



Gateway International School



IB Diploma programme

Creativity, Activity, Service Handbook



2022-2024



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 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 everywhere. 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 we 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 others like them, can help individuals and groups become responsible members of local, national and global communities.

MISSION STATEMENT

IB Mission Statement

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

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

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

Vision and Mission Statement of GIS

Vision

To create responsible global citizens who realize their maximum intellectual and human potential.

Mission

GIS provides a whole education program that balances academic excellence with character building. We foster knowledgeable, unbiased, caring inquirers with an inclusive perspective by inspiring them to become lifelong learners, peace ambassadors and tomorrow's leaders in the local as well as the global context.

NATURE OF CAS:

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

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

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

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance.
- **Activity**—physical exertion contributing to a healthy lifestyle
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need.

CAS complements a challenging academic programme holistically, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

AIM OF CAS:

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

REQUIREMENTS FOR THE COMPLETION OF CAS:

Completion of CAS requires the following standards be met:

- Evidence of achievement of the seven CAS learning outcomes
- Evaluation of CAS portfolio including evidence of experiences and reflections (minimum of 8)
- Completion of a CAS project
- Completion of CAS planning interviews
- Evidence of consistency over approximately 18 months of CAS experiences
- Reasonable balance between CAS strands of creativity, activity, and service.
- Approximately the equivalent of two to three hours per week, or 150 hours in total, with a reasonable balance between creativity, action and service.

CAS LEARNING OUTCOMES:

Student completion of CAS is based on the achievement of the seven CAS learning outcomes realized through the student's commitment to his or her CAS programme over 18 months.

Learning Outcome 1: Identify your strengths and develop areas for growth.

Descriptor: Students can see themselves as individuals with various abilities and skills, of which some are more developed than others.

Learning Outcome 2: Demonstrate that 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.

Learning Outcome 3: 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

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.

Learning Outcome 4: Show commitment to and perseverance in CAS experiences.

Descriptor: Students demonstrate regular involvement and active engagement in CAS.

Learning Outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively

Descriptor: Students can identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

Learning Outcome 6: Demonstrate engagement with issues of global significance.

Descriptor: Students can identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue locally, nationally or internationally.

Learning Outcome 7: 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.

The evidence of achieving the seven CAS learning outcomes is found in students' reflections.

Responsibility of the students:

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 concerning 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 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/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 behaviours.

CAS EXPERIENCES:

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

CAS STAGES:

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

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 of 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, assist with revising plans, learn from the experience, and make explicit connections between their growth, accomplishments, and 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 informally or formally. Through demonstration and communication, students solidify their understanding and evoke responses 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.

WHAT IS CAS:

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

APPROACHES TO CREATIVITY

There are many approaches to creativity, such as:

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

Activity: The “Activity” strand aims 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 regularly to provide a genuine challenge and benefit.

APPROACHES TO ACTIVITY

There are many approaches to activity, such as:

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

Service: 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.

Using the CAS stages is the recommended approach for students engaging in in-service experiences. All forms of service should involve investigation, preparation and action that meets an identified need. It is recommended that students engage with different types of services within their CAS programme.

These types of action are as follows.

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

APPROACHES TO SERVICE

There are many approaches to service, such as:

- **Ongoing service:** When investigating a need that leads to a plan of action implemented over time, students develop perseverance and commitment. They observe how their ideas and actions build on the contributions of others to effect change. Their reflections may show deeper awareness and knowledge of social issues.
- **School-based service:** While students are encouraged to participate in meaningful service that benefits the community outside school, there may well be appropriate service opportunities within the school setting. In all cases, an authentic need must be verified that will be met through student action. Service needs met at a school may prepare students for further action within the larger community; for example, by tutoring within the school, students may then be better prepared to tutor at a community centre.
- **Community-based service:** Participating in service within the local community advances student awareness and understanding of social issues and solutions. However, single incidents of engagement with individuals in a service context can lack depth and meaning. When possible, interactions involving people in a service context best occur with a regularity that builds and sustains relationships for the mutual benefit of all. For example, rather than a single service experience at a retirement facility, students can decide to establish regular visits when they realize their efforts are valued and have a reciprocal impact.
- **Immediate need service:** In response to a disaster, students often want to move towards immediate action. Typically they quickly attempt to assess the need and devise a planned response. Later, the students can be reminded and encouraged to further investigate the issue to better understand the underlying causes. This provides greater context even if the service action has already taken place. With increased knowledge, students may commit to ongoing assistance, for example, such as joining with the prevention or community resilience initiatives regarding an environmental issue.

- **Fundraising:** The preferred approach is for students to initially develop their understanding of the organization they choose to support and the issues being addressed. Students can draw from their interests, skills and talents to plan the method and manner of fundraising. Ideally, students directly communicate with the organization and establish accountability for funds raised. Sharing the rationale for the fundraising educates others and advocates the chosen cause. Students can also be asked to consider other ways to augment their contribution through direct, advocacy, or research service.
- **International service:** Students are encouraged to participate locally in service before considering service opportunities outside their country. When participating in international service, students must understand the background and the circumstances of an identified and authenticated need to support their involvement. When direct communication with an overseas community is not possible, students could cooperate with an outside agency to provide an appropriate service. Students do benefit from serving in an international context when able to make clear links to parallel issues in their local environs and they understand the consequences of their service. Schools must ensure that commercial providers if used, act by the aims of the IB mission statement and CAS requirements.

- Additionally, schools must undertake a risk assessment to ensure the safety of students.
- **Volunteerism:** Students often volunteer in-service experiences organized by other students, the school or an external group. In such cases, students benefit from prior knowledge of the context and the service need. Being informed and prepared increases the likelihood that the student's contribution will have personal meaning and value. Utilizing the CAS stages before volunteering is highly recommended.
- **Service arising from the curriculum:** Teachers plan units with service learning opportunities in mind, students may or may not respond and act. For example, while studying freshwater ecology in environmental systems and society, students decide to monitor and improve a local water system.

WHAT IS NOT CAS?

The spirit of CAS must be considered at all times. Generally, CAS is not taking place when you are in a passive rather than an active role. There should be interaction. If you are in a passive role then the activity will provide you with no meaningful benefit. In such circumstances, achievement of the CAS Learning Outcomes is rare to occur.

Examples of activities that may be inappropriate for CAS include:

- Doing simple, tedious and repetitive work, like returning school library books to the shelves, handing out brochures, selling tickets to an event, or asking people in the street for donations.
- A passive pursuit, such as a visit to a museum, the theatre, art exhibition, concert or sports event.
- All forms of duty within the family.
- Religious devotion.
- Work experience that only benefits you.
- Fundraising with no clearly defined end in sight.
- An activity where there is no leader or responsible adult on-site to evaluate and confirm your performance.
- Activities that cause division amongst different groups in the community.

- An activity for which you are personally awarded either financially or with some other benefit (unless this benefit is passed on in full to a worthy cause).

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.

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.

CAS Calendar and deadlines:

Year 1	
July-August	<ul style="list-style-type: none"> • Be sure to read the entire CAS Handbook. • Start identifying CAS experiences that are meaningful, important, enjoyable, or challenging to you. • Determine the goals that you plan on achieving through CAS experiences. • Begin thinking about which of the Learning Outcomes you hope to achieve with each experience. Remember all outcomes must be achieved to complete the CAS program.
September	<ul style="list-style-type: none"> • Determine how you are going to provide evidence of your CAS activities for your portfolio. • First CAS meeting
October/November	<ul style="list-style-type: none"> • Meet with CAS Coordinator if you have not gotten started, at this point you are in danger of being off track.
December/January	<ul style="list-style-type: none"> • Continue recording CAS experiences, periodically submit to CAS Coordinator • Juniors should have approximately 25-50 hours documented in their Portfolio. • Continue adding to your Portfolio and Reflection Forms.
February / March	<ul style="list-style-type: none"> • Juniors should have approximately 75 hours documented in their Portfolio. • Portfolio check with CAS Coordinator – verify if you are on track and if the quality of CAS documentation needs to change.

Year 2

June-July	<ul style="list-style-type: none"> • Summer is a good time to get involved with CAS activities. • Review your Portfolio and Learning Outcomes to identify the areas that you may need to focus on. • Continue documenting experiences, completing forms when appropriate. • Seniors should have approximately 100 hours of their CAS activities documented in their Portfolio. • Remember to keep copies of your Reflection Forms and Log Sheets in a safe place with your Portfolio.
August-September	<ul style="list-style-type: none"> • Seniors should have approximately 125 hours documented in their Portfolio. • 2nd CAS meeting • Continue filling out Reflection Forms after you complete an experience. • Meet with the CAS Coordinator if you do not seem to be on track or if you have questions.
October-December	<ul style="list-style-type: none"> • Seniors should be near completion of their CAS requirements. • Review your Portfolio, Reflection Forms and Log Sheets to see if all the hours, as well as the Learning Outcomes, have been achieved. • Create a plan for missing learning outcomes. • Continue working on your CAS activities as needed. • CAS Project should be nearing completion
January- March	<ul style="list-style-type: none"> • Make copies of your Reflection Forms, and Summary Forms for your records. • Your original Reflection Forms and Summary Form will be turned in to the CAS Coordinator once you complete your CAS project. • Final CAS meeting. This should be a summative meeting.

***These are the ONLY possible starting times that will also meet the 18 Month periods required for the CAS programme. It is suggested that students start as early as possible.**

The CAS Coordinator may request a copy of your Portfolio to send to IB. If requested you will be able to keep the original for your records.

All CAS requirements must be completed and turned in to the CAS Coordinator on April 1st. If April 1st falls on a non-school day, then the following school day is the deadline. Failure to meet this deadline may result in a delay or no IB diploma being awarded.

THE CAS PORTFOLIO:

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

The CAS portfolio is used by students to plan their CAS programme, reflect on their CAS experiences and gather evidence of involvement in CAS; it is not formally assessed. The CAS coordinator/adviser must ensure the students keep their CAS portfolio up-to-date and relevant as it is a summation of their CAS programme. It could also be a valuable addition to a student's resume for a prospective employer or educational institution.

GIS requirements for CAS portfolio

- The portfolio will be made in Google docs shared with the CAS coordinator.
- Each CAS experience will include the following four sections.
- Managebac

1. PROPOSAL SECTION:

In this section, you can include the CAS proposal forms submitted at the beginning, your personal interest and other experiences or incidents.

2. EXPERIENCE SECTION:

In this section, you can include your learning moments, personal achievements and how you have utilized the CAS stages.

The CAS Coordinator may request a copy of your Portfolio to send to IB. If requested you will be able to keep the original for your records.

All CAS requirements must be completed and turned in to the CAS Coordinator on the 1st of April. If April 1st falls on a non-school day, then the following school day is the deadline. Failure to meet this deadline may result in a delay or no IB diploma being awarded.

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2. EXPERIENCE SECTION:

In this section, you can include your learning moments, personal achievements and how you have utilized the CAS stages.

3. EVIDENCE SECTION:

In this section, you can include the collected evidence of your involvement in the CAS cycle and your achievements like planning documents, letters, emails, certificates, acknowledgements for participation, videos, photographs and so on.

4. REFLECTION SECTION:

In this section, you can include your reflection in the experience like the skills you developed or any other areas. (Minimum 400 words for each experience)

REFLECTION:

Reflection is central to the CAS experience; it is a dynamic means for self-knowing, learning and decision-making. Reflection is not an account of what was done or a series of steps in the process – it is an expression of your experience and growth. Student reflection is the primary evidence used to determine the completion of the CAS program.

ELEMENTS OF REFLECTION:

1. Describing what happened. You should retell memorable moments and identify what was important or influential, what went well or was difficult, obstacles and successes.
2. Expressing feelings. You should identify and express your emotional response to the experiences.
3. Generating ideas. Rethink and re-examine choices and actions.
4. Asking questions. Consider questions about people, processes or issues to prompt further thinking or inquiry. Purposeful reflection is about quality – not quantity. You are not expected to write after each interaction in a CAS experience, rather allow the experience to inspire the reflection. Students are often inspired by moments of discovery, mastery of skills, taking on challenges, experiencing emotions or noting achievements worthy of celebration.

EXTENDING REFLECTION:

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

What did I do? Could become:

- *Why did I make this particular choice?*
- *How did this experience reflect my 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?*

TIME FOR REFLECTION:

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

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

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

The three meetings will be included with the specific dates with a brief explanation of the discussion, outcomes and reflection.

After finishing a CAS experience it will be maintained in the CAS portfolio with neatly arranged contents in different sections.

The CAS portfolio will be updated weekly basis.

The portfolio will be monitored in monthly basis and feedbacks will be given for appreciation and improvements if any.

Be completed and handed in to the CAS coordinator by 10th Feb of your year 2.

Note: For any queries CAS Co-ordinator me during school hours in my cabin or mail me.

CAS Candidate's log
(As you complete each activity, add it to this list to keep track of your progress)

Dates	Description of Activity	Creativity	Activity	Service	Hours

Use this form as you progress in CAS to record good evidence (likely what you think is your best evidence). List which experiences show evidence in each of the 7 learning outcomes, and give a brief indication of the nature of this evidence. You may also state where this evidence can be found in your CAS Portfolio. Your CAS Adviser (or CAS Coordinator) will discuss this form with you in your final CAS interview and at other times during the final stages of your 18-month CAS programme

Learning Outcomes	Evidence Provided (experience/nature)
Identify 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	
Other Requirements	
Provide an outline of your CAS Project (significant collaboration; long term; a major commitment)	
How have you shown regular involvement in CAS over at least 18 months.	
How have you demonstrated a range of experiences (e.g. group; initiated your- self; involve you in the school community, local community)	

Stage	Description	Form Required
Before	Before you begin a new experience you must submit a Proposal Form. The proposal form can be collected from the Coordinator. You must wait until the CAS Coordinator approves your activity before you begin. Provide a minimum of one week for review and possible meeting.	Proposal Form
During	You must keep a record of your CAS experiences in your CAS Portfolio. Compile photos, videos and other artefacts as evidence of your participation and your achievement in the seven learning outcomes. This portfolio will act as a tool for the evaluation of your CAS program. Keep your CAS Portfolio up to date.	Evidence and reflection in portfolio
After	At the end of an experience, you should make your final reflections. You also need to have your supervisor fill out a Supervisor Review (within two weeks of activity completion).	Supervisor Review
