b>A</b> | <b>Challenge</b>   | Attendance only required                           | Gives opportunity for student to exceed him/herself                          | Presents a difficult and challenging target   | Pushes student beyond previous limits   |
| <b>B</b> | <b>Opportunities for service, benefit to others</b>                                      | No benefit other than to student                   | Has some benefit to others   | Outcome is directed toward benefiting others  | Results in identifiable benefit to others   |
| <b>C</b> | <b>Acquisition of skills and interests rather than practicing those already acquired</b> | No level of skill required                         | Requires skills any student of this age would be expected already to have    | Develops existing skills  | Develops new skills   |
| <b>D</b> | <b>Initiation and planning by students</b>   | Activity organized by school                       | Activity organized by outside agency   | Organized by group of students with adult leader  | Planned, organized and run by student(s)  |
| <b>E</b> | <b>Establishing links with community and furthering international understanding</b>      | Does not involve working with others               | Involves working within the school community only                            | Involves working with the community but may only be with student's own nationality or international community | Involves working with and within the local community and/or in the local language |
| <b>F</b> | <b>Active rather than passive in nature</b>  | No active participation                            | Student required to participate but not initiate                             | Requires active participation   | Requires active participation and input from student                              |
| <b>G</b> | <b>Project nature – combining a range of activity (Creative, Action and Service)</b>     | Activity 'one-off' of short duration only one type | Combines two activities on more than one occasion or one for longer duration | Has elements of all three activities on more than one occasion or two for longer duration                     | Has a good balance of three activities combined into a long term project          |

## CAS Individual Completion Form

You will need to list which activities show evidence. The CAS Advisor and CAS Coordinator will note comments from interviews and also use the information you provide in your CAS Portfolio and interviews to indicate you have achieved the outcome. **Please complete this and bring to your exit interview.**

**Name of student:**

**Name of CAS advisor:**

| Learning Outcomes   | Achieved? | Evidence Provided (location/nature) |
|---|-----------|-------------------------------------|
| Increased their awareness of their own strengths and areas for growth                               |           |                                     |
| Undertaken new challenges and developed new skills  |           |                                     |
| Planned and initiated activities  |           |                                     |
| Worked collaboratively with others  |           |                                     |
| Shown perseverance and commitment in their activities   |           |                                     |
| Engaged with issues of global importance  |           |                                     |
| Considered the ethical implications of their actions  |           |                                     |
| <b>Other Requirements</b>   |           |                                     |
| Involved in at least one activity that has global consequences                                      |           |                                     |
| One long-term project   |           |                                     |
| Activities conducted for at least 18 continuous months.   |           |                                     |
| A range of activities (group; initiated yourself; involve you in school community, local community) |           |                                     |

| Event  | Date | Signature | Comments |
|--|------|-----------|----------|
| Student has declared an acceptable plan for CAS activities |      |           |          |
| First consultation between CAS advisor and student         |      |           |          |
| Second consultation between CAS advisor and student        |      |           |          |
| Third consultation between CAS advisor and student         |      |           |          |
| Student has submitted evidence that learning outcomes      |      |           |          |

Additional notes describing how the student demonstrated the learning outcomes were met (if required):

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**CAS Program Completion -**      Y  N

\_\_\_\_\_  
CAS Advisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
CAS Coordinator's Signature

\_\_\_\_\_  
Date

### CAS Log Sheet

Name: \_\_\_\_\_

Month: \_\_\_\_\_

| ACTIVITY | DATE | TIME INVOLVED | SUP. INITIALS |
|----------|------|---------------|---------------|
|          |      |               |               |
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**TOTAL HOURS:** \_\_\_\_\_

## **CAS Experience Samples and Achievement in the CAS Learning Outcomes**

### **CAS Samples**

When considering what an appropriate CAS Program would look like, it is essential to keep in mind that there is no one example appropriate for the myriad of students completing the program around the world. The individual student must be considered in each case – their past experiences, their nature, their level of development in the attributes of the learner profile, their skills and personal knowledge. Regardless, the following provides some sample CAS Programs that, in most cases, would allow for a positive CAS experience and the successful completion of the program.

### **Achievement in the CAS Learning Outcomes**

Showing achievement in the Learning Outcomes is a key part of CAS. By the end of the 18-month long program, students need to have shown good evidence in all seven CAS learning outcomes. While your reflections play a key role in showing evidence of achievement of the Learning Outcomes, evidence may also be presented in a variety of forms, such as, photos, video, planning documents, emails or any other suitable medium. This table provides examples of what would be accepted as a piece of evidence. Please note that these are examples only – they act only to provide an indication of appropriate individual pieces of evidence and there would be multiple ways that students can show acceptable evidence.



## Example A

| Experience   | Type                | Learning Outcomes – Evidence Achieved  |
|--|---------------------|--|
| Personal fitness program<br><br><i>Exercise three times a week following a program designed to improve personal health</i>   | A                   | <ul style="list-style-type: none"> <li>- Show commitment to and perseverance in their CAS experiences</li> <li>- Identify their own strengths and develop areas for personal growth</li> </ul>   |
| Organize Green Town Poster competition<br><br><i>Working with a friend, plan and implement a poster competition for primary aged children with a 'green' theme</i> | C, S                | <ul style="list-style-type: none"> <li>- Demonstrate the skills and recognize the benefits of working collaboratively</li> <li>- Demonstrate engagement with issues of global significance</li> <li>- Recognize and consider the ethics of choices and actions</li> <li>- Demonstrate that they have undertaken challenges, developing new skills in the process</li> <li>- Demonstrate how to initiate and plan a CAS experience</li> </ul>   |
| UNICEF club<br><br><i>A member of the UNICEF club, planning and implementing activities that aim to fulfil UNICEF goals.</i>                                       | Project<br><br>C, S | <ul style="list-style-type: none"> <li>- Demonstrate the skills and recognize the benefits of working collaboratively</li> <li>- Demonstrate engagement with issues of global significance</li> <li>- Recognize and consider the ethics of choices and actions</li> <li>- Demonstrate that they have undertaken challenges, developing new skills in the process</li> <li>- Demonstrate how to initiate and plan a CAS experience</li> <li>- Recognize and consider the ethics of choices and actions</li> <li>- Show commitment to and perseverance in their CAS experiences</li> </ul> |
| Swimming team<br><br><i>Regular training and representing the school in a number of competitions</i>   | A                   | <ul style="list-style-type: none"> <li>- Identify their own strengths and develop areas for personal growth</li> <li>- Demonstrate that they have undertaken challenges, developing new skills in the process</li> <li>- Show commitment to and perseverance in their CAS experiences</li> <li>- Recognize and consider the ethics of choices and actions</li> <li>- Demonstrate the skills and recognize the benefits of working collaboratively</li> </ul>   |
| Learning Bass Guitar<br><br><i>Take weekly bass lessons, with the goal of performing live</i>  | C                   | <ul style="list-style-type: none"> <li>- Identify their own strengths and develop areas for personal growth</li> <li>- Demonstrate that they have undertaken challenges, developing new skills in the process</li> <li>- Show commitment to and perseverance in their CAS experiences</li> </ul>   |

## Example B

| Experience   | Type            | Learning Outcomes – Evidence Achieved  |
|--|-----------------|--|
| <p>Team Fear Adventure Race</p> <p><i>In a group of three, training three times a week for two months, then competing in race.</i></p>   | A               | <ul style="list-style-type: none"> <li>- Identify their own strengths and develop areas for personal growth</li> <li>- Demonstrate that they have undertaken challenges, developing new skills in the process</li> <li>- Recognize and consider the ethics of choices and actions</li> <li>- Show commitment to and perseverance in their CAS experiences</li> <li>- Demonstrate the skills and recognize the benefits of working collaboratively</li> </ul>   |
| <p>Photoshop Course</p> <p><i>Self-teach use of Photoshop software using online tools.</i></p>   | C               | <ul style="list-style-type: none"> <li>- Demonstrate that they have undertaken challenges, developing new skills in the process</li> <li>- Show commitment to and perseverance in their CAS experiences</li> <li>- Demonstrate how to initiate and plan a CAS experience</li> </ul>  |
| <p>Say no to plastic project</p> <p><i>Working in a group of other students, devise and implement an action plan aiming to eliminate the use of plastic bags in the local community.</i></p> | Project<br>C, S | <ul style="list-style-type: none"> <li>- Demonstrate the skills and recognize the benefits of working collaboratively</li> <li>- Demonstrate engagement with issues of global significance</li> <li>- Recognize and consider the ethics of choices and actions</li> <li>- Demonstrate that they have undertaken challenges, developing new skills in the process</li> <li>- Demonstrate how to initiate and plan a CAS experience</li> <li>- Show commitment to and perseverance in their CAS experiences</li> <li>- Identify their own strengths and develop areas for personal growth</li> </ul> |
| <p>Fitness training program</p> <p><i>Exercise three times a week following a program designed to improve personal health</i></p>  | A               | <ul style="list-style-type: none"> <li>- Show commitment to and perseverance in their CAS experiences</li> <li>- Identify their own strengths and develop areas for personal growth</li> </ul>   |
| <p>Music tutoring program</p> <p><i>Tutor two students in playing the piano, giving one lesson a week for over 12 months.</i></p>  | S, C            | <ul style="list-style-type: none"> <li>- Recognize and consider the ethics of choices and actions</li> <li>- Demonstrate how to initiate and plan a CAS experience</li> <li>- Demonstrate that they have undertaken challenges, developing new skills in the process</li> </ul>  |
| <p>Golf lessons</p> <p><i>Take weekly golf lessons with the aim of reducing a golf handicap.</i></p>   | A               | <ul style="list-style-type: none"> <li>- Demonstrate that they have undertaken challenges, developing new skills in the process</li> <li>- Identify their own strengths and develop areas for personal growth</li> <li>-</li> </ul>  |

## Example C

| Experience  | Type                | Learning Outcomes – Evidence Achieved  |
|---|---------------------|--|
| Rugby team<br><br><i>Regular training and representing the school in a number of competitions</i>   | A                   | <ul style="list-style-type: none"> <li>- Identify their own strengths and develop areas for personal growth</li> <li>- Demonstrate that they have undertaken challenges, developing new skills in the process</li> <li>- Recognize and consider the ethics of choices and actions</li> </ul>   |
| Reducing our families' carbon footprint project<br><br><i>Working with friends, devise and implement an action plan aiming to reduce each group member's family carbon footprint.</i> | C                   | <ul style="list-style-type: none"> <li>- Demonstrate the skills and recognize the benefits of working collaboratively</li> <li>- Demonstrate engagement with issues of global significance</li> <li>- Recognize and consider the ethics of choices and actions</li> <li>- Demonstrate that they have undertaken challenges, developing new skills in the process</li> <li>- Demonstrate how to initiate and plan a CAS experience</li> <li>- Identify their own strengths and develop areas for personal growth</li> <li>- Show commitment to and perseverance in their CAS experiences</li> </ul> |
| Table tennis tournament<br><br><i>Train to improve my game, then enter a community table tennis tournament</i>  | Project<br><br>C, S | <ul style="list-style-type: none"> <li>- Demonstrate that they have undertaken challenges, developing new skills in the process</li> </ul>   |
| Drama 5s<br><br><i>Design then teach a drama curriculum to younger students</i>   | A                   | <ul style="list-style-type: none"> <li>- Demonstrate that they have undertaken challenges, developing new skills in the process</li> <li>- Demonstrate how to initiate and plan a CAS experience</li> <li>- Demonstrate the skills and recognize the benefits of working collaboratively</li> <li>- Show commitment to and perseverance in their CAS experiences</li> <li>-</li> </ul>   |
| Webpage design course<br><br><i>Participate in a 12-week course to learn web design.</i>  | S, C                | <ul style="list-style-type: none"> <li>- Demonstrate that they have undertaken challenges, developing new skills in the process</li> <li>- Identify their own strengths and develop areas for personal growth</li> <li>-</li> </ul>  |
| Organization of a series of beach clean ups<br><br><i>Working with a friend, organize a number of community beach clean ups (and participate) over</i>                                | A                   | <ul style="list-style-type: none"> <li>- Demonstrate engagement with issues of global significance</li> <li>- Demonstrate how to initiate and plan a CAS experience</li> <li>- Show commitment to and perseverance in their CAS experiences</li> <li>- Demonstrate the skills and recognize the benefits of working collaboratively</li> <li>- Recognize and consider the ethics of choices and actions</li> </ul>   |

## Achievement in the CAS Learning Outcomes

|   |
|---|
| <b>Increased their awareness of their own strengths and areas for growth</b>  |
| They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.   |
| <u>Pieces of good evidence:</u> Student reflects on their developing assertiveness when communicating with their project group, and highlights action he has taken to assist improvement in his assertiveness and comments on their success; student reflects on how they have discovered a need to improve their time management; student provides planning documents along with reflections on her strengths in organization; student reflects on her discovery of an increasing level of empathy; student provides video of his performance along with a reflection on his strengths in music. |
| <b>Learner profile attributes:</b> reflective, open-minded  |
| <b>Undertaken new challenges and developed new skills</b>   |
| A new challenge may be an unfamiliar service activity, or a clear extension of an existing one.   |
| <u>Pieces of good evidence:</u> Reflections on challenges in learning a new instrument; documentation of initiating a service club and a reflection on challenges faced; student provides video of her debate along with a reflection on her newly found debating skills; documentation of the student's successful grade 4 piano exam; certificate showing the time for a half-marathon; with reflections of the difficulties faced.   |
| <b>Learner profile attributes:</b> balanced, risk-takers  |
| <b>Planned and initiated activities</b>   |
| Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.  |
| <u>Pieces of good evidence:</u> Student provides documentation of initiating a 12-hour relay event; student demonstrates involvement in planning for a music recital; student reflects on the skills they have learned in planning events for UNICEF club; documentation of environment club meeting minutes showing student's role and actions; email chain showing the planning involved for a charity event.   |
| <b>Learner profile attributes:</b> inquirers, thinkers  |
| <b>Showing commitment and perseverance in their activities</b>  |
| At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.  |
| <u>Good evidence:</u> Documentation of regular attendance to UNICEF club meetings and events; student demonstrates involvement in training sessions and games during basketball season; documentation of the student's successful piano exam; certificate showing the time for a half-marathon.   |
| <b>Learner profile attributes:</b> caring, principled   |
| <b>Worked collaboratively with others</b>   |
| Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten class. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.  |
| <u>Good evidence:</u> Student provides reflections on their ability to work with others and on teamwork in general following involvement in an event organizing committee; student provides documents that demonstrate involvement in group planning; student provides emails showing correspondence and collaboration with other group members; student reflects on teamwork of their basketball team.   |
| <b>Learner profile attributes:</b> caring, communicators  |
| <b>Engaged with issues of global importance</b>   |

Through participation in service, students learn about and address global issues within local, national and international contexts. Global challenges, such as poverty, environmental sustainability and education, often have local manifestations.

Good evidence: Student provides documentation of their involvement in planning an event raising awareness on human trafficking; documentation of regular attendance to UNICEF club meetings and events; planning documents for school wide activities as a part of Earth Day; evidence of planning and implementing an Earth Day event; documentation of an eco-footprint reduction project.

**Learner profile attributes:** caring, communicators

**Identifying the ethical implications of activity and inactivity within their community, with guidance from activity leaders/teachers**

Students must be aware that their choices and actions impact themselves and their community. Increased ethical sensibility develops accountability and leads to acting with integrity. Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities).

Good evidence: Student reflects on being annoyed with others who are not environmentally friendly; student takes action and gets involved in a project group as a response to a curriculum unit on poverty; reflections on an argument they had with another group member; student reflects on their disappointment with a basketball referee who seemed to be biased; student reflects on the frustration of a government who does not seem to do enough for homeless people; student reflects on the inappropriate way they interacted with another group member.

**Learner profile attributes:** caring, communicators

**Undertaken new challenges and Developed new skills**

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

Good evidence: Student reflects on the skills they have learned in planning events for UNICEF club; student films themselves performing a new skill; student provides a product developed using newly found skills; student provides a product created using newly developed skills; student provides a certificate showing course completion.

**Learner profile attributes:** balanced, risk-takers