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Last updated: August 19, 2024

What is CAS?

“If you believe in something, you must not just think or talk or write, but must act.”

CAS is at the heart of the Diploma Programme. The aim is to learn more about yourself, your strengths, your interests and how you can challenge yourself.

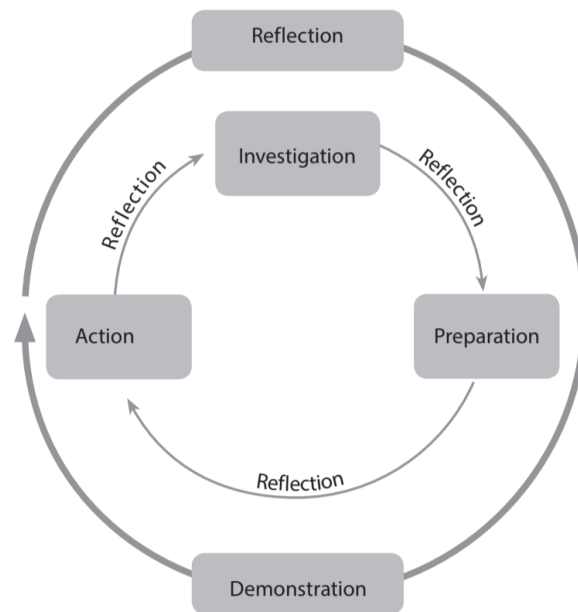
- **Creativity—exploring and extending ideas leading to an original or interpretive product or performance**
- **Activity—physical exertion contributing to a healthy lifestyle**
- **Service—collaborative and reciprocal engagement with the community in response to an authentic need**

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.

CAS encourages students to seek personal growth and develop collaborative and communication skills. These are the same skills often sought by future employers and many past students have extensively used their CAS experiences in university applications.

Each individual student has a different starting point and different strengths, needs and goals. A CAS programme is therefore utterly personal as it depends on the student’s interests, skills, values and background.

Each CAS Experience has 5 CAS Stages:



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 future

experiences.

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:

- **develop their ability to communicate and collaborate with others**
- **experience and recognise personal development**
- **develop attributes of the IB learner profile**
- **increase self-awareness and empathy**
- **explore new and unfamiliar challenges**
- **find passions and interests for a balanced lifestyle**

The Three Strands of CAS are elaborated as follows:

Creativity:

Exploring and extending ideas leading to an original or interpretive 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 endeavours that move them beyond the familiar, broadening their scope from conventional to unconventional thinking.

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.

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.

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.

Approaches to Learning (ATL) Links:

At DBS, the CAS programme encourages students to develop their social skills: The ability to participate and collaborate with others whilst showing awareness and respect for other cultures, varying points of view, and individual differences. The CAS Project is an opportunity to do so.

IB Website on CAS:

<https://www.ibo.org/programmes/diploma-programme/curriculum/creativity-activity-and-service/>

CAS Project

The primary purpose of the CAS project is to ensure participation in sustained collaboration. Through this level of engagement students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making.

Basic Requirements:

Every CAS student must be involved in at least one CAS Project. An acceptable project satisfies the following basic requirements:

1. ***Evidence of significant planning by the Student, uploaded to Managebac. Can use [CAS Project Proposal Template](#) to do so.***
2. ***Involves teamwork and collaboration***
3. ***Address one or more of Creativity, Activity and Service. Recommended to integrate two of them***
4. ***Commitment: at least one month duration and longer recommended***

Type and scope of CAS Project:

Your CAS Project can be an original idea or it can build upon a CAS Project carried out by a previous student. The main difference from your other CAS Experiences is that it will involve more in-depth planning, you are taking clear personal responsibilities and that the goals of the CAS Project are more substantial.

All CAS projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS project. Students will likely identify more outcomes, or modify expected outcomes during the CAS project and/or at its completion.

CAS Advisor approval required before you start:

Before starting the project it must be approved by your CAS Advisor (and the beneficiary of the project, if relevant). We do not want to waste time planning a project that is not appropriate. A detailed plan of who will benefit from the project, how they will benefit and details of planning involved must be submitted to your CAS Advisor so that they can give you helpful feedback.

CAS Project Proposal Template:

Students may use this [CAS Project Proposal Template](#) (click link to access or see Appendix 1) to plan their CAS projects for easier discussion with CAS advisors and organizations that they collaborate with (if any). The CAS Project Proposal Template can also be uploaded to Managebac as CAS project evidence.

Carrying out the Project:

Evidence of plans and progress must be regularly uploaded to Managebac so that your CAS Advisor can monitor your progress. Students should communicate with participants, supervisors and CAS Advisors to make sure actions are having intended consequences. There may be unexpected developments and you will need to stay flexible and adjust your plans as needed.

Upon Completion:

The CAS Project completion must be approved by your CAS Advisor. This would be done after reviewing the Evidence and Reflections that you have uploaded to Managebac. Be sure to reflect on what you found challenging as well as what went well, and how you adapted your plans over time.

Examples of CAS Projects:

- 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 dance routine in a theatrical production.
- Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.
- Creativity and service: Students rehearse and perform a choir show for a community retirement home.

Approaches to Learning (ATL) Links:

At DBS, the CAS programme encourages students to develop their social skills: The ability to participate and collaborate with others whilst showing awareness and respect for other cultures, varying points of view, and individual differences. The CAS Project is an opportunity to do so.

The 7 CAS Learning Outcomes

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 Seven Learning Outcomes:

Student completion of CAS is based on the achievement of the seven CAS learning outcomes realised through the student's commitment to his or her CAS programme over a period of 18 months. These learning outcomes articulate what a CAS student is able to do at some point during his or her CAS programme. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

1: Identify own strengths and develop areas for growth

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

2: Demonstrate that challenges have been undertaken, developing new skills in the process

A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through

experiences that the student has not previously undertaken or through increased expertise in an established area.

3: Demonstrate how to initiate and plan a CAS experience

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.

4: Show commitment to and perseverance in CAS experiences

Students demonstrate regular involvement and active engagement over a period of time in their CAS Experience.

5: Demonstrate the skills and recognise the benefits of working collaboratively

Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

6: Demonstrate engagement with issues of global significance

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

7: Recognise and consider the ethics of choices and actions

Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

CAS: Student Responsibilities

CAS should be fun! It is your chance to choose experiences that you are interested in and passionate about.

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

Through the Diploma Programme students undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. You must also undertake one CAS Project of at least one month. Students collect evidence and reflect at significant moments throughout their CAS experiences, so assemble a CAS portfolio.

By the end of the 18 months, students will be able to demonstrate achievement of the seven CAS learning outcomes using their CAS Portfolio to the CAS Coordinator's satisfaction.

CAS students are expected to:

- approach CAS with a positive and proactive attitude
- develop a clear understanding of CAS expectations and how CAS can be valuable to them
- 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 your CAS Adviser
- understand and apply the CAS stages where appropriate
- take part in a variety of experiences, some of which are self-initiated
- undertake a CAS project
- become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
- maintain a CAS Portfolio by regularly uploading Evidence and Reflections to Managebac
- understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- ensure a suitable balance between creativity, activity and service in their CAS programme
- behave appropriately and ethically in their choices and behaviours.

Risk Assessment

[Risk Assessment \(download template here or see Appendix 2\)](#) should be completed for each new CAS Experience and your CAS Project. It is an important part of your planning. Be sure to sign and date the bottom of the form.

You will need to show your Risk Assessment to one of or both of your Parents and discuss your plans with them. If they have any concerns, you will need to adjust your planning. Once they are happy with your safety planning, please ask one of your Parents to sign to show that they have given consent.

If your assessment of the LIKELIHOOD + OUTCOME risks = 5 or 6, you need to discuss your plans with your CAS Advisor before you start. Following that discussion, you may need to adjust your plans to mitigate the risk.

Once your Risk Assessment is completed and you have discussed it with your Parents (and CAS Advisor if L+O=5 or 6), please upload a scan/photo of the completed Risk Assessment as Evidence to your planned CAS Experience on Managebac. It will show evidence of the first two CAS Stages (Investigation and Preparation).

The Role of CAS Advisors

Not the role of CAS Advisors:

- CAS Advisors should not plan or organise student Experiences. All CAS Experiences and the CAS Project need to be self-initiated.
- Your CAS Advisor will not tell you when to upload Evidence or Reflections to Managebac. You are expected to manage your own time and organise yourself.
- It is up to you to arrange a time to speak to your CAS Advisor to discuss your plans for CAS Experiences and your CAS Project. You can contact them via email/Managebac, before/after classes or at the Staff Room.

What your CAS Advisor will do:

- Discuss your interests, passions and the things you find more challenging in Advisee Meetings to help you think of ideas for meaningful CAS Experiences that can lead to genuine personal growth.
- Discuss your plans for CAS Experiences and your CAS Project to be sure that they are appropriate and challenging.

- Discuss your Risk Assessments of CAS Experiences where you perceive the LIKELIHOOD + OUTCOME of risks (on the Risk Assessment form signed by one of your Parents) to be 5 or 6.
- Review your CAS Portfolio on Managebac before Advisee Meetings and more often if they think it is necessary.
- Discuss ideas of possible CAS Experiences that address Learning Outcomes that you are struggling to target in your planning (most often the case with LO6: Global Engagement/LO7: Ethics of Choices & Actions)

The Role of Parents

We ask that Parents offer support, encouraging Students to undertake interesting and challenging CAS Experiences that give opportunities for personal growth and self-improvement. You know your son best and may wish to discuss ideas with them to effectively develop life skills, whilst fitting these experiences effectively within your son's schedule.

CAS is one of the ways that the IB tries to help Students develop life skills that will be important at university and in their later working lives. It is not about "success", but a chance to learn from your mistakes and when things don't go to plan. This can lead to meaningful personal stories that Students can find help them really stand out from the crowd in university applications and interviews.

We ask that one or both Parents discuss your son's [Risk Assessment](#) for each new CAS Experience. A CAS Experience should only go ahead if you are happy with the risks entailed, and if your son has planned to mitigate them sufficiently. Once you give your consent for the CAS Experience/CAS Project to go ahead, please sign the Risk Assessment form.

Your Son will upload the completed Risk Assessment form to Managebac as Evidence of his planning. It is important that the CAS Advisor knows that you have given your consent for the CAS Experience to go ahead.

Reflection is often the part of CAS that Students find most challenging. You may be able to help by discussing times when you have used reflection in your working lives or hobbies, for example work appraisals, professional training or team talks. Please encourage your Son to be honest and speak personally about what he thinks went well, what could have gone better and how he might approach the challenge differently next time.

The Role of CAS Supervisors

In accordance with the type of CAS experience, students have the option to designate a CAS supervisor in ManageBac. This individual will offer guidance, share expert knowledge, and ensure safety throughout the CAS activities. CAS supervisors may include teachers, non-teaching staff members of the school, or personnel from external organizations in the wider community. For instance, a swimming coach could serve as a CAS supervisor for a "swimming" experience, or the staff of a charity could supervise a CAS project conducted in partnership with the organization.

CAS supervisors are expected to:

- Have a thorough understanding of this CAS Handbook.
- Provide advice on the students' [Risk Assessment Form](#).
- Offer students guidance, support, and feedback regarding their CAS experience, including the reflection process.
- Complete the CAS Supervisor Review on ManageBac if necessary.

What is CAS and What is Not?

When selecting a CAS Experience it is essential to discuss your plans with your CAS advisor before you start to make sure it is suitable.

Every CAS Experience should be challenging, involve you undertaking a new role, be a real task (not menial) and have real consequences.

Here are some examples of Community Service Projects incorporating two or three of the CAS Strands:

- Teaching children who have a disability to swim (activity, service)
- New role: Swimming instructor
- Real Task: To pass on knowledge and skills to others
- Real Consequences: The children have fun, exercise and learn to swim
- Coaching a football team (activity, service)
- New role: football coach
- Real task: To pass on knowledge and skills to others
- Real Consequences: The children have fun, exercise and learn to play football
- Teaching the guitar to a younger class (creativity, service)
- New role: Instrumental music teacher
- Real task: Making music together

- Real Consequences: Improved individual and group proficiency in music
- Writing for the school newspaper (creativity, service)
- New role: Journalist
- Real task: Presenting and writing newspaper articles to deadlines
- Real consequences: Publication of work
- Organising a clearing a beach of pollution, litter (activity, service)
- New role: Environmental worker
- Real task: Cleaning up the pollution
- Real consequences: Environmental improvement
- Organising a “Walkathon” to raise money for guide dogs for people who are blind (creativity, activity, service)
- New role: Organiser, walk participant, assisting people who are blind
- Real task: Planning and publicising, walking with people who are blind, raising money
- Real consequences: People who are blind are provided with guide dogs
- Assisting victims of natural disasters (creativity, activity, service)
- New role: Charity campaigner
- Real task: Arranging collection and delivery of blankets, tents, food and medical supplies for victims
- Real consequences: Practical help for people who have suffered the damage of a natural disaster

Examples that are not CAS Experiences:

- Learning to drive
- A skiing holiday with your family
- Playing in the same sports team that you have for many years (how is this challenging?)
- Participating in any sport without a personal goal (how is this challenging?)
- Recreational swimming (splashing without a personal goal)
- Walking to school (unless you live in Tai Po!)
- Playing pool, snooker or bowling
- P.E. lessons

Not CAS Service:

- Any activity for which you are paid
- Housework (that is being a good son, not CAS)
- Doing simple, repetitive work such as putting books back on shelves (how is this challenging?)
- Work that is not providing a service to those in need
- Informally helping a friend with homework
- Asking for donations without doing something

CAS Opportunities

DBS provides an extensive selection of clubs, societies, and teams for IB DP students to join. We strongly encourage IB students to register for these CAS opportunities during the first week of September each year on Clubs and Society Joint Recruitment Day and actively engage in their year-round activities throughout their 18-month CAS journey. Some examples include:

| Creativity | Activity | Service |
|---|---|--|
| <ul style="list-style-type: none"> • Art Society • Calligraphy Club • Chinese Debating Team • Chinese Orchestra • Chinese Percussion Ensemble • Diocesan Media Group • Drama Committee • English Debate & Mooting and Mock Trial Joint Team • Engineering Club • Informatics Team • Intermediate Choir • Intermediate Mixed Choir • Innovation & Design Club • IT Development Team • Junior Mixed Choir • Modern Music Club • Model United Nations & Public Speaking Joint Club • Robotics Team • Senior Choir • Senior Mixed Choir • String Orchestra • Symphony Orchestra • Treble Choir • Wind Orchestra | <ul style="list-style-type: none"> • Archery Team • Athletics Team • Badminton Team • Basketball Team • Beach Volleyball Team • Cricket Team • Cross Country Team • Dragon Boat Team • Fencing Team • Football Team • Handball Team • Hockey Team • Indoor Rowing Team • Life Saving Team • Orienteering Club/ Team • Rope Skipping Club/ Team • Rugby Sevens Team • Softball Team • Squash Team • Swimming Team • Table Tennis Team • Tennis Club/ Team • Tenpin Bowling Team • Volleyball Team • Water Polo Team | <ul style="list-style-type: none"> • Green School Action Group • Moral Education Group • Prefects • School Museum • Social Service Society • Scout Ceremonial & National Flag Team • Scouts Troop • Sports Injury & First Aid Squad • Student Ambassadors • Timing Squad • Venture Scouts |

In addition, we encourage students to actively participate in CAS experiences outside of school. Any updates regarding upcoming external CAS opportunities will be promptly communicated by the CAS Coordinator through Managebac. Students will have the opportunity to sign up for these opportunities throughout the academic year.

Based on exemplary performance in the IB Bridging Year Year-round Service Programme, select IB Year 1 students will be invited by the CAS Coordinator to assume the role of service leaders within their respective programs throughout IB1. To access the list of non-governmental organizations (NGOs) that DBS partners with, kindly refer to the following link:
<https://www.ib.dbs.edu.hk/g10-long-term-service-program>

Reflections: How and Why?

Writing personal CAS Reflections is often cited by students as the hardest part of CAS. If it does not come easily at first, stick at it – active and regular reflection can be a very valuable skill when striving for personal growth and improvement.

What do we want as a reflection?

Consider the following ideas:

- How you felt
- What you perceived
- What you thought about the experience
- What the experience meant to you
- What the value of the experience was
- What you learned from the experience and how this learning might apply more widely

Be sure to directly address one or more of the CAS Learning Outcomes in each reflection.

Some helpful reflection sentence starters:

- One thing I learned about myself.....(positive or negative)
- If I were in charge of this activity I would.....
- One thing I liked(or disliked).....
- This activity left an impression on me because....

- This activity was good because.....
- The thing I enjoyed most was.....
- I influenced.....
- I realised that.....
- I am pleased with.....
- Next time what I would do differently would be.....
- My initial intentions were.....

Further help how to write your reflections for your CAS Experiences:

Pre-Reflection:

- What goals do I hope to accomplish?
- Which learner objectives do you hope to meet?

Post-Reflection:

- Did you meet the goals you set out?
- Why or why not?
- What CAS Learning Outcomes did you address?
- Why or why not?
- If you could do this activity again, what would you do differently?

Specifically:

LO1: Increased awareness of strengths and areas for growth

- Did this experience humble you?
- Boost your self confidence?
- Why weren't you aware of this strength/weakness before?
- How do you feel now that you're aware of it?
- Why is it important for us to know our strengths? Our weaknesses?

LO2: Undertaken new challenges, new skills:

- What was so challenging?
- Why was it challenging?
- Have you done anything similar before?
- How did you overcome this challenge?
- If you didn't overcome it, why not and what will you do differently next time?
- How do you feel about having undertaken this challenge?
- Why is it important for you to undertake new challenges?
- What new skills did I develop?
- Why did you not have them before?
- How could this skill be useful to you in the future?

- How does having this new skill make you feel about yourself?
- Why is it important to learn new skills?

LO3: Planned and initiated activities:

- How did you organise yourself?
- Are you usually an organised person?
- Did you discover any skills you hadn't known or learned yet that you had to use for the planning and initiating of this activity?
- What was harder? The planning or the initiating? Why?
- Do you think planning or initiating anything in the future will be easier now?
- Why is it important to know how to plan and initiate activities?

LO4: Showed perseverance and commitment.

- What made this activity difficult where perseverance or commitment was necessary?
- How did that make you feel?
- Is it easy for you to commit to things? To be persistent? Why or why not?
- Why is showing perseverance and commitment important?

LO5: Worked collaboratively:

- Is working with others generally easy or hard for you? Why?
- So, based on your answer to the above question, was this particular activity easy or hard for you to work with others?
- Did you have to work with anyone difficult? How did you handle it?
- Why is it important to be able to work collaboratively with others?

LO6: Engaged with issues of global importance:

- What were the issues?
- Why are they important globally? How? Where? How did you know?
- How does knowing about global issues contribute to your personal growth?
- How does it make you feel now that you are aware of this global issue?
- How does your work in this CAS activity make you feel about that global issue?

LO7: Consider ethical issue

- Do you understand what ethics are?
- How do you know if something is ethical? How did you learn that?
- What ethical issues were involved in this activity? Explain.
- Did the ethical issues affect you directly or indirectly?
- How did the issue make you feel? What was your opinion on this issue before this activity? Has it changed or stayed the same after this activity?
- What could you do to increase the awareness of others about this issue?
- Why is an ethical education important?

Some things to remember:

- Aim to be concise (4-5 lines) though if you only write a sentence or two, it is unlikely to be enough to “get personal”. Quality is more important than quantity.
- Video/audio reflections are strongly encouraged and can be completed as a group. But try not to ramble on for your whole bus ride home – maximum 1-2 minutes please.
- The reflection is just as important as actually doing the activity and maybe even more so as it’s the time when you consider what you have learned, build upon and do differently in future.
- CAS is supposed to be meaningful to you and about personal growth. The evidence of this growth is the reflection. That’s HOW you make it meaningful. Pick experiences that you think will lead to interesting reflections.
- Reflections should be more about emotions and thoughts than a factual description of the activity.

CAS Timeline

| G10 | IB Bridging Year CAS Timeline |
|------------|---|
| September | <ul style="list-style-type: none"> • Introduction to IB Bridging Year CAS Service Program • Allocation of IB Bridging Year CAS Service Program Roles • Introduction to flag system |
| October | <ul style="list-style-type: none"> • IB Bridging Year CAS Service Program begins |

| | |
|-------------------|---|
| | <ul style="list-style-type: none"> • Introduction to Managebac CAS Profile: CAS Summary, CAS reflections, CAS evidence |
| December | <ul style="list-style-type: none"> • Term 1 CAS Weeks |
| April | <ul style="list-style-type: none"> • IB Bridging Year CAS Service Program ends |
| June-July | <ul style="list-style-type: none"> • Term 2 CAS Weeks |
| <u>G11</u> | IB1 CAS Timeline |
| September | <ul style="list-style-type: none"> • Introduction to IB Diploma CAS • Managebac: review of uploading Experience Descriptions, Evidence and Reflections • Completion of CAS Plans, including ideas for your CAS Project • Start CAS Experiences and uploading to your CAS Portfolio on Managebac • Schedule Advisee Meeting with your CAS Advisor to discuss your CAS Plans |
| October | <ul style="list-style-type: none"> • First CAS Interview with CAS Advisor Completed, with comments recorded in Managebac |
| December | <ul style="list-style-type: none"> • CAS Trip to Chiang Rai, Thailand |
| January | <ul style="list-style-type: none"> • Advisee Meeting to discuss your Experiences and Portfolio on Managebac. • CAS Flag assigned and CAS Comment written for the Mid-year Report. |
| February | <ul style="list-style-type: none"> • Planning for your CAS Project underway. Evidence and Reflections of your planning uploaded to Managebac |

| | |
|-------------------|---|
| June | <ul style="list-style-type: none"> • Advisee Meeting, Second CAS Interview completed • CAS Flag assigned and CAS Comment written for the End-of-year Report. • CAS Project action phase underway, including Evidence and Reflections |
| July-August | <ul style="list-style-type: none"> • CAS Experiences continue throughout the summer holiday (18 months without gaps required) • CAS Project completed (do not leave it until G12, when you will be busy with university applications) |
| <u>G12</u> | IB2 CAS Timeline |
| September | <ul style="list-style-type: none"> • Advisee Meeting, CAS progress discussed • CAS Flag assigned, contributing to Predicted Grades • CAS demonstrations begin |
| January | <ul style="list-style-type: none"> • Advisee Meeting to discuss your Experiences and Portfolio on Managebac. • CAS Flag assigned and CAS Comment written for the Mid-year Report. |
| End of February | <ul style="list-style-type: none"> • CAS Portfolio completed <i>if</i>: • Experiences have been ongoing for 18 months, as shown by regular uploads of evidence and reflections to Managebac • All 7 learning outcomes addressed • All 3 strands of C, A and S addressed • CAS project completed • CAS demonstration completed |
| March | <ul style="list-style-type: none"> • CAS completion interview • CAS Flags assigned and printed on final report card |

CAS Flags

Legend:

✓: Required for green flag and trophy

★: Required for trophy only

Pre-IB CAS Flag requirements:

| Achievements | G10 Term 1 (Dec) | G10 Term 2 (Jul) |
|--|------------------|------------------|
| Long-term CAS Service Programs: Description in Managebac addresses 2-3 Learning Outcomes | ✓ | ✓ |
| Long-term CAS Service Programs: No unexcused absences | ✓ | ✓ |
| CAS Risk Assessments completed for each CAS Experience (uploaded to Managebac by Students as Evidence) | ✓ | ✓ |
| CAS Weeks: Experience created in Managebac, with a short description. Maximum 3 Learning Outcomes selected per CAS Experience. | ✓ | ✓ |
| CAS Weeks: Daily Evidence in Managebac (e.g. photos, videos, documents) | ✓ | ✓ |
| CAS Weeks: Daily Reflections in Managebac for the CAS Weeks Experiences | ✓ | ✓ |
| CAS Weeks: a diverse and interesting schedule attempted, demonstrating the student's engagement | ★ | ★ |
| Managebac Descriptions detail personal goals (e.g. | ★ | ★ |

| | | |
|---|---|---|
| SMART goals) related to the 2-3 CAS Learning Outcomes selected | | |
| Managebac Reflections are personal and address the CAS Learning Outcomes | ★ | ★ |
| CAS Weeks: CAS Weeks Plan submitted on time. | | ✓ |
| CAS Weeks: Must address 5 of the 7 CAS Learning Outcomes. | | ✓ |
| CAS Weeks: Mini-CAS Service Project attempts to address a societal need. Must take up at least 5 days. | | ✓ |
| CAS Weeks: Interesting and challenging Mini-CAS Service Project undertaken, including evidence of initiation, planning, action and reflection. | | ★ |
| Varied evidence that clearly shows your achievements, not just your presence. | | ★ |
| Completion of all coursework assigned by CAS teacher. | ✓ | ✓ |
| Where there have been earlier problems (e.g. gaps in Managebac time stamps for evidence/reflections), the student has taken steps to address their mistakes and improve their approach over time (showing personal improvement) | ✓ | ✓ |

IBDP (G11-12) CAS Flag Requirements:

| Achievement | G11 Term 1 (Dec) | G11 Term 2 / Predicted Grade (Jul) | G12 Term 1 (Dec) | G12 Term 2 (Feb) |
|---|-------------------------|---|-------------------------|-------------------------|
| At least one CAS experience from each of the C, A, S strands. | ✓ | ✓ | | |
| On-going CAS experiences (uploads evidence and/or reflection to Managebac each week). | ✓ | ✓ | ✓ | ✓ |
| 18 months ongoing CAS experiences (uploads meaningful evidence and/or reflection to Managebac each week from the beginning of September in G11 to the end of February in G12). | | | | ★ |
| Minimum two CAS experiences have relevant evidence and reflections in Managebac. | ✓ | | | |
| CAS Plan submitted, including an viable idea for the CAS Project and 6 long-term experiences (minimum 2 for each of C, A and S). A long-term experience lasts for at least one month. | ✓ | | | |
| 1-3 learning outcomes selected for each experience. Clear reference to how they are being/were addressed | ✓ | ✓ | ✓ | ✓ |

| | | | | |
|---|---|---|---|---|
| in the Description and Reflections | | | | |
| Minimum 4 learning outcomes addressed. | ✓ | | | |
| All 7 CAS Learning Outcomes have been addressed at least once. | | ★ | ✓ | ✓ |
| Personal reflections clearly address all 7 learning outcomes (in a range of experiences) | | ★ | ★ | ★ |
| CAS experiences in terms of the C, A, S strands are well balanced. (C : A : S hours ratio in MB). | ★ | ★ | ★ | ★ |
| Diversified CAS experiences from each of the C, A, S strands | | | | ✓ |
| There are multiple reflections that have well targeted CAS experiences' learning outcomes. | ★ | ★ | ★ | ★ |
| Evidence that planning the CAS project has begun (more than just a vague idea). | ★ | | | |
| CAS Project underway (at least the planning and initiation) | | ✓ | | |
| CAS Project "action" phase underway with at least one | | ★ | | |

| | | | | |
|---|--|---|---|---|
| evidence and reflection recorded | | | | |
| CAS Project “Action” phase completed, including evidence and reflections | | | ✓ | ✓ |
| Interesting and challenging CAS Project completed, including evidence of initiation, planning, action, reflection and demonstration | | | ★ | ✓ |
| High quality CAS Project completed, including evidence of initiating, planning, reflection and demonstration | | | | ★ |
| Where there have been earlier problems (e.g. gaps in Managebac time stamps for evidence/reflections), the student has taken steps to address their mistakes and improve their approach over time (showing personal improvement) | | ✓ | ✓ | ✓ |

Appendix 1: CAS Project Proposal

CAS Project Proposal

Project title: _____

Leader (one student):

Collaborators: _____

Partnering organization (if any): _____

Every CAS student must be involved in at least one CAS Project. An acceptable project satisfies the following basic requirements:

1. *Evidence of significant planning by the Student (to be uploaded to Managebac)*
2. *Involves teamwork and collaboration*
3. *Address one or more of Creativity, Activity and Service. Recommended to integrate two of them*
4. *Commitment: at least one month duration and longer recommended*

For more information, please refer to our CAS Handbook.

Description of CAS project:

CAS Strands (Select 1 or more below):

| | |
|--|--|
| | 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 |

Learning outcomes (Select 1-3 below):

| | |
|--|---|
| | 1: Identify own strengths and develop areas for growth |
| | 2: Demonstrate that challenges have been undertaken, developing new skills in the process |
| | 3: Demonstrate how to initiate and plan a CAS experience |
| | 4: Show commitment to and perseverance in CAS experiences |
| | 5: Demonstrate the skills and recognise the benefits of working collaboratively |
| | 6: Demonstrate engagement with issues of global significance |

| | |
|--|---|
| | 7: Recognise and consider the ethics of choices and actions |
|--|---|

Timeline (At least one month in total):

| CAS stages | Date | Venue | Task | Parties involved | Resources needed |
|----------------------|------|-------|------|------------------|------------------|
| Investigation | | | | | |
| | | | | | |
| | | | | | |
| Preparation | | | | | |
| | | | | | |
| | | | | | |
| Action | | | | | |
| | | | | | |

| | | | | | |
|-------------------------|--|--|--|--|--|
| | | | | | |
| Final reflection | | | | | |

Add more rows/ columns if you need to.

Ethical Considerations (if any):

| Possible ethical concerns (e.g. environment, fairness, wellbeing, financial transparency, noise...) | Plans to address concern |
|---|---------------------------------|
| | |
| | |
| | |

Add more rows/ columns if you need to.

Backup plans:

| Possible disruptions/ uncertainties (e.g. weather, covid-related restrictions, availability of venue) | Backup plans |
|--|---------------------|
| | |

| | |
|--|--|
| | |
| | |
| | |

Add more rows/ columns if you need to.

Appendix 2: Risk Assessment Form

The purpose of this risk assessment is to ensure that the likelihood and possible impact of risks has been considered in the planning of CAS experiences. Once a risk has been identified, steps can be taken to mitigate its likelihood. If there are safety concerns, the risk assessment should be discussed with your Parents and your CAS Advisor before starting the CAS Experience and, if necessary, plans should be changed.

| | | | |
|--|--|--|--|
| Activity to be undertaken: N.B. the risk of each activity should be assessed individually | | Instructor: If adult supervision is required | |
| Location: | | Date: | |
| Group Members: | | | |
| FACTORS IN ASSESSING RISK | | | |
| The activity <ul style="list-style-type: none"> • Adventurous nature • Equipment used • Contact with animals • Supervision/Unsupervised • Physical Challenge | | The environment <ul style="list-style-type: none"> • Climate • Terrain • Water (sea, rivers, etc) • Health care available • Communications | |
| | | The participants <ul style="list-style-type: none"> • Medical conditions • Physical capability • Training and experience • Behaviour | |
| 1 LIKELIHOOD | 1 (Extremely rare) | 2 (Unlikely) | 3 (Possible) |
| 2 OUTCOME | 1 (minor - easily dealt with by participants) | 2 (moderate - would need to seek non-emergency help) | 3 (serious - would need to seek emergency help) |

You must **discuss with your Parents** the risks of your planned CAS Experience before you start. If L+O = 5 or 6, also discuss your plans with your CAS Advisor. If either have concerns, the CAS Experience should not go ahead without changes to your planning to mitigate risk.

| Risk | L ₁ | O ₂ | Control measures |
|--------------------|----------------|----------------|------------------|
| | | | |
| SIGNED BY STUDENT: | | DATE: | |
| PARENT'S CONSENT: | | | |