



**Brent International School Subic**

# **CAS**

**Student Handbook**

Updated: August 2025

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## **The Nature of Creativity, Activity, Service**

Creativity, activity, 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. With its holistic approach, CAS is designated to strengthen and extend students' personal and interpersonal learning. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme.

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

The three strands of CAS, which are often interwoven with particular activities, are characterized as follows.

### **Creativity: Exploring and extending ideas leading to an original or interpretative product or performance.**

Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression. Creativity will come from the student's talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. Students are encouraged to engage in creative endeavors that move them beyond the familiar, broadening their scope from conventional to unconventional thinking. This aspect of CAS is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum, which include creative thinking in the design and carrying out of service projects. You should try to be involved in group activities, and especially in new roles, wherever possible; however, individual commitment to learning an art form is allowed, where it respects the requirements for all CAS activities:

- That goals are set, and
- You reflect on progress

### **Activity: Physical exertion contributing to a healthy lifestyle**

The aim of the “Activity” strand is to promote lifelong healthy habits related to physical well-being. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit. Again, you are encouraged towards group and team activities, and undertaking new roles, but an individual commitment is acceptable where the general requirements of CAS are met:

- That goals are set, and
- You reflect on progress

Incorporating the service element can enhance both creativity and activity. For example, if you become involved in the arts or physical activities, you might consider coaching young children or seniors in residential homes.

### **Service: Collaborative and reciprocal engagement with the community in response to an authentic need.**

The aim of the “Service” strand is for students to understand their capacity to make a meaningful contribution to their community and society. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. Service is often seen as one of the most transforming elements of CAS by promoting students’ self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness. Use of the CAS stages in developing a service experience is recommended for best practice. Service within CAS benefits all involved: students learn as they identify and address authentic community needs, and the community benefits through reciprocal collaboration. Service fosters development of abilities, attitudes and values in accordance with the IB mission statement and the IB learner profile. As such, CAS service experiences are unpaid.

Service involves interaction, such as the building of links with individuals or groups in the community. The community may be the school, the local district, or it may exist on national and international levels (such as undertaking projects of assistance in a developing country). Service activities should not only involve doing things for others but also doing things with others and developing a real commitment with them. The relationship should therefore show respect for the dignity and self-respect of others. CAS enables students

to enhance their personal and interpersonal development. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualized according to student interests, skills, values and background. 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.

Successful completion of CAS is a requirement for the award of the IB Diploma. Along these lines, the successful completion of CAS is a requirement for the award of the Brent Diploma.

### **Learning outcomes**

In CAS, there are seven learning outcomes. 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 CAS programme aims to develop students who:

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

**The CAS Learning Outcomes** - this is very important. This is the heart of your program. This is what you have to demonstrate.

This focus on learning outcomes emphasizes that it is the quality of a CAS activity (its contribution to the student's development) that is of most importance.

<b>LO 1</b>	<b>Identify own strengths and develop areas for growth</b>
<b>Descriptor</b>	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
<b>LO 2</b>	<b>Demonstrate that challenges have been undertaken, developing new skills in the process</b>
<b>Descriptor</b>	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.
<b>LO 3</b>	<b>Demonstrate how to initiate and plan a CAS experience</b>
<b>Descriptor</b>	Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
<b>LO 4</b>	<b>Show commitment to and perseverance in CAS experiences</b>
<b>Descriptor</b>	Students demonstrate regular involvement and active engagement in CAS.
<b>LO 5</b>	<b>Demonstrate the skills and recognize the benefits of working collaboratively</b>
<b>Descriptor</b>	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
<b>LO 6</b>	<b>Demonstrate engagement with issues of global significance</b>
<b>Descriptor</b>	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.
<b>LO 7</b>	<b>Recognize and consider the ethics of choices and actions</b>
<b>Descriptor</b>	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

## What is NOT CAS?



CAS is not a points-scoring exercise.

It should be an interesting variety of activities that you find intrinsically worthwhile and rewarding, and which is mutually beneficial to you and your community. Generally, CAS is not taking place when you are in a passive rather than an active role. There should be interaction. If you are passive, nothing of real value, either for you or for other people, results from what you are doing, and no real reflection is possible.

Examples of activities, which at first sight would appear to be inappropriate, are listed below:

- Any class, activity or project that is already part of the Diploma Programme
- An activity for personal reward, financial or benefit-in-kind
- Simple, tedious and repetitive work
- A passive pursuit, e.g. museum, theater, exhibition and concert visits
- Part of a family or religious duty
- Work experience that only benefits the student
- Fundraising with no clearly defined end in sight
- An activity where there is no responsible adult on site to evaluate your performance
- Activities that cause division amongst different groups in the community
- Working in an old people's or children's home when you have no idea o how the home operates
- Are just making sandwiches
- Have no contact at all with the old people or children
- Actually do no service for other people

The above examples can be applied to many other activities purporting to be CAS.

## CAS at Brent International School Subic

At the beginning of each academic year, the CAS Coordinator will go through the CAS Guide with all of the Diploma candidates and the rest of the students in the cohort.

The IBO's CAS guide is the ultimate source of information and direction for the coordinators and the students and will be consulted if there are any questions regarding the implementation of the program.

The Brent International School Subic CAS student handbook has been designed to give students and parents the essence of the philosophy of the CAS program. Moreover, it is hoped that students will be able to fulfill the IBO's Diploma requirements through a coherent and structured manner. All students will be using Managebac, a software to record, reflect and report all CAS activities undertaken.

It is the role of the CAS coordinator and CAS adviser to monitor student's progress and to give advice, not to push students through CAS. It is the student's responsibility to complete the CAS component of the IB, using planning skills and discipline.

CAS sessions are conducted at approximately 8 90-minutes sessions per semester during Block H. These sessions are utilized for planning, workshops, reflection time and checking-in with the advisors.

Each student is assigned an advisor who will keep track of the student's progress and guide students through their CAS journey.

### **Responsibilities of the supervisor**

- Checks and approves proposals presented by students
- Check the aims and goals are achieved
- Evaluate if the experience has been completed
- Writes a supervisor review after an experience is completed

### **Responsibilities of the student**

Key to a student's CAS programme is personal engagement, choice and enjoyment of CAS experiences. Throughout the Diploma Programme, students undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. They must also undertake at least one CAS project with a minimum duration of one month. Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator's satisfaction.

### CAS 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/or CAS adviser
- 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 learning outcomes on Managebac
- Understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- Demonstrate accomplishments within their CAS programme
- Communicate with the CAS coordinator/adviser and/or CAS supervisor 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 behaviors.

The relevant section of the IB Programme standards and practices document states that students should have opportunities to choose their own CAS activities and to undertake activities in a local and international context as appropriate. This means that, as far as possible, students should “own” their personal CAS programmes. With guidance from their CAS coordinator/advisers, students should choose activities for themselves, initiating new ones where appropriate.

### Students are required to:

- Self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS programme.
- Plan, do and reflect (plan activities, carry them out and reflect on what they have learned).
- Undertake at least one formal interview in Year 1, a second formal interview at the beginning of Year 2 and a final CAS interview at the end of Year 2 with their CAS adviser.

- Keep records of their activities and achievements, including a list of principal activities undertaken in Managebac.
- Show evidence of achievement of the seven CAS learning outcomes in Managebac.
- For the student taking on the Brent Diploma or Course Track, they are required to do at least 1 Creativity, 1 Activity and 2 Service CAS experiences and 1 CAS project within the two school years.
- For the student taking on IBDP track, they are required to do at least 2 Creativity, 2 Activity and 2 Service CAS experiences and 1 CAS project within 18 months.
- The CAS project should at least be one month long.

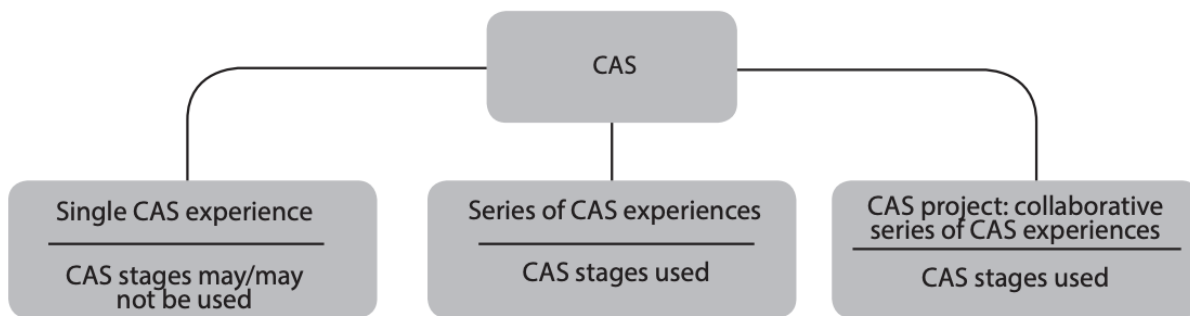
## CAS Experiences

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands.



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 (see the section on CAS project for additional criteria).

## CAS experiences and stages



## Guidelines to CAS experiences

There are four guidelines that should be applied to any proposed CAS experience. A CAS experience must:

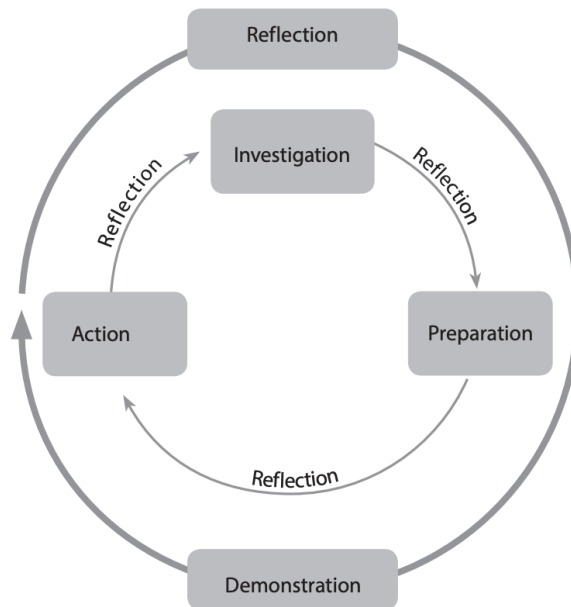
- Fit within one or more of the CAS strands
- Be based on a personal interest, skill, talent or opportunity for growth
- Provide opportunities to develop the attributes of the IB learner profile
- Not be used or included in the student's Diploma course requirements

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

- Will the experience be enjoyable?
- Does the experience allow for development of personal interests, skills and/or talents?
- What new possibilities or challenges could the experience provide?
- What might be the possible consequences of your CAS experience for you, others, and the environment?
- Which CAS learning outcomes may be addressed? While it is not necessary for each experience to address a CAS learning outcome, upon completion of the CAS programme, CAS students are required to present evidence demonstrating achievement of all CAS learning outcomes.

## CAS Stages

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



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

### The five CAS stages are as follows:

- 1. Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
- 2. Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.

3. **Action:** Students implement their idea or plan. This often requires decision-making and problem solving. Students may work individually, with partners, or in groups.
4. **Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

The CAS stages provide a framework that enables students to:

- Increase self- awareness
- Learn about learning
- Explore new and unfamiliar challenges
- Employ different learning styles
- Develop their ability to communicate and collaborate with others
- Experience and recognize personal development
- Develop attributes of the IB learner profile.

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

The CAS coordinator ensures that CAS advisers and other supporting staff, as well as CAS students, understand the CAS stages so they are readily applied to advance the students' CAS programme.

## CAS project

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. CAS students must be involved in at least one CAS project during their CAS programme. The primary purpose of the CAS project is to ensure participation in sustained collaboration.

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

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

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

**A minimum of one month is recommended for a CAS project, from planning to completion.**

## Reflection in CAS

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

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

- Deepen learning
- Consider relevance of experience
- Explore personal and group values
- Recognize the application of knowledge, skills, and attributes
- Identify strengths and areas for development
- Gain a greater understanding of self and others
- Place experience in a larger context
- Generate relevance ideas and questions
- Consider improvements in individual and collective choices and actions
- Transfer prior learning to new situations
- Generate and receive constructive feedback
- Develop the ongoing habit of thoughtful, reflective practice.

Students (you) must reflect on their CAS experiences. Experiential learning is at the heart of CAS. Experiential learning involves much more than just planning and carrying out the activity itself. It also involves personal observation and reflection of your feelings and interactions, analysis of your perceptions, identifying your achievements, outstanding issues, personal strengths and challenges, evaluating your actions and thinking about your new understandings. During the project, you should note down your feelings, thoughts and observations you have made. Once you have completed your meaningful reflections you should then apply this learning to the next activity or situation.

## Understanding Reflection

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

### Elements of reflection

Reflection is a dynamic means for self-knowing, learning and decision-making. Four elements assist in the CAS reflective process.

The first two elements form the foundation of reflection.

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

The following two elements add greater depth and expand perspectives:

- **Generating ideas:** rethinking or re-examining choices and actions increases awareness about self and situations.
- **Asking questions:** questions about people, processes or issues prompt further thinking and ongoing inquiry.

## Extending reflection

Having established an effective understanding of the four elements of reflection, students develop higher order thinking skills by critically examining thoughts, feelings and actions, thereby synthesizing their learning. The Theory of Knowledge (TOK) course provides students with critical thinking skills to develop and extend their reflections. For example, during TOK (ways of knowing), they consider their emotions, ability to reason and how to use language. Students can be encouraged to move forward through deeper questions. For example:

- What did I plan to do?
- What did I do?
- What were the outcomes, for me, the teams I was working with, and others?
- 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?
- How did I feel about the challenges?
- What happened that prompted particular feelings?
- What choices might have resulted in different feelings and outcomes?

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

## How to get started?

Reflections may not come naturally to you. To help you get started, you should consider the following key questions:

1. What happened?
2. How do I feel?
3. Ideas?
4. Questions?

Other questions to ask would be:

- How successful was I in achieving my goals? What difficulties did I encounter and how did I overcome them?
- What did I learn about myself and others through this activity/project? What abilities, attitudes and values have I developed?
- Did anyone help me to think about my learning during this activity/project? If so, who helped and how did they help?
- How did this activity/project benefit others?
- Did I maintain full attendance? How many sessions have I missed? Was I punctual?
- How would you summarize my effort and commitment?
- What might I do differently next time to improve?
- How can I apply what I have learned in other life situations?
- What have I learned about development issues that are evident in our local community? How do I feel about this? What are my views on these issues? What have I done to address these issues?

### **Forms of reflection**

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

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

Student reflection may be expressed through a paragraph, a dialogue, a poem, a comic strip, a dramatic performance, a letter, a photograph, a dance, or other forms of expression. Students find greater value and purpose when they apply their own interests, skills and talents when reflecting. They discover that reflection can be internal and private or external and shared. Students should include reflections in their CAS portfolio that give evidence to achieving each of the seven CAS learning outcomes. At Brent International School Subic, the CAS portfolio is in the form of a software called Managebac, where all the forms of reflections can be uploaded.

## Recording and Reporting

Students will document their CAS activities, noting in particular their reflections upon their experiences. As previously indicated, this documentation may take many forms, including weblogs, illustrated displays and videos, and written notes. Its extent should match the significance of the particular activity to the student. While it is important to encourage students to make an early start on their CAS log, there is no point in writing lengthy accounts about relatively routine experiences.

Some of the most valuable recording and reporting happens when there is a real audience and purpose, for example, when students inform other students, parents or the wider community about what is planned or what has been achieved.

Students will also undergo 3 formal interviews that will happen at different times within the program. These interviews will also be used as a venue for the student to reflect and report on their CAS experiences.

## CAS Requirements

Students are expected to complete a balance of activities in Creativity, Activity and Service set by the CAS Coordinator in accordance with the IB Diploma Programme requirements.

At the beginning of the school year, students are required to use the “Year Long Planning” form to spread their activities out.

## Requirements by Tracks

At Brent International School Subic, there are three tracks for graduation:

1. IB full diploma
2. IB course
3. Brent Diploma

The table shows the minimum requirements for each student enrolled in Grade 11 and 12 in their last two years of high school.

	<b>Creativity</b>	<b>Activity</b>	<b>Service</b>
IB Diploma	2	2	2
IB Course	1	1	2
Brent Diploma	1	1	2

In addition, students are required to engage in at least one CAS project throughout the 2 years of high school.

## Record keeping on Managebac

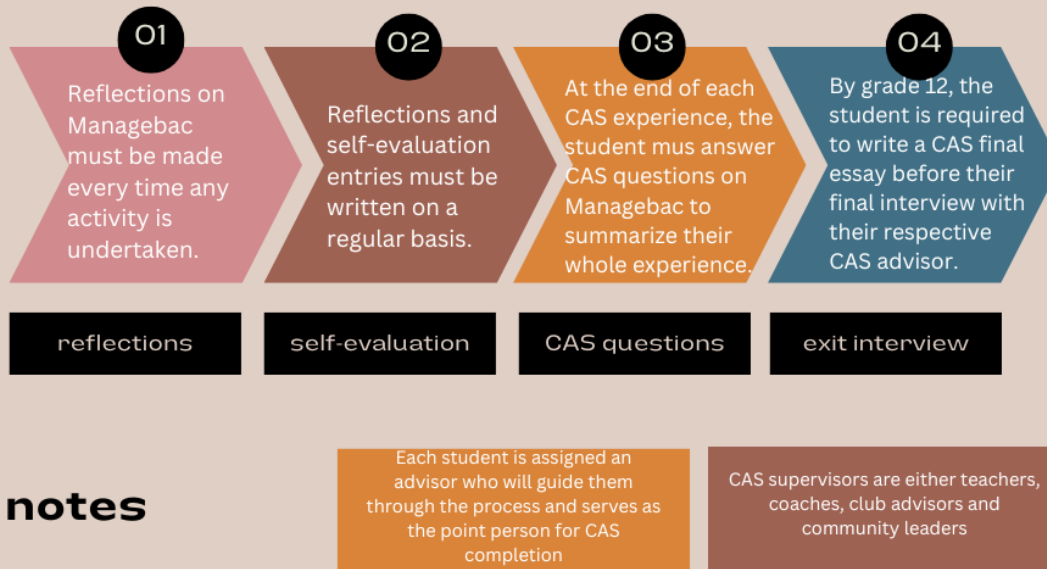


# How to start a CAS Proposal

after you have initially discussed your plans with your supervisor

- Download the Proposal form**
  - read carefully and fill it out
  - ensure that your CAS experience/project answers the questions in the form
- Talk to your CAS Supervisor**
  - inform your supervisor about your CAS plan
  - have your supervisor sign the form
  - no experience/project should be started unless the supervisor signs the form
- Meet with the CAS Adviser**
  - get approval from your CAS adviser
- Upload the form**
  - CREATE the activity on Managebac
  - make sure you upload your proposal

# Reflection and Completion



## Some thoughts to consider about CAS:

- It is central to the IB hexagon. It is not peripheral; it is not on the outside; it is in the middle. Students tend to consider CAS as their “other thing” that is part of the IB programme. Academic work is the foundation that informs CAS, EE and TOK, but academic learning is only one part of the IB mission and programme. CAS is central to its mission.
- CAS is essential for an IB diploma. You cannot receive an IB Diploma without successfully completing the CAS program.
- When we consider whether or not you completed your CAS program, we ask one question: “Did the student meet all of the criteria necessary?” The ultimate evaluation of your CAS work is a simple “yes” or “no”.

## The CAS at Brent Subic

The table below is a list of some club offerings at school. These activities were compiled to give students an idea of which club would cater to a particular CAS strand. However, students are encouraged to create their own activities and not just rely on school offered ones. Students may come up with their own CAS project that can cover one, two or all three strands.

<b>Creativity</b>	<b>Activity</b>	<b>Service</b>
<b>Productions:</b> LS Props Club MS/US Design Lab (Set design/props) Advertising/media Cast member	<b>Sports</b> Badminton Basketball Football Swimming Tennis Volleyball	<b>Production: MS/US</b> Backstage crew Technical crew
Ambassadors for Women	Fitness Club	Ambassadors for Women
Band/Choir	Gym Workout	Green Earth Ambassadors
Chinese Cooking Club	Home workout	Shining Through Service
Dance Club	Running	Student Council
Image and Impact Club	Walking	Students for Students
Jazz Club		NHS
MUN		Yearbook Club
Yearbook Club		

## CAS Forms

These forms are available to students at the beginning of each year and are posted in the respective Google Classrooms (Study Hall Google Classroom).

### [CAS Yearlong planning form](#)

## CAS Yearlong Planning form for 1<sup>st</sup> Interview

<b>Student:</b>	<b>Adviser:</b>
<b>Year:</b>	<b>Contact Number:</b> <b>Email:</b>

*Students must fulfill the following CAS Experiences/Project within 18 months:*

<b>IB Diploma Student:</b>	<b>Creative- 2</b>	<b>Action- 2</b>	<b>Service- 2</b>
<b>IB Course Student:</b>	<b>Creative- 1</b>	<b>Action- 1</b>	<b>Service- 2</b>
<b>Brent Diploma Student:</b>	<b>Creative- 1</b>	<b>Action- 1</b>	<b>Service- 2</b>

Student will need 1 CAS project on top of the experiences

*Use this table to plan your CAS Experience/ Project for the present school year.*

Starting Date & Duration <i>(please note if it is a long term project)*</i>	Strand C/A/S	Activity	Possible Supervisor

\*long term project is at least one month

*Use this table for possible CAS Experiences/Projects for the next school year. (optional)*

Starting Date & Duration <i>(please note if it is a long term project)*</i>	Strand C/A/S	Activity	Possible Supervisor

CAS Progress and Planning Form (Gr. 12)

**CAS Progress and Planning Form  
(Grade 12)**

Student:	Adviser:
Year:	Track: Circle the track you are following: IBDP/ Course/Brent Diploma

**Students must fulfill the following CAS Experiences/Project within 18 months:**

<b>IB Diploma Track:</b>	<b>Creative- 2</b>	<b>Action- 2</b>	<b>Service- 2</b>
<b>IB Course Track:</b>	<b>Creative- 1</b>	<b>Action -1</b>	<b>Service- 2</b>
<b>Brent Diploma Track:</b>	<b>Creative- 1</b>	<b>Action -1</b>	<b>Service- 2</b>

**Student will need 1 CAS project on top of the experiences**

**Write a summary of the CAS experiences/project you have accomplished and are working on.**

	Grade 11/ 12	Strand C/A/S	Details of Experience/ Project*	Status <b>Complete, Incomplete, Ongoing</b> <i>- If incomplete, indicate the reason for the incomplete. (ex. No supervisor evaluation, incomplete CAS questions etc)</i>
1				
2				
3				
4				
5				
6				
7				
8				

**\*please indicate your CAS project**

**CAS Experience/Project you need to finish this semester:**

**Use this table to plan your CAS Experience/ Project for the present semester.**

	Starting Date Duration <i>(please note if it is CAS project)*</i>	Strand C/A/S	Details of Experience/ Project*	Possible Supervisor
1				
2				
3				
4				

5


I have read the form and I'm aware of my child's status in CAS. I am also aware of the work they need to accomplish this semester before graduation.

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**Parent Signature**

## CAS experience proposal form

### CAS EXPERIENCE PROPOSAL FORM

Student: Year:	Adviser:
Activity:	Duration: (dates/ times)
Supervisor:	Supervisor's Contact Number: Email:

*This CAS Experience*  CREATIVITY  ACTIVITY  SERVICE

<i>Does this CAS experience meet the following criteria? <u>Your experience must meet these four requirements.</u></i>	<i>Will the CAS experience demonstrate the Learning Outcome(s)? Which one(s)? <u>Choose only one or two.</u></i>
<input type="checkbox"/> Real purposeful activity; with significant outcomes <input type="checkbox"/> Personal challenge, tasks must extend the student and be achievable <input type="checkbox"/> Thoughtful consideration such as planning, reviewing progress, and reporting <input type="checkbox"/> Reflection on outcomes and personal learning	<input type="checkbox"/> Identify own strengths and develop areas of growth <input type="checkbox"/> Demonstrate that challenges have been undertaken, developing new skills in the process <input type="checkbox"/> Demonstrate how to initiate and plan a CAS experience <input type="checkbox"/> Show commitment and perseverance in CAS experiences <input type="checkbox"/> Demonstrate the skills and recognize the benefits of working collaboratively <input type="checkbox"/> Demonstrate engagement with issues of global significance <input type="checkbox"/> Recognize and consider the ethics of choice and actions

### Connections

<i>Which of the following ATL skills will your experience involve? <u>Check all that apply</u></i>	<i>Which of the IB Learner profiles will your experience you will most likely develop? <u>Check all that apply</u></i>
<input type="checkbox"/> Communication <input type="checkbox"/> Self-Management <input type="checkbox"/> Social Skills <input type="checkbox"/> Research Skills	<input type="checkbox"/> Inquirers <input type="checkbox"/> Knowledgeable <input type="checkbox"/> Thinkers <input type="checkbox"/> Communicators <input type="checkbox"/> Principled <input type="checkbox"/> Open-minded <input type="checkbox"/> Caring <input type="checkbox"/> Risk-takers <input type="checkbox"/> Balanced <input type="checkbox"/> Reflective

**Write a short description of the CAS experience: (make sure that the details are complete)**

**What specific goals do you want to achieve that are based on the CAS Strand of this experience?**

**What possible connection will this experience have on one of your courses? Explain.**

***Student's Conformance:***

I will commit to the CAS experience/Project at the above stated time/s and given duration to the best of my abilities. I understand that it is my ability to see this CAS experience/ Project into completion, and once approved, can only be canceled through negotiation with the supervisor and CAS coordinator or adviser.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***Supervisor's Conformance:***

The student has provided me with the information about the CAS Experience/ project being proposed. I understand what my role as the supervisor is, and I agree to monitor the student's progress. I will sign the student's Activity Log on a regular basis to ensure that s/he is fulfilling her/his commitment and meeting the school's expectations. Upon completion of the CAS experience/ project, I will evaluate participation based on the given standards of the International Baccalaureate.

Supervisor's Signature: : \_\_\_\_\_ Date: \_\_\_\_\_

**For CAS Adviser's Use:**

- Approved**
- Denied**

**Remarks**

Adviser's Signature: : \_\_\_\_\_ Date: \_\_\_\_\_

## CAS project proposal form

### CAS PROJECT PROPOSAL FORM

Student: Year:	Adviser:
Title of the Project:	Duration: (dates/ times)
Supervisor:	Supervisor's Contact Number: Email:
Members:	
Name of the Organization the project is organized with or for, if applicable:	
Contact Person at organization, phone and email, if applicable:	
Risk Assessment required? <input type="checkbox"/> Yes <input type="checkbox"/> No	Risk Assessment Completed? <input type="checkbox"/> Yes <input type="checkbox"/> No

*This Project is for* (check all that apply)

CREATIVITY  ACTIVITY  SERVICE

<p><i>Does this CAS experience meet the following criteria?</i> <u>Your experience must meet these four requirements.</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Real purposeful activity; with significant outcomes</li> <li><input type="checkbox"/> Personal challenge, tasks must extend the student and be achievable</li> <li><input type="checkbox"/> Thoughtful consideration such as planning, reviewing progress, and reporting</li> <li><input type="checkbox"/> Reflection on outcomes and personal learning</li> </ul>	<p><i>Will the CAS experience demonstrate the Learning Outcome(s)? Which one(s)?</i> <u>Choose only one or two.</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify own strengths and develop areas of growth</li> <li><input type="checkbox"/> Demonstrate that challenges have been undertaken, developing new skills in the process</li> <li><input type="checkbox"/> Demonstrate how to initiate and plan a CAS experience</li> <li><input type="checkbox"/> Show commitment and perseverance in CAS experiences</li> <li><input type="checkbox"/> Demonstrate the skills and recognize the benefits of working collaboratively</li> <li><input type="checkbox"/> Demonstrate engagement with issues of global significance</li> <li><input type="checkbox"/> Recognize and consider the ethics of choice and actions</li> </ul>
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### Connections

<p><i>Which of the following ATL skills will your experience involve? <u>Check all that apply</u></i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication</li> <li><input type="checkbox"/> Self-Management</li> <li><input type="checkbox"/> Social Skills</li> <li><input type="checkbox"/> Research Skills</li> </ul>	<p><i>Which of the IB Learner profiles will your experience you will most likely develop? <u>Check all that apply</u></i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inquirers</li> <li><input type="checkbox"/> Knowledgeable</li> <li><input type="checkbox"/> Thinkers</li> <li><input type="checkbox"/> Communicators</li> <li><input type="checkbox"/> Principled</li> <li><input type="checkbox"/> Open-minded</li> </ul>
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	<input type="checkbox"/> Caring <input type="checkbox"/> Risk-takers <input type="checkbox"/> Balanced <input type="checkbox"/> Reflective
--	---

<b>Project Description:</b>	
<b>Action Plan:</b>	
Investigation and Planning	
Preparation and Action	
Reflection and Assessment	
Possible Evidences	

*What possible connection will this experience have on one of your courses? Explain.*

**Student's Conformance:**

I will commit to the CAS experience/Project at the above stated time/s and given duration to the best of my abilities. I understand that it is my ability to see this CAS experience/ Project into completion, and once approved, can only be canceled through negotiation with the supervisor and CAS coordinator or adviser.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Supervisor's Conformance:**

The student has provided me with the information about the CAS Experience/ project being proposed. I understand what my role as the supervisor is, and I agree to monitor the student's progress. I will sign the student's Activity Log on a regular basis to ensure that s/he is fulfilling her/his commitment and meeting the school's expectations. Upon completion of the CAS experience/ project, I will evaluate participation based on the given standards of the International Baccalaureate.

Supervisor's Signature: : \_\_\_\_\_ Date: \_\_\_\_\_

**For CAS Adviser's Use:**

- Approved
- Denied

Remarks

Adviser's Signature: : \_\_\_\_\_ Date: \_\_\_\_\_

CAS 2nd interview form

## CAS 2nd Interview FORM

<b>Student:</b> <b>Year: 12</b>	<b>Adviser:</b>
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- Download and then answer the CAS Experience and Progress Sections.
- To answer the CAS Experience Section, look back at the CAS Experiences you accomplished last year. Write down these CAS Experiences.
- To answer the **Progress Section**, write completed if you have completed reflections and was given supervisor evaluation. Write in progress if you are continuing the CAS Experience into the next school year. However, your reflections from the last school year must have been completed.  
 Finally, write incomplete if you have not completed your reflections. This would mean your CAS Experience would **not** be counted.
- The Comments Section will be answered by the adviser.

Strand	CAS Experience	Progress <i>(completed/ in progress/ incomplete)</i>	Comment <i>(to be answered by ADVISER)</i>
<b>Creativity</b>	1.		
	2.		
	3.		
<b>Action</b>	1.		
	2.		
	3.		
<b>Service</b>	1.		
	2.		
	3.		

## Seven (7) Learning Outcomes

- To accomplish the table: Identify the activity that falls under that learning outcome and then cite/attach a link of a specific way it was demonstrated in the said outcome in your CAS Experience. Cite the specific reflection entry.

### Example:

Learning Outcome	Strand/Activity	Specific Example
Increased your awareness of your own strengths and areas of growth	Creativity - Production, Actor "Peter Pan Jr."	- please see " <a href="http://www.addlinkofblogentryhere">http://www.addlinkofblogentryhere</a> "

Learning Outcome	Strand/Activity	Specific Example
Identify your own strengths and develop areas for growth.		
Demonstrate that challenges have been undertaken, developing new skills in the process.		
Demonstrate how to initiate and plan a CAS experience.		
Show commitment to and perseverance in CAS experiences.		
Demonstrate the skills and recognize the benefits of working collaboratively.		
Demonstrate engagement with issues of global significance.		
Recognize and consider the ethics of choices and actions.		

Adviser Comment:

**References:**

**International Baccalaureate Organization.** *Creativity, Activity, Service (CAS) Guide.* International Baccalaureate, 2017.