CAS

CREATIVITY, ACTION, SERVICE

IB Coordinator

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IB Learner Profile

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB 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 need 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.

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The Diploma Program Hexagon

The IB course of study is represented as six academic areas enclosing a central hexagon. Students study two modern languages, the experimental sciences, mathematics, and the creative arts (or an additional course from the other five groups). This provides candidates with a well-rounded course of study that gives them flexibility in choosing the area in which they wish to specialize at university. Three or four of the subjects are taken at Higher Level (HL) and three or two are taken at Standard Level (SL). Subjects at HL are studied in greater depth and breadth than at SL.²

The Core of the Hexagon

All IB Diploma candidates must complete the hexagon core: Theory of Knowledge (TOK), Extended Essay (EE), and Creativity, Action, and Service (CAS). Reflection upon these lies at the heart of the IB Diploma program, connects that study of the six groups, and drives the program as a whole. In the TOK course students are encouraged to contemplate the nature of knowledge and how one “knows” in each of the separate groups of study. The EE is an essay of 4,000 words in which students investigate an area of study of their choice. This develops research and inquiry skills vital to university study. CAS involves students in learning through creative, physical, and service activities.³

The Purpose of CAS

CAS “enables students to enhance their personal and interpersonal development through experiential learning”⁴. In other words, rather than simply teaching students in the classroom, CAS encourages students to learn by doing. It is also meant to provide a “counterbalance to the academic pressures of the rest of the Diploma program”⁵. The goal of IB is not to create academic robots who never see the light of day, but rather to encourage students to be well-rounded, active individuals with a variety of interests in pursuing both their own enjoyment and in serving the good of the wider community. “A good CAS program should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life-changing”⁶.

³ Ibid. page 2.
⁴ Ibid. page 3.
⁵ Ibid.
⁶ Ibid.
The Nature of Creativity, Action, Service

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: arts, and other experiences that involve creative thinking.

Action: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.

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

CAS should involve:

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

All proposed CAS activities need to meet these four criteria. CAS activities should continue on a regular basis for as long as possible throughout the program, throughout both the junior and seniors years.\(^7\)

Aims

CAS activities should help you to grow as:

- a **reflective thinker** who understands your own strengths and limitations, identifies goals and devises strategies for personal growth.
- a **risk-taker** willing to accept new challenges and new roles.
- a **caring** member of the community, aware of your responsibilities towards others and towards the environment.
- a **principled** and active participant in sustained, collaborative projects.
- a **balanced** individual, enjoying and finding significance in a range of activities involving intellectual, physical, creative and emotional experiences.\(^8\)

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\(^7\) Ibid.
\(^8\) Ibid. Page 5.
Learning Outcomes

As a result of your CAS experience as a whole, including your reflections, there should be evidence that you have:

- **increased your awareness of your own strengths and areas for growth**
  You are able to see yourselves as individuals with various skills and abilities, some more developed than others, and understand that you can make choices about how you wish to move forward.

- **undertaken new challenges**
  A new challenge may be an unfamiliar activity, or an extension to an existing one.

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

- **worked collaboratively with others**
  Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. **At least one project involving collaboration and the integration of at least two of creativity, action and service, is required.**

- **shown perseverance and commitment in your activities**
  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.

- **engaged with issues of global importance**
  You may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).

- **considered the ethical implications of their actions**
  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). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.

- **developed new skills**
  As with new challenges, new skills may be shown in activities that you have not previously undertaken, or in increased expertise in an established area.

All eight 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 only that there is some evidence for every outcome.

This focus on learning outcomes emphasizes that it is the quality of a CAS activity and its contribution to your development that is of most importance. **The guideline for the minimum amount of CAS activity is approximately the equivalent of half a day per school week (three to four hours per week), or approximately 150 hours in total, with a reasonable balance between creativity, action and service. It is the experience and reflection upon the experience that counts. This is not merely a logging of hours exercise.**

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CAS Portfolio: Recording, Reporting, and Reflection

The CAS program is your responsibility. In fact, you should “own” your personal CAS program. Yes, we will provide you guidance; however, the CAS experience is personal and only you can build a program that meets your needs. There are, of course, requirements that must be met.

You are **required** to:

- complete an initial planning form listing activities and checking them against the Learning Outcomes
- plan, do and reflect (plan activities, carry them out and reflect on what you have learned).
- communicate with your CAS advisor at scheduled intervals to discuss your CAS activities and progress in the learning outcomes.
- take part in a range of activities, including at least one project, some of which you have initiated. One project must include two of the three CAS components (creativity, action, service).
- keep records of your activities and achievements, including a list of the principal activities undertaken.
- show evidence of achievement of the eight CAS learning outcomes.  

**Recording and Reporting**

Before you begin your CAS program, you must develop a project plan of the activities you intend to undertake over the next two years. Please use the [CAS Planning Form](#) to outline your personal CAS program.

To help you keep track of your hours, please use the [CAS Log Form](#). Please remember, the log does not take the place of reflections. However, a log is required as a part of your documentation.

You should document your CAS activities, noting in particular your reflections upon the experiences. A journal is the most common form of documentation, though it can take other forms, such as web logs, illustrated displays and videos, or written notes. Whatever the form of documentation you use, it must include **a list of the principal activities undertaken** and **evidence of both planning and reflection**. Its extent should match the significance of the particular activity to you. There is no point in writing lengthy accounts about relatively routine experiences. Your evidence and reflections should be compiled into your own personal [CAS Portfolio](#).

You will meet with your CAS Supervisor at all scheduled times. At these meetings you will discuss what you have been doing in your CAS activities, your **reflections** upon those activities, and evidence of your growth in each of the **learning outcomes**. Your supervisor will record notes on the meetings to be included in your file.

In April of your junior year, you will reflect upon your growth in the **learning outcomes**, then complete the [Learning Outcomes Worksheet: Year 1](#). Upon completion of your CAS activities in April of your senior year, you and your CAS Supervisor will reflect upon the **learning outcomes** and submit the [CAS Individual Student Completion Form](#).

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10 Ibid. Page 8.
Reflection

Reflection is a skill that needs to be developed. Not everyone is comfortable with this process and it does not always come naturally. Just as the kind of reflection that a critic applies to a work of art or literature is something that develops with time and experience, so the kind of reflection appropriate in CAS is something that requires guidance and practice.

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

- What did I plan to do?
- What did I do?
- What were the **learning outcomes** for me, the team I was working with, and others?

The difficulty lies in the complexity of the possible answers.  

**Kinds of Reflection**

Different kinds of reflection work for different people. Reflection can be:

- public or private
- individual or shared
- objective or subjective.

For example, in a CAS group project, the planning stages are largely public, so reflection on them can be largely public, shared and objective. The term “largely” is used because there may be individual views that arise independently, in terms of how satisfactory the process was for a particular student (who may enter and leave the activity with different personal experiences from others).

Carrying out the project is likely to be both public and private, both individual and shared, and both objective and subjective.

Outcomes of a project or other activity are similar. There may be objective successes and limitations of the activity as a whole, but what it has meant for the team and for individuals within it may be more varied.

For some students and some kinds of reflection (such as private, individual, subjective), writing is the best tool for reflection. However, for many, reflective writing does not come naturally. It can, to some extent, be “modelled” in oral discussion of more public, less sensitive matters, either as an end in itself or as a prelude to writing.

But writing is by no means the only possible outcome of reflection. You can present your activities orally to peers, parents or outsiders. You can make scrapbooks, journals, photo essays, videos/DVDs or web logs. You may decide to build an e-mail relationship with your CAS advisor. All of these are valid reflective forms.

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11 Ibid. Page 10.
Developing Reflection

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

- how did I feel?
- what did I perceive?
- what did I think about the activity?
- what did the activity mean to me?
- what was the value of the activity?
- what did I learned from the activity and how did this learning (for example, a change of perspective) might apply more widely.

If the activity is service, you might also want to consider ethical questions such as:

- What is a service?
- Why is service to the family not considered as a service?
- Am I trying to help or empower people with a service?
- What obligation do I have to the person who is being served?
- How do I finish a service relationship?
- What do I do if the person does not want my service?
Potential Sources for CAS Activities

There are a variety of opportunities for Creativity, Action, and Service, both at school and outside of school. The lists of activities and organizations below are merely provided to help you think about what you might do to increase your CAS involvement. The list is not exhaustive, and you can probably think of many activities that are not included on the list. Students are encouraged to develop their own ideas for CAS activities and seek the approval of their CAS Supervisor before proceeding.

Examples of Druid Hills organizations for CAS

The examples below are categorized under Creativity, Action, and Service for guidance, but it is your reflections and your discussions with your supervisor that really determine what category your activity best falls under. Remember as well that many activities may combine elements of Creativity, Action, Service, or all three at once! You also remember that activities only count toward CAS if they go beyond what is required for the classes in which you are enrolled.

<table>
<thead>
<tr>
<th>Creativity</th>
<th>Action</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anime Club</td>
<td>Basketball</td>
<td>National Honor Society</td>
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<tr>
<td>Band</td>
<td>Cross Country</td>
<td>Student Council</td>
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<tr>
<td>Choir</td>
<td>Football</td>
<td>French Honor Society</td>
</tr>
<tr>
<td>Drama Club</td>
<td>Lacrosse</td>
<td>Spanish Honor Society</td>
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<tr>
<td>Model United Nations</td>
<td>STEP Team</td>
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<tr>
<td>Newspaper</td>
<td>Soccer</td>
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<tr>
<td>Theater</td>
<td>Swim Team</td>
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<td>Yearbook</td>
<td>Tennis</td>
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<tr>
<td></td>
<td>Volleyball</td>
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<tr>
<td></td>
<td>Wrestling</td>
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</table>

Examples of outside sources for CAS

There are a variety of outside organizations in which you can become involved for Creativity, Action, and Service. Most of the organizations below provide Service opportunities, though of course Service can often overlap with Creativity or Action. Remember that Service activities may not be performed for an outside reward, particularly monetary or similar compensation. They also cannot involve efforts to proselytize or otherwise have a direct goal of spreading religious beliefs. And like CAS opportunities available on the campus, they cannot be a requirement for a class or otherwise affect your grade in a class. Remember as well that CAS activities must be ongoing, enabling you to grow as you reflect upon your continuing involvement in the activity.

- American Cancer Society
- American Red Cross
- Area hospitals
- Atlanta Humane Society
- Big Brothers / Big Sisters
- Boy Scouts
- Catholic Charities
- Children’s Museum of Atlanta
- Girl Scouts
- Goodwill Industries
- Habitat for Humanity
- Heifer Project
- Meals on Wheels, Inc.
- Ronald McDonald House
- United Cerebral Palsy
- Vitas Hospice Care of Atlanta
- YMCA
- Zoo Atlanta

- This list is by no means exhaustive. Check with your teachers, parents, faith-based organizations, etc.
- Visit the website of United Way
- VolunteerMatch also provides information about local non-profit organizations (www.volunteermatch.org).
A Final Word

The beauty of the CAS program is that it is an individual experience designed by you, for you. CAS is about reaching out to your local, national and global community, but it is also about reflecting upon your actions, experiences, and growth, reflecting actively over your life and who you are. Your CAS coordinator and CAS Supervisor hope you enjoy the journey and are here to help guide and advise you through this CAS adventure.

We look forward to the conversations, photographs, art, song, dance, laughter and tears of your next two years and are privileged to be a part of your CAS experience.
Appendix: Forms
CAS abbreviated guide
Class of 2017

What is CAS?
- It is Creativity, Action, and Service.
- It is one of the things that sets the IB other advanced academic programs.
- It is learning that takes place outside of real tasks that have real consequences and then reflecting on these experiences over time.
- It is spending time with others to build relationships and develop the self-worth of both server and served.
- It is activity that inspires planning, reviewing progress, and reflection.
- It is activity that makes you feel proud of your accomplishment.
- It is a process that continues throughout a student’s participation in the IB.

What is not CAS?
- CAS is not a points-scoring exercise.
- CAS is not taking place when the student is in a passive rather than an active role.

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

Learning Outcomes
As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:
1. increased their awareness of their own strengths and areas for growth
2. undertaken new challenges
3. planned and initiated activities
4. worked collaboratively with others
5. shown perseverance and commitment in their activities
6. engaged with issues of global importance
7. considered the ethical implications of their actions
8. developed new skills

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

What is expected of the Student?

Timeline Class of 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>October 26, 2015</td>
<td>Prepare CAS Planning Form</td>
</tr>
<tr>
<td>By April 2016</td>
<td>Consult with advisor/ Reflections Due (~50 hours)</td>
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<tr>
<td>September 2016</td>
<td>Second consultation with advisor/ Reflections Due (~50 hours)</td>
</tr>
<tr>
<td>April 2017</td>
<td>Consult with advisor/ Final Reflections Due (~50 hours)/ Finalize CAS Portfolio</td>
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</table>

Program apart from the classroom by doing

CAS is a points-scoring exercise.
CAS is not taking place when the student is in a passive rather than an active role.
• Participation: approximately 3-4 hours per week/ 150 hours over 18 months
• Goal-Setting: deciding what will be achieved
• Planning
• Reviewing with CAS advisor
• Taking part in a range of activities, at least one of which he/she has initiated
• Recording progress and showing evidence of achievement of the eight learning outcomes.
• **Most important: Self-evaluation and reflection on the learning outcomes.**

**Reflection Essentials** - You must structure your own reflections. Be sure to include the following content. The Reflection Worksheet explains this as well.

Start with the basics:
1. What did you plan to do?
2. What did you do?
3. What were the outcomes, for you, the team you were working with, and others?

Next, move on to these questions, considering all three stages of the activity (beginning, middle end):
4. How did you feel?
5. What did you perceive?
6. What did you think about the activity?
7. What did the activity mean to you?
8. What was the value of the activity?
9. What learning outcomes did you specifically achieve with this activity (here, refer to one or more of the eight CAS learning outcomes and explain how you achieved it/them).

**Forms of Reflection**
Note: For a reflection to be complete, it must address as many of the questions above as possible!
- Written: create a form and keep a binder, set aside a journal just for your CAS activities
- Oral presentation: Organize presentations of your activities to share with teachers, students, and members of the community
- Scrapbooks: Make a scrapbook and photocopy pages that demonstrate the reflection essentials
- Photo essays: may be submitted electronically
- Videos/DVDs: provide a copy for the CAS advisor
- Weblogs: You may provide a link to your personal web page or blog and your advisor will review it.
CAS Planning Form (class of 2017)  

**Collection date: October 26, 2015**

Name: ________________________________

**CAS Plans 2015-16 Wondering if an activity is a good choice? See below!**

<table>
<thead>
<tr>
<th>Activities Undertaken</th>
<th>Role(s)</th>
<th>Approx. Time Spent</th>
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<table>
<thead>
<tr>
<th>Activities Planned</th>
<th>Role(s)</th>
<th>Approx. Time You Will Spend</th>
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**Learning Outcomes Checklist**  
**Do your activities:**

- [ ] Increase your awareness of your strengths and areas for growth? Which activities? ________
  
  ________________________________________________________________________

- [ ] Represent new challenges? Which activities? ____________________________
  
  ________________________________________________________________________

- [ ] Require planning and initiation? Which activities? ______________________
  
  ________________________________________________________________________

- [ ] Require you to work collaboratively with others? Which activities? __________
  
  ________________________________________________________________________

- [ ] Require you to show perseverance and commitment? Which activities? __________
  
  ________________________________________________________________________

- [ ] Make you engage with issues of global importance? Which activities? __________
  
  ________________________________________________________________________
Ask that you consider the ethical implications of your actions? Which activities? ________________

Help you develop new skills? Which activities? _____________________________________________

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**Is this a good activity for my CAS Portfolio?**

- 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?
- Will I be inspired to reflect before, during, and after this activity?
Student Name: 

<table>
<thead>
<tr>
<th>Activity</th>
<th>Evidence (and/or signature of supervisor with contact information)</th>
<th>Date(s)</th>
<th># of Hours (approximate)</th>
<th>C</th>
<th>A</th>
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Each Activity listed should be accompanied by a reflection. This sheet should be used to track student’s achievement of each of the learning outcomes listed in the columns.

<table>
<thead>
<tr>
<th>Activity</th>
<th>C/A/S</th>
<th>Short-Term/Long-Term</th>
<th>Increased awareness of strengths and areas for growth</th>
<th>Undertaken new challenges</th>
<th>Planned and initiated activities</th>
<th>Worked collaboratively with others</th>
<th>Shown perseverance and commitment</th>
<th>Engaged with issues of global importance</th>
<th>Considered ethical implications of actions</th>
<th>Developed new skills</th>
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DHHS IB Programme
CAS Reflection

Note to Candidates: There is no CAS form! However you choose to reflect, make sure all of the following is addressed. DO NOT SUBMIT THIS as a WORKSHEET. You may create a journal, a web-site, oral recordings, a video, a photo essay, an oral presentation, power point presentations, or whatever else you dream up, except you MAY NOT SUBMIT THIS WORKSHEET. Got it? Good.

Details
Candidate Name
Name of Activity
Approx. Time Spent
Creative, Active, or Service (or a combination?)

Address the learning outcomes. Describe how the activity has...
1. Increased your awareness of your strengths and areas for growth?
2. Represented new challenges?
3. Required planning and initiation?
4. Required you to work collaboratively with others?
5. Required you to show perseverance and commitment?
6. Made you engage with issues of global importance?
7. Asked that you consider the ethical implications of your actions?
8. Helped you develop new skills?

Also address each of these.
Basics
1. What did you plan to do?
2. What did you do?
3. What were the outcomes, for you, the team you were working with, and others?

Connections to life goals, emotional responses, and issues
4. How did you feel?
5. What did you perceive?
6. What did you think about the activity?
7. What did the activity mean to you?
8. What was the value of the activity?
9. What did you learn from the activity and how might this learning (for example, a change of perspective) apply to you more widely?

**Requirements to remember**

- You must address each of the learning outcomes at least once throughout your IB Diploma years.
- At least one of your activities must 1) Combine two of the three C, A, S; 2) Require planning and initiation; and 3) Be a long-term project.
Learning Outcomes Worksheet: Year 1

Student Name: ________________________________

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Achieved (✓)</th>
<th>Nature of Evidence</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
</tr>
<tr>
<td>Undertaken new challenges</td>
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Name of CAS Advisor: ________________________________  Date: __________________

CAS Advisor’s Signature: ________________________________
CAS Individual Student Completion Form

Student Name: __________________________________________

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Name of CAS Advisor: ____________________________  Date: ________________

CAS Advisor’s Signature: ________________________________
Student/Parent Acknowledgement Form

I have reviewed the CAS Student Guide and understand the expectations and requirements of the Druid Hills High School CAS Program.

______________________________
Student Signature

I have reviewed the CAS Student Guide and understand the expectations and requirements of the Druid Hills High School CAS Program.

______________________________
Parent Signature

Contact Information (Optional): Please fill out the information listed below, so that I can contact you about CAS opportunities.

Student Name: ________________________________

Cell Phone #: ________________________________

Email Address: ________________________________

Home Phone #: ________________________________

Mother/Guardian Name: ________________________________

Work/Cell Phone #: ________________________________

Email Address: ________________________________
Father/Guardian Name: __________________________________________

Work/Cell Phone #: __________________________________________

Email Address: __________________________________________

Please fill out this form and return to Ms. Bracewell by ________________