

**St. Olav vgs**

**International Baccalaureate**

**CAS Handbook**

**for**

**Students**

**and**

**Personal Tutors/CAS Advisors**

rfklogo

**The nature of creativity, action, service, in brief…..**

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

Creativity, action, service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student’s Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows.

**Creativity**: exploring and extending ideas to lead to an original/interpretive product/performance: art, music, dance, drama activities to plan, design, put into action a variety of service projects or other activities

**Action**: physical exertion contributing to a healthy lifestyle. Think of this as a complement to your academic work involving individual and team sports inside or outside school and other physical activities

**Service**: this must be a collaborative and reciprocal engagement with the community in response to an authentic need. Note this must be unpaid and respect the rights, dignity and autonomy of all those involved

CAS enables students to demonstrate attributes of the IB Learner Profile in real and practical ways, to grow as unique individuals & recognize their role in relation to others, complementing challenging academic programme holistically, with opportunities for **self-determination, collaboration, accomplishment** & **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. A CAS programme is, therefore, individualized according to student interests, skills, values and background. The school and students must give CAS as much importance as any other element of the Diploma Programme and ensure sufficient time is allocated for engagement in the CAS programme. The CAS stages offer a helpful and supportive framework and continuum of process for CAS students. Note that successful completion of CAS is a requirement for the award of the IB Diploma.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for **at least 18 months** with a reasonable balance between creativity, activity, and service. All students must maintain and complete a **CAS Portfolio** as evidence of their engagement with CAS.

Completion of CAS is based on student achievement of the seven **CAS learning outcomes**. Through the CAS portfolio, 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 a **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 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/Advisor. 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.

**IB mission statement**

The Diploma Programme 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 organisations 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.

**Aims of the CAS Programme**

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 action 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

**IB Learner Profile**

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

The 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.

As IB Learners we *strive* to be:

**INQUIRERS**: we nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**KNOWLEDGEABLE**: we develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**THINKERS**: we use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**COMMUNICATORS**: we express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of the other individuals and groups.

**PRINCIPLED:** we act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people eeverywhere. We take responsibility for our actions and their consequences.

**OPEN-MINDED**: we critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and are willing to grow from the experience.

**CARING**: we show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**RISK-TAKERS**: we approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**BALANCED**: we understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**REFLECTIVE**: 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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and other like them, can help individuals and groups become responsible members of local, national and global communities.

**Learning Outcomes**

Student completion of CAS is based on the achievement of the seven learning outcomes which you should show through your commitment to your CAS programme over a period of 18 months. These learning outcomes state what a CAS student is able to do at some point during the CAS programme. Through meaningful and purposeful CAS experiences, you should develop necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

Some learning outcomes may be achieved many times, while others may be achieved less frequently and not all CAS experiences lead to a CAS learning outcome. You should provide the school with evidence in your CAS portfolio of having achieved each learning outcome at least once through their CAS programme. You must reach an agreement with the CAS Coordinator as to what evidence is necessary to demonstrate achievement of each CAS learning outcome. Commonly, the evidence of achieving the seven CAS learning outcomes is found in students’ reflections.

In CAS, there are seven learning outcomes:

|  |  |
| --- | --- |
| LO1 | Identify own strengths and develop areas for growth |
| Descriptor | Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others |
| LO2 | Demonstrate challenges have been undertaken developing new skills in the process |
| Descriptor | A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area |
| LO3 | Demonstrate how to initiate and plan a CAS experience |
| Descriptor | Students can articulate the stages from conceiving an idea to executing a plan for a CAS experiences or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on previous experience or by launching a new idea or process. |
| LO4 | Show commitment to and perseverance in CAS experiences |
| Descriptor | Students demonstrate regular involvement and active engagement in CAS |
| LO5 | Demonstrate the skills and recognize the benefits of working collaboratively |
| Descriptor | Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences |
| LO6 | Demonstrate engagement with issues of global significance |
| Descriptor | Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally |
| LO7 | Recognize and consider the ethics of choices and actions |
| Descriptor | Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences |

**Responsibilities of the student**

The key to a successful CAS programme is personal engagement, choice and enjoyment of CAS experiences.

Throughout the Diploma programme you must undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months plus at least one CAS project of a minimum duration of one month. Remember to reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. Using evidence from your CAS portfolio, you should be able to demonstrate achievement of the seven CAS learning outcomes to the CAS Coordinator’s satisfaction.

Students are **expected** to:

* + approach CAS with a proactive attitude
  + develop a clear understanding of CAS expectations and the purpose of CAS
  + explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
  + determine personal goals
  + discuss plans for CAS experiences with the CAS Coordinator and CAS Advisor
  + understand and apply the CAS stages where appropriate
  + take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
  + become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
  + maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
  + understand the reflection process and identify suitable opportunities to reflect on CAS experiences
  + demonstrate accomplishments within their CAS programme
  + communicate with the CAS Coordinator and/or Advisor in formal and informal meetings
  + ensure a suitable balance between creativity, activity, and service in their CAS programme
  + behave appropriately and ethically in their choices and behaviours

**CAS experiences**



A CAS experience can be a single event or may be an extended series of events.

A CAS project is a collaborative series of sequential CAS experiences lasting at least one month.

A CAS experience must:

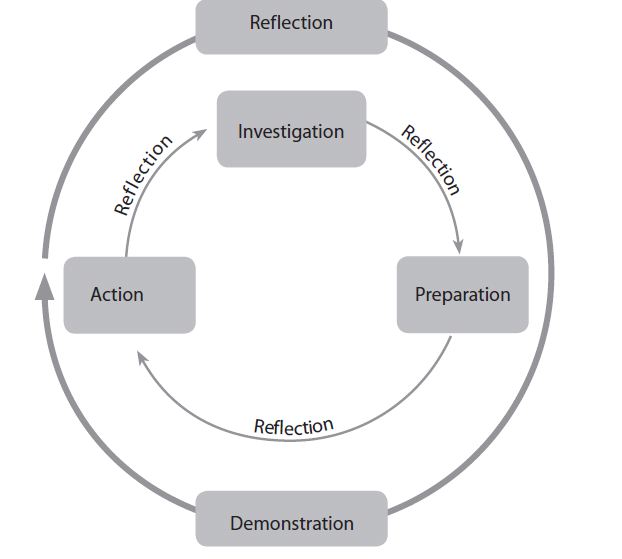
* fit within one or more of the three strands
* be based on a personal interest, skill, talent or opportunity for growth
* provide opportunities to develop the attributes of the IB learner profile
* not be used or included in the students Diploma course requirements

Ask the following questions to determine if something is suitable as a CAS experience:

* 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 learning outcomes.**

**CAS Stages**

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Note there are two parts in this diagram. The centre represents the process with four key parts: **investigation, preparation, action** and **reflection** (which occurs intermittently in response to significant experiences). The outer section has two parts - **reflection** and **demonstration** - and guides you in summarizing your experience.

**What are the criteria for a CAS experience?**

The *Creativity, action, service guide* (2008) provided four criteria for CAS activities:

* real, purposeful activities, with significant outcomes
* personal challenge—tasks must extend the student and be achievable in scope
* thoughtful consideration, with planning, reviewing progress and reporting
* reflection on outcomes and personal learning.

All proposed CAS experiences should meet these criteria and also fit the general definitions of a minimum of one strand of CAS.

Further, CAS experiences should:

* offer experiential learning—planning, doing and reflecting
* have a goal or outcome
* be planned and evaluated
* vary in length
* be initiated by the student where possible
* vary in the amount of commitment required from the student.

You should identify the possible achievement of one or more CAS learning outcomes when planning an IB CAS experience. This may result in no learning outcome being achieved, but learning outcomes should be considered during the planning process. Further, you should initially identify a goal before you start and so in this way begin the CAS experience with focus and purpose. While your goal may change as you become more aware of your role and opportunities, it is important that you begin with a goal.

The decision to judge an experience as appropriate for CAS is made by the CAS coordinator, ideally in negotiated discussion with you, the student. If an experience is not initially considered suitable for CAS, it is often possible to turn it into an appropriate CAS experience. If you identify a new challenge, set personal goals and meet the other requirements, many experiences can be turned into valid CAS activities.

To determine if an experience can be a CAS experience, it is vital that you understand the aims of CAS. For example, CAS provides the opportunity to “understand [your] own strengths and limitations, identify goals and devise strategies for personal growth” and that you “enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences” (see “Aims” in the “Introduction” section).

*Source: Creativity, action, service: Additional guidance*

**What is the CAS Project?**

A CAS project is a collaborative, well-considered series of sequential CAS experiences, which engages you in one or more strands of creativity, activity, and service. **As a** **CAS student, you must be involved in at least one CAS project during your CAS programme.**

All CAS projects should use the CAS stages (investigation, preparation, demonstration, action) to ensure all requirements are met in your project. This can address any single strand of CAS or combine 2 or all 3 strands. All CAS projects must be designed with a defined purpose and goals. At the outset, identify one or more learning outcomes to further guide your role and responsibilities in the CAS project. You might very well identify more outcomes or modify expected outcomes during the CAS project and/or at its completion.

The project must be of minimum one month’s duration from planning to completion although CAS projects of longer duration can provide even greater scope and opportunity so go ahead and look for such opportunities. You should aim to undertake their CAS project locally and, if possible, engage in more than one CAS project over the duration of your CAS programme. - challenge yourself to show initiative, demonstrate perseverance and develop skills such as collaboration, problem-solving and decision making. In short, this should be a taster of life outside of school and give you an opportunity to take your place as an independent contributing member of society.

No specific set number of hours are mandated for this Project but your involvement must be documented. The format of this however, is entirely up to you and anything from a written log/diary to a blog or video diary are acceptable. What is most important here though is that you REFLECT on the experiences gained and shared.

**What is Reflection?**

Reflection is essential to build a deep and rich experience in CAS. It is a dynamic means for self-knowing, learning and decision-making. Four elements assist in the CAS reflective process, the first two of which form the foundation of reflection.

* Describing what happened: retell the memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
* Expressing feelings: articulate emotional responses to your experiences.

The following two 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.

Ask 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?

Remember purposeful reflection is about quality not quantity! Identify moments worthy of reflection – key moments for you - and focus on those. For example:

* a moment of discovery
* a skill is mastered
* a challenge is confronted
* emotions are provoked
* achievement deserves celebration

You should spend time on reflection at the beginning, during and at the end of a series of CAS experiences deliberating on elements such as planning, opportunities, expectations challenges, progress, and personal growth.

Your reflection can appear in numerous different ways:

* photographs while on a hike
* composing a song describing how you helped children
* dramatize a poem to capture a feeling of creative endeavor
* produce a short video summarizing a CAS experience
* create a poster highlighting aspects of a shared experience

This table is a useful guide to what reflection is and, equally importantly, what it is not reflection:

|  |  |
| --- | --- |
| Reflection is: | Reflection is not: |
| * 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 | * forced * right or wrong * good or bad * marked or graded * difficult * copying what someone else said * predictable * to be judged by others * only a summary of what happened * done to please someone else * a waste of time * only written * only discussion * only led by teachers |

**CAS portfolio**

All CAS students are expected to maintain and complete a CAS portfolio as evidence of your engagement with CAS and achievement of the seven CAS learning outcomes. The CAS portfolio can also reveal how you have developed the attributes of the IB learner profile.

The CAS portfolio should be used to plan your CAS programme, reflect on your CAS experiences and gather evidence of your involvement in CAS.

This can also a valuable addition to your resume for a prospective employer or educational institution. During the three scheduled CAS interviews the CAS portfolio is discussed so make sure that notes and recommendations from these consultations are (briefly) documented and included in your CAS portfolio. Please note that any concerns about your potential success in the CAS programme will be noted in this portfolio.

Your CAS portfolio can be a way for you to showcase your CAS programme and should be a source of pride for your achievements. While you have a choice of how the CAS portfolio is assembled,

what it includes and how it is shared, the main focus is on a written document though this can take any number of forms: diary, journal, scrapbook or a blended approach with online and digital elements.

Evidence could include, but is not limited to, planning documents, letters, emails, certificates, acknowledgments of participation and achievements, photographs, videos, and so on. You could

correlate your involvement with the CAS learning outcomes and may extend your thoughts to future ambitions within and outside the CAS programme.

**The CAS Coordinator shall ensure that the school/students**

**run a good CAS programme**

The role of the CAS Coordinator is the key to the success of the CAS programme. CAS Coordinators are ultimately responsible for determining whether students have met the CAS learning outcomes at the end of the Diploma Programme, and for reporting as required by the *Handbook of Procedures for the Diploma Programme*.

The CAS Coordinator shall ensure the implementation and advancement of the CAS programme to:

* familiarize students, colleagues, parents and the wider community with CAS
* promote the importance of CAS to students, colleagues, parents and the wider community
* identify safety issues (risk assessment and child protection)
* develop a school-specific CAS handbook and resources
* administer the CAS budget
* manage CAS records and reports
* periodically engage in interviews with students
* report on student progress to school and parents
* promote and publicize student achievements in CAS
* develop and maintain CAS policy statements
* provide leadership for the CAS team
* provide professional development and supervise CAS advisers where appropriate inform and work with CAS supervisors where appropriate
* ensure consistency across the programme through ongoing contact with CAS advisers and supervisors
* inform and work with outside providers in their involvement in CAS experiences
* report completion/non-completion of CAS to the IB on IBIS.

\* Whenever an IB CAS activity is organised by the school, the CAS Coordinator or delegated authority shall undertake a risk assessment, this presently includes: Viste beach day, Merkur. St. Olav vgs, and not the IBCAS Coordinator, has responsibility for the 2IB ski day at Sirdal,.

Activities not under the school’s or CAS Coordinator’s responsibility include but are not limited to: MUN, Red Cross, Amnesty International, Stavanger Turist Forening, sports & health clubs.

**The role of the CAS Advisor**

Working with individual students on their CAS programmes takes time and requires personal knowledge of the student. The CAS adviser and the student should be aware of the importance of CAS in the Diploma programme and be familiar with all elements of CAS.

CAS advisers, instead of the CAS coordinator, provide the important ongoing contact for a student.

In conjunction with the CAS Coordinator, the CAS Advisor is responsible for working directly with the CAS students to:

* educate students on all aspects of the CAS programme
* educate students on the meaning and purpose of the CAS learning outcomes
* assist students with clarifying and developing the attributes of the IB learner profile
* support students in understanding ethical concerns and international-mindedness
* develop purposeful reflection skills through individual interviews, group discussions and teaching strategies (see the CAS teacher support material (CAS TSM) for examples)
* provide feedback on student reflections
* assist students in identifying personal and group goals
* discuss goals and achievements in regular meetings
* provide ongoing guidance and support to students
* monitor the range and balance of experiences undertaken by individuals
* advise and monitor progress towards meeting the CAS learning outcomes
* periodically review students’ CAS portfolios
* meet each student in three formal documented interviews

**Role/Tasks of Personal Tutor: Personal Tutors are also CAS Advisors**

**2IB semester 1**

Meet with whole group – minimum twice

Meet with individual students - at start of 2IB/CAS Programme for the **first Formal CAS Interview** before Autumn break; the format can be flexible – individual, small group or larger if group dynamic is positive to this

Students turn in Reflections first draft in December – Personal Tutor goes through this to check that the student’s CAS programme has been started in all three strands (C,A,S) and there are some reflections. Please ensure all necessary signatures are in place.

**2IB Semester 2:**

Meet with whole group – minimum twice

Meet with individual students for **second Formal CAS Interview** at some point between Easter Break and summer holidays. You may meet once more if necessary but the format is flexible.

Students turn in Reflections second draft before the interview at a date agreed with Personal Tutor between Easter break and the 2IB study trip. Personal Tutor goes through this and checks for compliance with Learning Outcomes and possible links to Learner Profile. If there are gaps, Personal Tutor must discuss this with student at the second Formal Interview.

**3IB semester 1:** Meet with whole group – minimum twice, to check progress of CAS Diaries & identify any problem s/issues. Please ensure all necessary signatures are in place.

**Final CAS Reflections due 28th February of 3IB**

**Final CAS Interview** with Personal Tutor & individual students – must be completed by mid-April.

Turn in to Mette by April 15th at the latest

In the event of problems with a student’s CAS Programme:

1. contact the student
2. send formal letter home (to student if over 18)
3. refer the matter to the CAS Coordinator
4. CAS Coordinator takes matter to IB Coordinator

Tip: write Reflections on a computer and turn in the Reflections whenever these are due. This makes it easier to use the material later in the final CAS Reflections.

**List of activities offered by school:**

In school:

* Choir
* Merkur – theatre/drama
* Basketball & volleyball tournaments
* Chess tournaments
* Library
* Maisha Mema & ‘pant ei flaske’
* IB Creative Evening
* Christmas Ball
* Ceildh & dancing group
* Photography club
* Student Council
* Film club

Out of school:

* Amnesty International (with school chapter)
* Red Cross (with school chapter)
* MUN (with school chapter)
* Doctors Without Borders/Leger Uten Grenser
* Local sports teams: football, basketball, handball, swimming, running
* Sports/health Clubs,
* Stavanger Turistforening (STF)
* Språk undervising til asylbarn (Language lessons & homework assistance for refugee children)
* Save the Children
* Volunteer work at an old folks home
* Ice-hockey for kids and adults with special needs
* Beach clean-up (environmental project)
* SOS Barnebyer

**CAS Interviews – being prepared**

What should you expect at the introductory interview at the start of 2IB?

Here your Personal Tutor is trying to get to know you and your interests. He/she will ask you what plans you have for your education in school and afterwards. They will want to know about your hobbies, any clubs or associations you are/have been a member of or anything you are now curious about and would like to try. It can be equally important to discuss what you do not like or enjoy. At this stage, you should be exploring your likes and dislikes, and getting to know better who you are as an individual, not only a member of your family, school, or group of friends.

**Practical tips on getting started with CAS activities:**

Think about what you like to do and what new activities you would like to pursue?

What can you do now that is new and different for you?

What is your purpose with each activity?

How is each activity suitable for you as an individual?

How can you challenge yourself?

Refer to Learning Outcomes as you pursue your activities to check that they satisfy IB CAS criteria and always refer to these as you write your CAS Reflections as these will later be included in your final CAS Diary.

**Second interview:**

This is an opportunity to review what you have done so far in your CAS Programme to check it satisfies IB CAS criteria and that there are no gaps. You will meet with your CAS Advisor / Personal Tutor to discuss your CAS Programme. This is also an opportunity for you to share with the PT, your interests and the skills you have gained along the way but also to reflect on how others have benefited from your involvement in CAS. At this stage, you should have activities for all three elements – C, A, S – and be ready to take on new challenges where appropriate.

**Last interview:**

This is the final countdown! Everything should be in place with all three CAS elements appropriately covered and with signatures for all of your activities, especially those held out of school. Your PT will want to know how you have changed as a result of your CAS Programme and how others have gained from your involvement in these activities. This should be a positive interview as you guide your Personal Tutor through your reflections, sharing your experiences – both those that worked out and those that were less successful.

\* Personal Tutors will find more detailed information on Itslearning – OL\_IB Lærere – CAS – CAS 2013-2015 – Final Interview Guidelines for Personal Tutors

Source: IB CAS: Additional Guidance

**CAS**

An example of how to document your CAS experiences. Feel free to make your own forms as long as they contain the required information.

Note: In the IBO CAS Additional Guidance from 2017, it states that “ the guideline of 150 hours (is) to assist (us) in understanding the level of commitment required from students in CAS*.*

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

**Creative/Activity/Service**

**Activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Details about activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Goal (what you hope to gain from this activity):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Witness signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student signature: \_\_\_\_\_\_\_\_\_\_\_­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Reflection (Short self-evaluation) - State specifically which Learning Outcomes you will achieve through this**

**CAS activity:**

**Log for hours of activity:**

|  |  |  |
| --- | --- | --- |
| Date | What | Notes |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**CAS progress form 2IB/3IB**

Name of student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of CAS advisor, personal tutor: 2IB \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_3IB \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Event | Date | Signature | Comments/feedback |
| Information about CAS - given by CAS Coordinator | 2IB Semester 1:  August of 2IB |  |  |
| \*Introductory interview – student presents CAS proposal & start CAS experiences | 2IB Semester 1:  before Autumn Break of 2IB year |  |  |
| The first draft of CAS Diary with Reflections and supervisors signatures presented to Personal Tutor | 2IB Semester 1:  December of 2IB year |  |  |
| Second Interview  with Personal Tutor | 2IB Semester 2:  between Easter Break & summer holidays |  |  |
| The second hand-in of CAS reflections to Personal Tutor | 2IB Semester 2:  before study trip / alternative week  May 28th |  |  |
| Due Date for CAS Reflections & ALL documentation (individual student completion form) | 3IB Semester 2:  28th February |  |  |
| Final CAS Interview before April 15th in 3IB | April of 3IB year |  |  |

\*most important interview: student & Personal Tutor assess CAS proposals & spot potential problems

**CAS Individual Student Completion Form** (Compulsory: Fill in!)

|  |  |
| --- | --- |
| **This is evidence that I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_have completed the following:** |  |

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** |  | **Nature or location of evidence**  **e.g. weblog (date), journal (page nr.), progress from (date)** |
| 1. Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others |  |  |
| 2. A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area |  |  |
| 3.Students can articulate the stages from conceiving an idea to executing a plan for a CAS experiences or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on previous experience or by launching a new idea or process. |  |  |
| 4.Students demonstrate regular involvement and active engagement in CAS |  |  |
| 5.Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences |  |  |
| 6.Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally |  |  |
| 7.Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences |  |  |

CAS advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CAS Advisor signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_

**Sample Student CAS Reflections used in the final CAS Diary:**

**By Nina Marie Thomsen**

[ ]

**CAS REFLECTION**

**2013 – 2015**

During the last 18 month with CAS, I have learned and experienced a lot. Even though many of the activities were a part of my life before I started CAS, it helped me to really think and reflect on them. Before I started CAS, I expressed my creativity in music, playing in the local Marching Band, Sandnes Clarinet Choir, Jr. Clarinet Choir and by taking individual clarinet lessons. However, when reflecting on my activities, I became more aware of my strengths and areas of growths and how to improve my performance. When playing the Clarinet I became more aware of the difficulties of playing higher notes, and now, 18 months later, I have become much better. I have yet to play as loud and confident as I would like, but the reflection I do because of CAS has helped me understand how to improve this. It has also helped me realise the different perspectives and sides to activities like Karate. I have not only learned combat techniques, or become stronger. I have been introduced to a different side of Karate, were I can constantly push myself and grow also as a person.

I also developed new skills and challenged myself. One of the challenges was RUK, Rogaland’s Youth Concert Band. To be a part of it was a great experience. I learned so much; both in terms of the technical aspects and playing together with other people. Playing with 66 other young musicians on such a high level was both challenging and fun. Another great experience is the Entrepreneur Youth Challenge “Lyseideer”, where each team had 48 hours to develop an idea to improve our city for the youth. It was great to be a part of the competition and create something which could benefit our city and other people. My team and I won this competition and were given the opportunity to present our idea at TEDxStavanger. It was an incredible experience to present our idea to so many well-known and important people.

I have learned and experienced so many great things because of CAS, but I have also had the honour of giving this to others and helping others through service and volunteer work. I was able to contribute in the local community as a karate trainer. I spent a lot of time planning and initiating new and different activities which would motivate the people I was training. It was great to see how they enjoyed karate, and how they improved and became much more confident. I also participated in service activities in school. My class decided to celebrate the European Day of Languages by selling food from different countries and then give the money we raised to charity. This was a great celebration because at the same time of raising money to charity, we also increased people of all ages’ understanding of various cultures and languages in Europe. The IB Open Evening was also a great event were I was allowed to help and guide others. It was an arrangement for people to come and hear about the IB Diploma Programme. It was great to tell others about the programme and spread the awareness of the IB and what is so unique about the IB. I was also a member of Amnesty St. Olav, where we were able to affect other people’s lives. By organising signature campaigns and writing letters to the victims, we created awareness about global issues such as gay rights and torture. I am glad to be a part of this organisation, being able to help others, no matter how far away they are.

These last 18 months made me realise how lucky I am to live in a country like Norway, where I can go to school, speak freely and feel safe. But also experience the joy of expressing myself through everything that CAS stands for. CAS has enabled me to not only reflect and grow as a person, but also helped me to collaborate with others and help others. CAS has made me see the world from a new perspective.

FINAL REFLECTIONS AND THOUGHTS

By Rebecca Gusevik

Through these two years of doing the CAS program as a part of the IB Diploma I have come to learn several things about myself. I think my actions such as Ju- Jitsu and running has been able to increase my awareness of my own strengths, and I have learned how to take responsibility. I have learned that there will always be areas for growth, in every activity I do. By planning concerts, a Christmas ball and workouts for elementary school students I have undertaken new challenges. I have planned and initiated new activities and been able to take part in events, that I would not have been able to do without CAS. Though there have been some obstacles and challenges I have learned that it is important to show perseverance and commitment in the activities. If you aim to do so, the result is usually much better. By being a part of the schools humanitarian project and through Red Cross I have been able to engage with issues of global importance. When you know that you can make a change in someone’s life the motivation to keep on going just increases. Through all my CAS activities I believe I have developed new skills. It might just be how to make macaroons from scratch or how to defend myself from attackers to writing an opening dialogue for a concert. Lastly, I believe that there are people who have benefitted from the actives I have arranged and participated over the last two years. Though not every activity had an impact on a large group of people, I am very proud of the accomplishments and results.