



ASM | AMERICAN
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ESTABLISHED 1962

ASM CAS HANDBOOK



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WHAT IS CAS?

CAS is one of the three elements in the IB core Diploma Program, along with TOK and the Extended Essay. CAS represents three **strands of extra-curricular experiences: creativity, activity and service**. CAS complements a challenging academic program to help create a balanced, well-rounded student, providing opportunities for independent goal setting, collaboration, accomplishment and enjoyment. It is meant to be **a journey to self-discovery** that develops personality and drives personal growth. Your CAS program can also help develop and show your interest in the subject you plan on studying at university, so use this as an opportunity to follow your curiosities and passions! Students are encouraged to participate in various CAS experiences that are offered on campus in the after school activities schedule, or create their own student-led initiatives on campus, as well as participate in community-based experiences and projects.

- **Creativity:** Exploring and extending ideas leading to an original or interpretive product or performance. The creativity strand includes a wide range of the arts, such as music, theatre, visual arts, photography and dance. Experiences involving creative thinking or planning also fit here.
- **Activity:** Physical exertion contributing to a healthy lifestyle. The activity strand includes not only sports, but also physical activities such as building or gardening.
- **Service:** Collaborative and reciprocal engagement with the community in response to an authentic need, the service strand includes unpaid and voluntary activities that have a learning benefit for you and meet the needs of someone else in your local, national or worldwide community.

REQUIREMENTS OF THE IB CAS PROGRAM

Successful completion of CAS is a requirement for the award of the IB Diploma, and this means that students must:

1. Choose a range of enjoyable and significant **CAS experiences, some of which are ongoing for at least 18 months**.
2. Undertake a collaborative **CAS project** (1-month minimum duration).
3. Engage in **three formal, documented interviews** with CAS Coordinator and/or CAS Adviser (member of ASM staff).
4. Achieve the **7 learning outcomes** and provide evidence of this through reflection.

5. Provide evidence of their extra-curricular engagement in a **CAS Portfolio**. This is documented on Managebac so that students and advisers have a detailed record of each student's achievements to submit to the IBO.

7 CAS LEARNING OUTCOMES

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 recognize the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance
7. Recognize and consider the ethics of choices and actions

CAS EXPERIENCES

A CAS experience is a specific event (or an extended series of events) in which the student engages with one or more of the three CAS strands (creativity, activity and service).

Furthermore, a CAS experience must:

- Be based on a personal interest, skill, talent or opportunity for growth
- NOT be used or included in the student's Diploma course requirements
- NOT be paid (for service strand)

Some questions to ask yourself if an experience qualifies:

1. Will the experience be enjoyable?
2. Does the experience allow for the development of my personal interests, skills and/or talents?
3. What new possibilities or challenges could the experience provide?
4. Which CAS learning outcomes may be addressed?
5. Does the experience allow me to deepen my knowledge gained in IB courses by taking concrete action?

If you cannot answer these questions satisfactorily, the experience may not be a good CAS experience...ask the CAS Coordinator if you are unsure!

EXAMPLE CAS EXPERIENCES:

Creativity	Activity	Service
Photography	Aerobics	Create a community environmental group
Tournament organization	Badminton	Organize a basketball tournament for children at a community centre
Event management	Basketball	Get involved in a beach clean-up
Website development	Personal gym programme	Assist in obtaining funds for a community garden
Choir	Kickboxing	Teach computer skills to those in need
Speech and debate club	Triathlon	Design and host a community film and discussion event featuring current issues
Drama production	Rugby	Implement a recycling programme
Journalism	Soccer	Create a petition to present to local government
Making a short documentary	Tournament participation	Work in an orphanage with regularity
Music/band	Surfing	Create awareness for a non-governmental organization (NGO)
Learning an instrument	Swimming	Be a student council representative
Art lessons	Trekking	Provide peer tutoring to junior students
Fashion show	Tai chi	Plan, participate and implement an activity for an international day of recognition
Talent show	Tennis	Take an active role in a community club

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 program.

- A CAS project is expected to last **at least one month** (from start of planning to final execution).
- The CAS Project must involve **collaboration**, which can be done with other CAS students or adults in the wider community.
- It may involve any one or more of the three strands (C,A,S)
- CAS projects should use the **CAS stages** as a framework.
- All CAS projects are designed with a defined purpose and specific goals. Individual students must identify one or more of the **learning outcomes**.
- The CAS project should be undertaken **locally** (this can also be in combination of local action and action elsewhere with a partner school/community).
- Students should **reflect** on their CAS project experience collaboratively, if possible.

Participation in sustained collaboration is the primary purpose of the CAS project. It challenges students to show initiative, demonstrate perseverance and develop skills such as those of cooperation, problem-solving and decision-making.

CAS STAGES:

CAS students should consider the following stages when they make plans and carry out their ideas. The five CAS stages are as follows:

- 1. Investigation:** Students identify the interest, 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 projects, students identify a need they want to address.

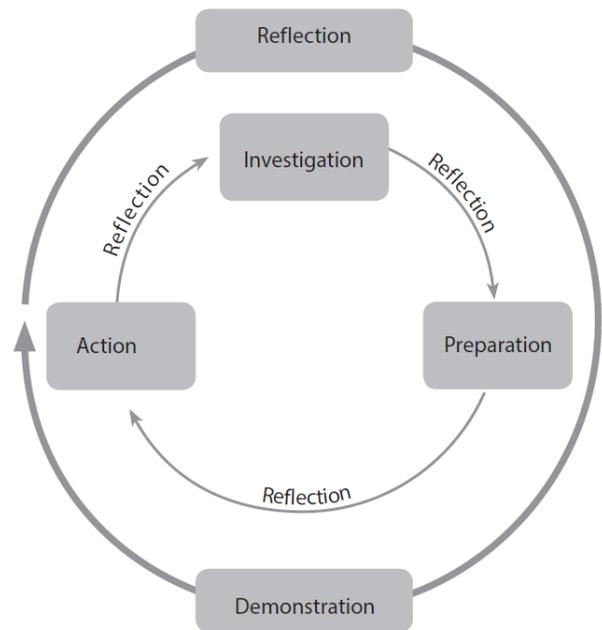


Figure 4
The five CAS stages

2. **Preparation:** Students clarify roles and responsibilities, develop a plan of action to be taken, identify specific resources and timelines, and acquire any skills 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 a response from others.

CAS PORTFOLIO

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is meant to be a collection of evidence that showcases the overall experience and is a source of pride for the student. The CAS portfolio is not formally assessed, however there will be a progress report sent and the students can see their progress on [ManageBac](#).

Students are expected to update their CAS portfolio on the system Managebac as a platform for the documentation of CAS and Extended Essay. In case of CAS, this allows easy access for the CAS coordinator/advisers, quick response and feedback on progress as well as evidence for official audits from the IB Organization.

HOW TO USE MANAGEBAC FOR CAS DOCUMENTATION

CAS Step-by-step

- 1 Diploma Student adds a new experience, e.g. Design Club
- 2 IB CAS Coordinator is notified via the CAS Daily Digest email
- 3 IB CAS Coordinator approves the experience on ManageBac
- 4 Diploma Student is notified of the approval via email
- 5 Diploma Student completes the experience and adds reflections
- 6 Activity Supervisor receives the experience supervisor email
- 7 Activity Supervisor completes the supervisor review form
- 8 IB CAS Coordinator reviews Diploma Student's reflections and marks the experience complete

Please watch the following videos to learn how to properly document your experiences on ManageBac (video must be downloaded to view):

[CAS Advisers](#)

[CAS Students](#)

Reflections and Evidence

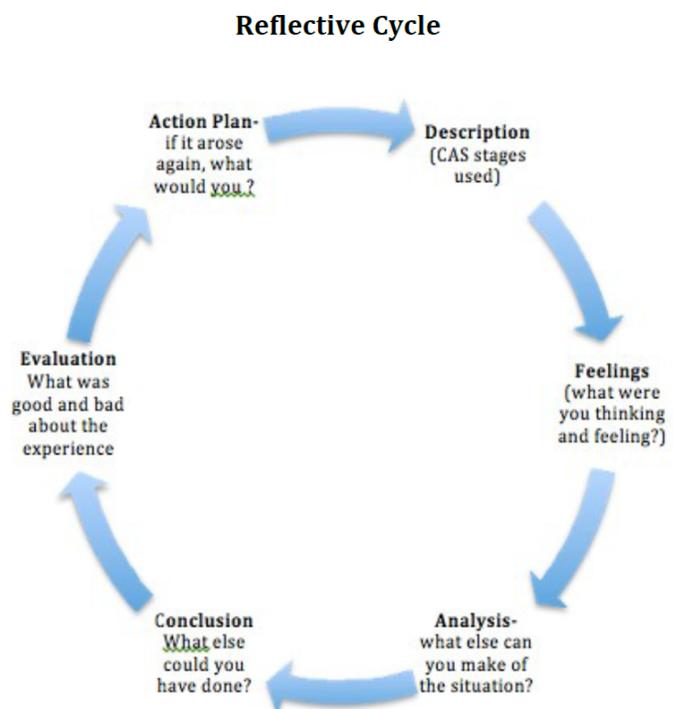
Reflection develops and strengthens lifelong skills for learning and is an essential part of the overall CAS experience. Through reflection, students examine the relevance of their experience, apply thoughts and ideas to different situations, consider the actions of others and remind themselves of what was learned and how this occurred.

Just as CAS is intended to be an enjoyable experience for students, so reflection is also meant to be **enjoyable**. Reflection is **not measured by length or quantity**. The ultimate purpose of reflecting in CAS is to become a critical thinker and as part of a lifelong-learning process.

Elements of Quality Reflection:

- Describing what happened: Students retell their memorable moments, what was important or influential, what went well or was difficult, obstacles and success.
- Expressing feelings: Students articulate emotional responses to their experiences.
- 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. Questions to ask yourself:
 - *What did I do? 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 about the challenges? What happened that prompted particular feelings? What choices might have resulted in different feelings and outcomes?*

- **Follow the reflective cycle below to help you write/record/create a good reflection (to see and hear a quality reflection, watch Mark Bezos, a volunteer firefighter, go through this reflective cycle in [his famous TED Talk](#).**



Time for reflection

Purposeful reflection is about quality rather than quantity. The appropriate occasion, amount and method is the student's decision.

Students are not expected to reflect on every CAS experience - they should identify moments worth of reflection, e.g. fitness course- but a reflection may be appropriate on some of the successes and the implementation of personal goals. Reflection is most meaningful when recognized as a personal choice. Students choose significant moments as the basis for reflection, for example when:

- a moment of discovery is happening
- a skill is mastered
- a challenge is confronted
- emotions are evoked
- achievement deserves celebration
- students reflect at the beginning, during and at the end of a series of CAS experiences.

Forms of reflection

Reflection can take countless forms:

- paragraph
- dialogue (recorded as a voice message, etc.)
- poem
- video
- comic strip
- dramatic performance
- letter
- Photograph
-

THE ONLY REQUIREMENT IS THAT REFLECTIONS DEMONSTRATE EVIDENCE OF A STUDENT'S OR GROUP OF STUDENTS' THINKING AND GROWTH RELATED TO THE LEARNING OUTCOMES. THIS EVIDENCE MUST BE UPLOADED TO MANAGEBAC.

Sample Reflections

Video reflection: <https://www.youtube.com/watch?v=BizeqT7LOTI> (not from ASM)

A series of written reflections by one student:

17 February: I wouldn't say my football ability is terrible but I would like to improve on the skills I already have. During secondary school, I would occasionally play football, however, in my opinion, there was no real passion behind it. I played football just because I had to, however, over the given two year period, I've grown to the sport and began watching a lot more on television. This has driven me forward into building upon the skills I have into a better player overall. Also, this would help me keep fit and healthy while studying the IB. The first week, I filled in the midfield role to push for a 3-1 victory over the opposing team. Good start to a promising future I thought.

24 February: I decided I wanted to play the same role as I did during the first week. My reason for this was I knew some of the mistakes I had made during my debut match. For instance, in

an attempt to pass the ball to one of the strikers as they were in on goal, I accidentally passed it off the pitch. This led to the opposing team getting a throw in and led to them getting a goal. Therefore, this time round, my aim for this week was to play the role I was 100% sure of and knew the limits to my abilities.

2 March: As I started the match on both first and second week, I did not want to be greedy and continue to be first pick. The main reason I believe I was first pick was purely based upon knowing friends that attended football on Friday. I took this time to stand on the side and observe those who played in the role Midfield that I would normally be playing to see if they are doing anything different in comparison to me. I know that in any team sport it is essential to be cooperative and have good communication with the team. Saying this, I wanted to explore how important it was to be a communicative player in a team and therefore, at the beginning of next week, I shall be asking if I can play manager of the team rather than playing. This will allow me to see how the team interacts and able to communicate good strategies I may have come across.

9 March: This week went successfully I think. I had the privilege to manage the team which I found interesting. My plan was to observe the game and, during the second half, have a quick team talk about the positives and negatives. I called for a change in formation as I believed it would be more beneficial to the team if we played 1 striker but 5 midfielders instead. Fortunately, the strategy worked and we came out from a 2-1 lose during the first half to a 2-3 win for the students! What an intense game.

16 March: Getting picked for a starting position felt good again. Although previously I had really enjoyed the manager role, I think a big part of playing football every Friday is to maintain a high level of fitness and try to extrapolate as much both physical and mental skills as I can from the sport. Therefore, going back to the midfield role was fun and interesting as I could use the skills I had acquired from last session whilst playing in the game.

30 March: This week was not as exhausting as other weeks are for me as we ended up playing a five-a-side match due to a shortage of players. I could not gain much from the game and therefore once everyone decided to leave, me and friends stayed to play penalty shootout. I found out during this week that there is a huge amount of pressure on one's shoulders.

Expressions of observations, thoughts and feelings by three different students:

"I was just in town and standing in front of a store. A bearded man came by and politely asked another man who was passing by, 'Excuse me, can you help me?' This other man, much more affluent by the look of his clothes, replied in a very rude and abrupt tone, 'I don't have time for that right now!' and kept walking. I suppose he thought the bearded man was going to ask him for money. But that wasn't the case. After he stomped off this man turned to me and asked the same question. It turned out all he wanted was for someone to unclip a watch that was clipped to the back of his pack so he could go in and buy a battery for it. Not a huge request. I was glad

to be able to help after the first man had treated him so rudely. This experience reminded me how important it is to stop, look, and listen.

“As one of my service experiences I wanted to help an elderly person as I realized that their problems are sometimes neglected or forgotten. That is why I turned to a nurse so that she could find a person in need of help and willing to be helped. I stayed in contact with the nurse and after a while she gave me the name and address of an old lady whom she described as lonely and having problems with walking. I was happy that I found the opportunity to offer my help to a person in need. On one day the nurse and I visited the elderly lady in her flat. Beforehand, the nurse informed me that the lady used to work physically and retired early (at the age of 45 due to health problems). I got acquainted with her and from that day on I started visiting her regularly once a week.

“I went for walks with the lady and every week we went shopping to the nearest supermarket. However, the most important task turned out to be far more difficult than I had expected. I made the greatest effort to make the woman cheerful, to create a friendly warm atmosphere, but I noticed how reserved and depressed she was. She mentioned the fact that she had been lonely for a long time and it stuck in my memory. It made me realize how loneliness affects human psyche.

CAS INTERVIEWS

Throughout the 18 months of the CAS programme, **three scheduled interviews will be carried out with the students in which the IB learner profile, goals, experiences, CAS project and CAS portfolio are discussed.** Recommendations from these consultations will be briefly documented and included in the student’s Managebac portfolio. If any concerns arise, especially about whether a student will successfully complete CAS requirements, these will be noted and immediate action will be taken.

The final interview is a summative discussion of the student’s engagement in CAS and his or her achievement of the seven learning outcomes. In addition, one may reflect upon the overall CAS programme and on personal growth.

Interview with the CAS Adviser:

The second CAS interview at the end of DP Year 1 offers an opportunity to find out whether students perceive CAS as enjoyable and as an opportunity to grow, expand and participate in a variety of worthwhile experiences. Further, it may be used to verify the students understand CAS requirements, such as having a balanced commitment to the three strands of creativity, activity and service, and have carefully considered how they will achieve the CAS learning outcomes. The students can confirm progress with the CAS project, whether it is under way or will soon be started, and describe their personal involvement, roles and responsibilities in this project.

This interview is also a good time to review evidence of the students' CAS programme as recorded in their portfolios. The CAS coordinator/adviser also provides general feedback on selected reflections and how the students' experiences relate to the learning outcomes, which can lead to revisiting diverse ways to approach meaningful reflection that, in turn, leads to depth of understanding.

The purpose of the second interview is to:

- Discuss advancements in the student's engagement with CAS
- Provide oversight regarding the student's progress towards fulfilling CAS requirements
- Discuss collection of CAS evidence on Managebac
- Provide the opportunity for the student to reflect verbally on his or her CAS involvement.

Questions to ask:

- What has been most enjoyable and beneficial for you thus far in CAS?
- What has been a highlight of creativity? Activity? Service?
- What do you hope to achieve most from CAS? How can you do this?
- When have you investigated, prepared and taken action so far in creativity, activity and/or service, or with your CAS project?
- What have you developed for your CAS project—your goals, who are you collaborating with, whether the project involves creativity, activity and/or service, your roles and responsibilities, and your progress to date?
- What have been the biggest challenges for your CAS involvement, and how have you overcome them?
- What difficulty has been hardest to overcome? Where might you need support at this time?
- Have you ensured an equal balance across the three CAS strands? If not, how will you rectify this?

Checking Reflections and Evidence of CAS on Managebac:

Students need to be engaged in CAS for a period of at least 18 months from the start of the DP. Apart from verbal discussions, students are responsible for showing evidence of their participation in CAS through their CAS portfolio. Evidence can take many forms including, but not limited to, reflections and other forms of documentation such as photos, files, planning documents, emails, meeting minutes, certificates, videos, art, music and journals.

Questions to ask:

- Do some of your reflections include the four elements—what happened, how you feel, ideas and questions?
- Can you describe a situation where reflection happened very naturally and easily? Did you have a guided reflection opportunity that was helpful?

- Does your collected CAS evidence show ongoing CAS involvement? Are there ways in which this could improve?
- In what ways have your CAS experiences, including your project, assisted you in achieving one or more learning outcome?
- Five years from now, describe what is likely to stand out as a highlight from CAS and why?

STUDENT RESPONSIBILITIES AND EXPECTATIONS

- Thoroughly familiarise yourself with this handbook and the timelines.
- Meet with the CAS Coordinator at least three times over the duration of the CAS programme. Be sure to come prepared.
- Base your choices on your interests, skills, talents and areas for growth and stay motivated; challenge yourself!
- Balance your experiences between Creativity, Activity and Service.
- Initiate and engage in at least one CAS Project that extends over at least one month and in collaboration with others.
- Use the CAS stages as much as possible when considering, planning and undertaking your CAS experiences; be sure to apply these to Service and to the CAS Project.
- Ask questions when you need assistance or clarity.
- Participate in meaningful reflection linked to the learning outcomes and provide evidence of this on Managebac.

Behavioral expectations of the student:

ACT RESPONSIBLY...

- It speaks for itself that every experience is carried out by you in a responsible way.
- When you commit yourself to an organization, people will rely on you. Do not let them down!
- If you cannot make it, you are responsible for informing the organizations in advance. Sometimes you must organize someone else to take your place.
- Whether you are aware of it or not, you represent ASM. The way you behave and participate will reflect upon all of us.
- Your behavior has an influence on whether or not that experience will be available to future students.

SEE THE CHECKLIST BELOW TO MAKE SURE YOU PLAN AND COMPLETE A SUCCESSFUL CAS PROGRAM:

Creativity	Activity	Service		
Exploring and extending ideas leading to an original or interpretive product or performance	Physical exertion contributing to a healthy lifestyle	Collaborative and reciprocal community engagement in response to an authentic need		
My CAS programme		Y/N?	Notes	Date
Evidence of planning of a CAS programme				
Regular commitment over at least 18 months to CAS				
Understanding and ability to use the CAS stages when planning CAS experiences				
Balance between creativity, activity and service				
At least one planned project undertaken over at least one month				
Evidence of achieving all seven learning outcomes				
<ul style="list-style-type: none"> • Evidence of identification of strengths and areas for personal growth (LO1) 				
<ul style="list-style-type: none"> • Evidence of undertaking new challenges and developing new skills in the process (LO2) 				
<ul style="list-style-type: none"> • Evidence of initiating and planning a CAS experience (LO3) 				
<ul style="list-style-type: none"> • Evidence of commitment and perseverance in CAS experiences (LO4) 				
<ul style="list-style-type: none"> • Evidence of demonstrating the skills and recognizing the benefits of working collaboratively (LO5) 				
<ul style="list-style-type: none"> • Evidence of engagement with issues of global significance (LO6) 				
<ul style="list-style-type: none"> • Evidence of recognizing and considering the ethics of choices and actions (LO7) 				
Reflections completed on significant CAS experiences				
Supervisor reports supplied where necessary				
CAS interview 1 completed				
CAS interview 2 completed				
CAS interview 3 completed				
CAS portfolio completed				

CAS PROGRAM TIMELINE

DEADLINES	EXPECTATIONS	STUDENT REQUIREMENTS	EVIDENCE
Oct.-Nov. DP Year 1 (junior year)	Choose CAS experiences and create profile, begin experiences	Discuss choices with CAS Coordinator/adviser.	Students enter each experience on Managebac (with learning outcomes selected, supervisor info, etc.)
Nov. Year 1	Choose CAS Adviser	Ask a staff member face to face	Email to confirm adviser choice with Coordinator
Nov. Year 1	Complete CAS Project Proposal	Write proposal with group, send to Coordinator for approval	Enter project on Managebac (specifying with the cube icon that it's the project, not an experience), attach approved proposal document
Nov-Dec. Year 1	First interview with CAS Coordinator	Have CAS profile started on Managebac with all ongoing experiences entered and ready for discussion	Coordinator records summary of interview on Managebac.
Feb.. Year 1	Evidence/reflection for each experience and CAS Project should show progress of achieving some learning outcomes.	Document reflections at least once per single activity, more if ongoing experience (1-2 times per month)	Upload evidence and reflections to Managebac, students will be given progress indication on report card and comments/feedback on Managebac by Advisers.
Jan.-May Year 1	Continue ongoing CAS experiences and complete CAS Project (if possible	Project is finalized, including reflections that show the use of CAS STAGES , and	Add reflections and evidence to Managebac. Request CAS Project

	to avoid pressure senior year)	evidence.	supervisor report on Managebac.
May/June Year 1	Second interview with CAS Adviser	Update documented reflections and be prepared to discuss your progress on the 7 learning outcomes	Adviser writes formal interview summary/feedback on Managebac. Student will have a red flag on Managebac and 'unsatisfactory' on the progress report if there are any concerns at this point.
Sept.-Jan, Year 2 (senior year)	Continue with ongoing CAS experiences.	Work on finalizing reflections and evidence for all completed activities, request supervisor feedback (if applicable).	Managebac will show reflections and progress toward achieving each of the 7 learning outcomes.
January, Year 2	Complete all CAS experiences, add final reflections and evidence.	Add evidence and reflections to Managebac, request supervisor reviews (if applicable)	CAS Coordinator will begin marking experiences and projects as 'completed'.
February, Year 2	Official CAS sign-off, final interview with CAS Coordinator for completion.	Students prepare to discuss learning outcomes achieved with Coordinator.	Coordinator marks students' experiences and program as complete.

THE ROLE OF THE CAS ADVISER

Working with individual students on their CAS programmes takes time and requires personal knowledge of the student. It is essential for the CAS adviser to be aware of the importance of CAS in the IB Diploma Program and to be familiar with all elements of CAS. CAS advisers work directly with the CAS students to:

1. Provide ongoing guidance and support to students in identifying personal goals and celebrating achievements
2. Monitor the student's balance of experiences (in all three strands C, A, S)
3. Advise and monitor progress towards meeting the CAS learning outcomes
4. Periodically review students' CAS portfolios and give feedback on reflections posted in Managebac, flag students who are of concern
5. Meet each student in one formal, documented interview at the end of IBDP Year 1 (recorded on Managebac)
6. Assist students with clarifying and developing the attributes of the IB learner profile and achieving the CAS learning outcomes
7. Support students in understanding ethical concerns and responsibilities

ROLE OF THE CAS SUPERVISOR

The CAS supervisor assists, offers guidance and oversees the students' CAS experiences when needed. A supervisor may not be necessary if a student is able to undertake a CAS experience without assistance or supervision. Students should take responsibility for their own CAS experiences where possible and be provided with opportunities to report on their own attendance and participation. Dependent on the nature of the experience, the school should decide whether a supervisor is required to guide and assist the student, to ensure safety and to provide feedback on student involvement to the school. CAS supervisors can be teachers, non-teaching members of the school or wider community, or volunteers with the skills and/or knowledge of the CAS experience undertaken by the student.

CAS supervisors should:

- be familiar with elements of the CAS programme as applicable
- be responsible for student safety and risk management procedures
- provide students with guidance, support and feedback on the CAS experience
- encourage reflection
- comment on the student's engagement with the CAS experience if required

Reference: International Baccalaureate. Creativity, activity, service guide. IB Publishing, The Hague: 2015. Print.

CAS PROJECT PROPOSAL FORM

Directions: Please fill in the numbered questions and share with your CAS Adviser for review BEFORE beginning your project.

1. Name of Participant(s) and their roles:

2. Name and contact information of Teacher or External Supervisor:

3. Focus of Project, Objective/Goal (Why? Provide a clearly stated, achievable objective for the project):

4. Description of Project (be sure to include who, what, where, when, and how--be very specific):
5. **Name of Organization this project is with/for (if applicable):**
6. **Anticipated dates of project:**
7. **Learning Outcomes** (highlight all that you hope to achieve and write one to two sentences describing why):
 - a. **Increase your awareness of your own strengths and areas for growth:**
 - b. **Undertake new challenges/develop new skills:**
 - c. **Plan and initiate activities:**
 - d. **Work collaboratively with others:**
 - e. **Show perseverance and commitment in your activities**
 - f. **Engage with issues of global importance:**
 - g. **Consider the ethical implications of your actions:**
8. **CAS STAGES: How do you plan to follow the CAS stages? For each one, describe what you have done or plan to do (see descriptions below for more information):**
 - a. Investigation:
 - b. Preparation:
 - c. Action:
 - d. Reflection:
 - e. Demonstration:

The five CAS stages are as follows:

- A. **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.
- B. **Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specific resources and timelines, and acquire any skills as needed to engage in the CAS experience.
- C. **Action:** Students implement their idea or plan. This often requires decision-making and problem solving. Students may work individually, with partners, or in groups.
- D. **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.
- E. **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.

CAS EXTERNAL SUPERVISOR REPORT

After the student has completed a CAS experience with you, please provide feedback as to which learning outcomes the student has developed. Select as many of the descriptors as are appropriate (check or highlight). Please also include the length of time the student has participated and sign at the bottom of the form. **The student is responsible for turning this form into the CAS Coordinator (scanned and uploaded digitally).**

Learning outcomes

Learning outcome 1: Identify own strengths and develop areas for growth

The student:

- is aware of own strengths and weaknesses
- is open to improvement and growth opportunities
- is able to propose activities according to own interests and talents
- is willing to participate in different activities
- is able to undertake a thoughtful self-evaluation

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

The student:

- participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences
- is willing to become involved in unfamiliar environments and situations
- acquires new skills and abilities
- shows newly acquired or developed skills or increased expertise in an established area

Learning outcome 3: Demonstrate how to initiate and plan a CAS experience

The student:

- is able to articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences
- shows initiative by launching a new idea or process
- suggests creative ideas, proposals or solutions
- is aware of roles and responsibilities when designing an individual or collective CAS experience
- is able to develop a coherent action plan taking into account the aim or purpose, activities and resources

Learning outcome 4: Show commitment to and perseverance in CAS experiences

The student:

- demonstrates regular involvement and active engagement with CAS experiences and CAS project
- is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
- demonstrates adaptability to uncertainties and changes

- gets involved in long-term CAS experiences and CAS project

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

The student:

- shares skills and knowledge
- listens respectfully to proposals from peers
- is willing to take on different roles within a team
- shows respect for different points of view and ideas
- makes valuable contributions
- is responsible for participating in the group
- readily assists others
- is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences

Learning outcome 6: Demonstrate engagement with issues of global significance

The student:

- recognizes the global implications of local issues
- is able to identify global issues in the local or national community
- shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
- gets involved in CAS projects addressing global issues in a local, national or international context
- develops awareness and responsibility towards a shared humanity

Learning outcome 7: Recognize and consider the ethics of choices and actions

The student:

- recognizes ethical issues
- is able to explain the social influences on one's ethical identity
- takes into account cultural context when making a plan or ethical decision
- articulates ethical principles and approaches to ethical decisions
- shows accountability for choices and actions
- is aware of the consequences of choices and actions regarding self, others involved and the community
- shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.

Number of hours/days/weeks completed: _____

Student Name: _____

Supervisor Name: _____

Supervisor Organization: _____

Supervisor Signature: _____