



SHEIKH ZAYED INTERNATIONAL ACADEMY - ISLAMABAD

أكاديمية الشيخ زايد الدولية - إسلام آباد



Creativity, Action & Service

# CAS STUDENT HANDBOOK





## **Our Mission Statement**

The mission of Sheikh Zayed International Academy-Islamabad is to help our students to become positive-thinking citizens who use knowledge and experience to develop their countries and to be active citizens in making a better future world.

To this end, our main aim is to help our students grow as responsible, knowledgeable, thinking adults who retain their culture and traditions and, at the same time, respect all other nations, races and religions.

## **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 programs of international education and rigorous assessment.

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

# Nature of CAS:

## **The Nature of CAS**

CAS is at the heart of the Diploma Programme and Sheikh Zayed International Academy. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the PYP – student action and MYP personal project.

**CAS is organized around the three strands of creativity, activity and service.**

## **CAS AIMS:**

### **CAS 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.

## **CAS STRANDS:**

- 🎨 **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance. Activities outside the normal curriculum which include creative thinking in the design and carrying out of service projects.
- 🏃 **Activity**— includes participation in individual and team sports, expeditions, and physical training contributing to a healthy lifestyle
- 🤝 **Service**— involves interaction, such as the building of links with individuals or groups in the community. The community the local, school, or it may exist on national and international levels. Service activities should not only involve actions for others, but also projects/ service with others and developing a real commitment with them. The relationship should therefore include respect for the dignity and self-respect of others.

# CAS LEARNING OUTCOMES

Through your CAS experiences, you are to achieve the following learning outcomes

	Learning Outcomes	Descriptors
1.	<p><b>LO 1</b></p> <p><b>Identify your own strengths and develop areas for personal growth.</b></p>	<p><b>The Student:</b></p> <ul style="list-style-type: none"> <li>• is aware of own strengths and weaknesses</li> <li>• is open to improvement and growth opportunities</li> <li>• is able to propose activities according to own interests and talents</li> <li>• is willing to participate in different activities</li> <li>• is able to undertake a thoughtful self-evaluation</li> <li>• is able to see themselves as individuals with various abilities and skills, some more developed than others.</li> </ul>
2.	<p><b>LO 2</b></p> <p><b>Demonstrate that you have undertaken challenges and developed new skills in the process.</b></p>	<p><b>The Student:</b></p> <ul style="list-style-type: none"> <li>• participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences</li> <li>• is willing to become involved in unfamiliar environments and situations</li> <li>• acquires new skills and abilities</li> <li>• increases expertise in an established area</li> <li>• shows newly acquired or developed skills or increased expertise in an established area.</li> </ul>
3.	<p><b>LO3</b></p> <p><b>Demonstrate how to initiate and plan a CAS experience.</b></p>	<p><b>The Student :</b></p> <ul style="list-style-type: none"> <li>• is able to articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conveying an idea to carrying out a plan for CAS</li> <li>• demonstrates knowledge and awareness by building on a previous CAS experience</li> <li>• shows initiative by launching a new idea or process</li> <li>• suggests creative ideas, proposals or solutions</li> <li>• integrates reflective thoughts in planning or taking initiative</li> <li>• is aware of roles and responsibilities when designing an individual or collective CAS experience</li> <li>• shows responsible attitude towards CAS project planning</li> <li>• is able to develop a coherent action plan taking into account the aim or purpose, activities and resources</li> </ul>

4.	<p><b>LO 4</b>  <b>Show commitment to and perseverance in your CAS experiences.</b></p>	<p><b>The Student:</b></p> <ul style="list-style-type: none"> <li>• demonstrates regular involvement and active engagement with CAS experiences and CAS project</li> <li>• is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies</li> <li>• demonstrates adaptability to uncertainties and changes</li> <li>• gets involved in long-term CAS experiences and CAS project</li> </ul>
5.	<p><b>LO 5</b>  <b>Demonstrate the skills and recognize the benefits of working collaboratively.</b></p>	<p><b>The Student:</b></p> <ul style="list-style-type: none"> <li>• shares skills and knowledge</li> <li>• listens respectfully to proposals from peers</li> <li>• is willing to take on different roles within a team</li> <li>• shows respect for different points of view and ideas</li> <li>• makes valuable contributions</li> <li>• is responsible for participating in a group</li> <li>• readily assists others</li> <li>• is able to identify, demonstrate and discuss critically the benefits</li> <li>• and challenges of collaboration gained through CAS experiences</li> </ul>
6.	<p><b>LO 6:</b>  <b>Demonstrate engagement with issues of global significance.</b></p>	<p><b>The Student:</b></p> <ul style="list-style-type: none"> <li>• recognizes the global implications of local issues</li> <li>• is able to identify global issues in the local or national community</li> <li>• shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally</li> <li>• gets involved CAS projects addressing global issues in a local, national or international context</li> <li>• develops awareness and responsibility towards a shared humanity</li> </ul>
7.	<p><b>LO 7</b>  <b>Recognize and consider the ethics of choices and actions.</b>  Students show awareness of the consequences of choices and actions in planning and carrying out their CAS activities on the society as a whole.</p>	<p><b>The Student:</b></p> <ul style="list-style-type: none"> <li>• recognizes ethical issues</li> <li>• is able to explain the social influences of one's ethical identity</li> <li>• takes into account cultural context when making a plan or ethical decision</li> <li>• identifies what is needed to know in order to make an ethical decision</li> <li>• articulates ethical principles and approaches to ethical decisions</li> <li>• shows accountability for choices and actions</li> <li>• is aware of the consequences of choices and actions regarding self, others involved and the community</li> <li>• integrates the process of reflection when facing an ethical decision</li> </ul>

- shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences



## CAS COMPONENTS

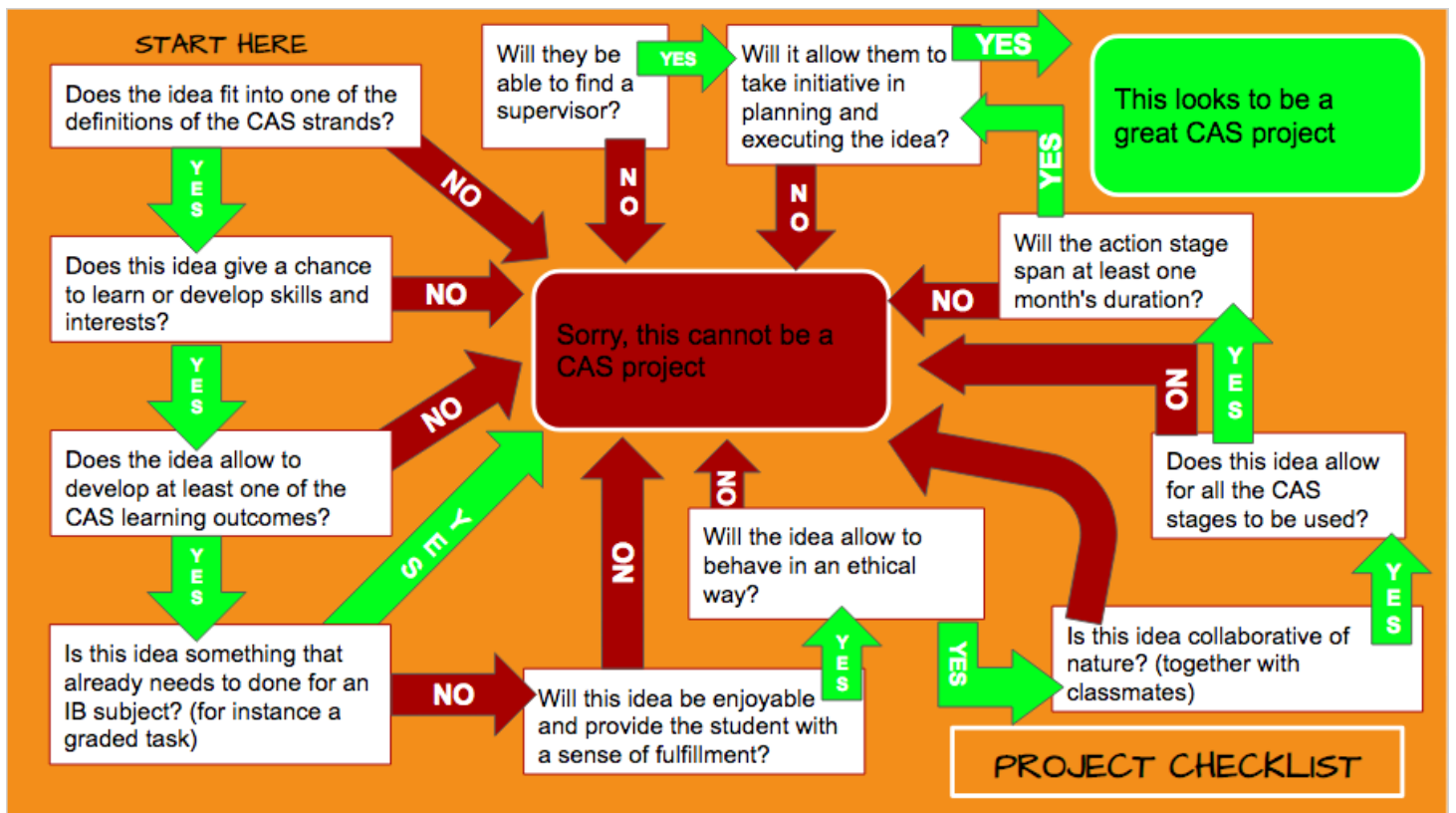
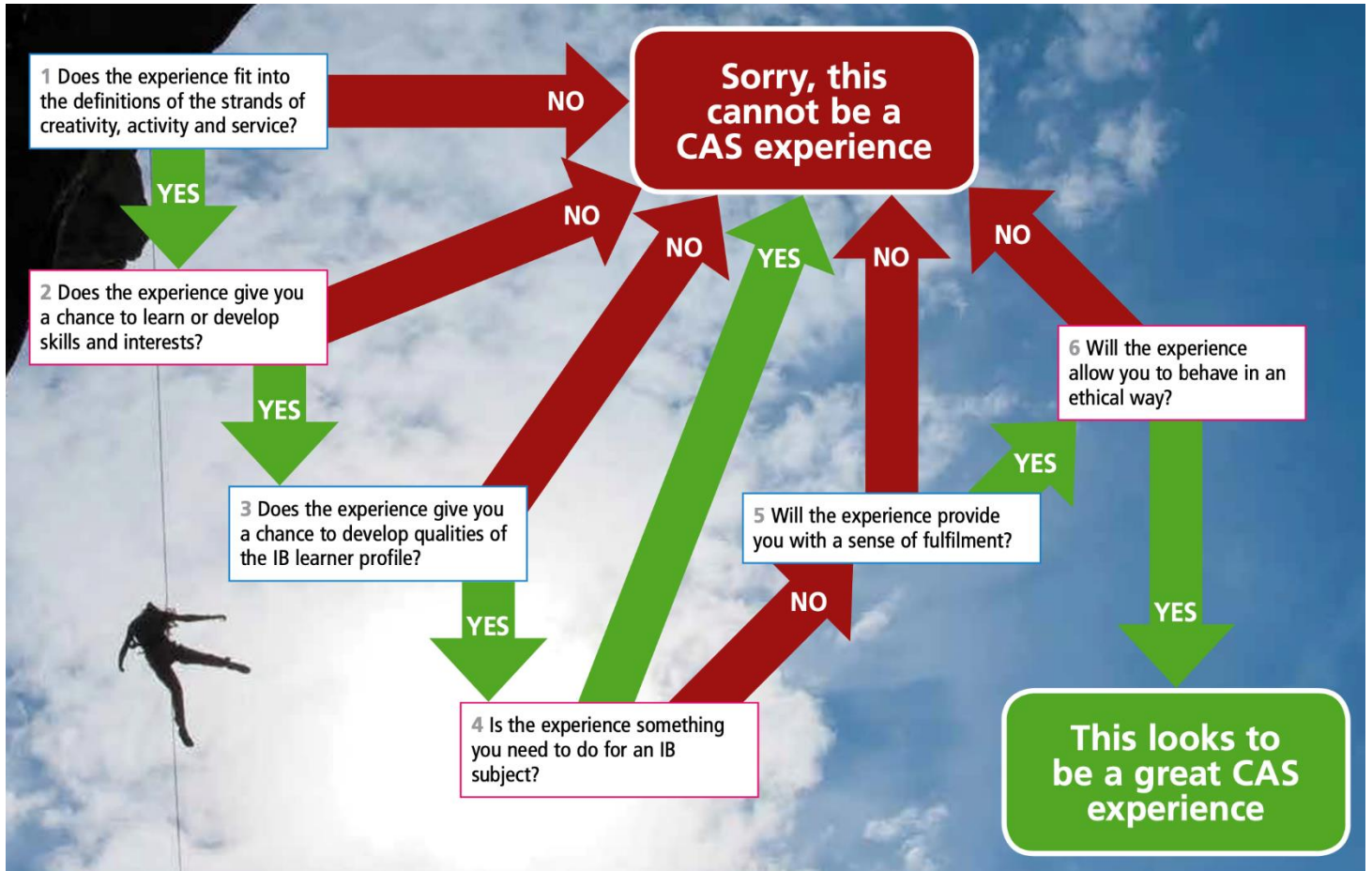
This section introduces common CAS terminology such as experiences, stages, strands, projects, reflections, portfolios and interviews and what they all mean.

### **CAS EXPERIENCES AND THE CAS PROJECT:**

- CAS experience is a specific event in which you engage with one or more of the three gas trends
- CAS experience can be single event or it may be an extended series of events
- A CAS project is a collaborative series of sequential CAS experiences lasting at least one month

Typically, the CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and might also lead to **personal** development. However, a **significant** CAS

programme has to be more than unplanned/singular experiences. A **sequence of deliberate CAS experiences** are **encouraged** for an **extra enticing CAS programme**. The diagrams below show how a good CAS Project or CAS Experience look like.



# CAS STAGES

*The CAS stages are used with the CAS project, CAS service and may be used with other CAS experiences.....*

The CAS Stages offer a supportive and useful framework and a continuum for the procedure CAS. It offers a pathway for the DP students as they recall what they would love to do in CAS, plan, and perform their ideas. The CAS stages are applicable to **the three strands of creativity, activity, service, and the CAS project.**

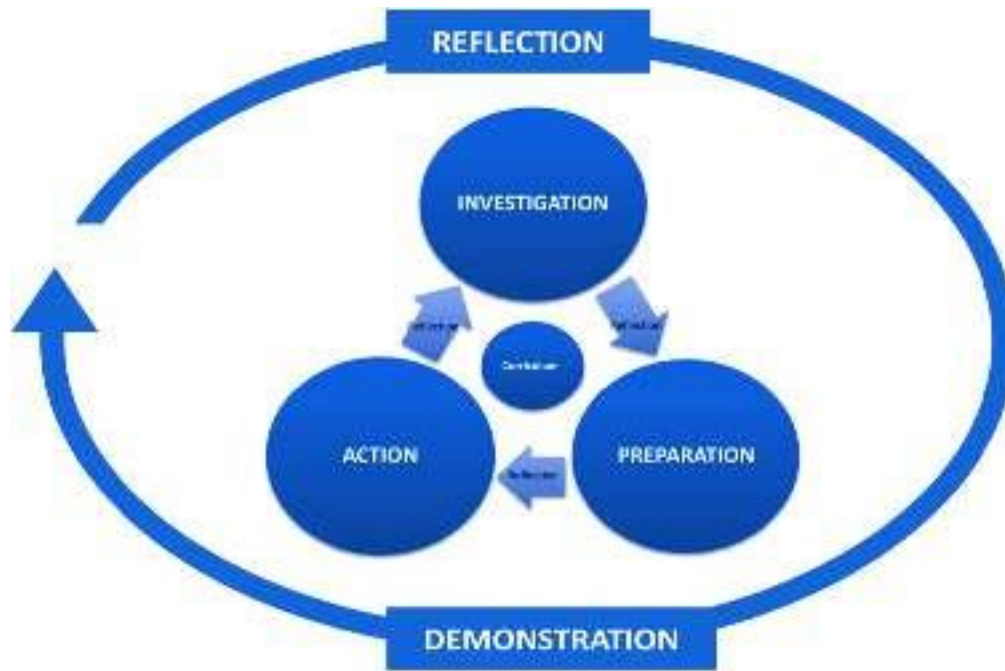
These CAS stages constitute a procedure and series which could help college students in many aspects of their lives. They comply with a procedure wherein they inspect an interest that regularly increases questions and curiosity, put together via way of means of mastering more, take a shape of an action, replicate on what they've executed alongside the way, and show their expertise and the procedure.

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



CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualized according to student interests, skills, values and background.

SZIA gives CAS as much importance as any other element of the Diploma Programme and ensures sufficient time is allocated for engagement in the CAS programme. The CAS stages offer a helpful and supportive framework and continuum of process for CAS students.



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There are two parts as noted in the diagram:

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

## 5 CAS Stages

The five CAS stages are as follows

### **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.

### **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.

**Action:**

Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.

**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.

**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 responses from others.

**The CAS stages provide a framework that enables students to:**

- Be self-aware
  - Start learning to learn
  - Explorations into new and unfamiliar challenges
  - Apply different learning styles
  - Enhance their ability to collaborate and communicate with others develop attributes of the IB learner profile.
- ▶ For singular CAS experiences, students may begin with investigation, preparation, or action.
  - ▶ For ongoing CAS experiences, beginning with investigation is advised. In these ongoing experiences, the action stage may lead students back to investigation or preparation as they further develop, expand and implement new or related ideas.
  - ▶

## CAS STAGES IN DETAIL

### INVESTIGATION

1. Identify your interests skills, talents and areas for personal growth and development.
2. Investigate what you want to do and determine the purpose for your experience.
3. In case of service: Identify what community need you want to address.
4. Identify a goal
5. Complete your proposal
6. Start keeping an activity log

1. Clarify roles and responsibilities
2. Develop a plan of action
3. Identify resources
4. Create a timeline
5. If necessary acquire skills need to engage in the experience
6. For an out-school activity complete a riskassessment

## **PREPERATION**

## **ACTION**

1. Implement your plans and collect evidence of the action taken
2. Keep a process/activity log of what is happening

1. You will reflect after each stage of the framework as you can see in the diagram.
2. Reflection needs to be ongoing.
3. Throughout the stages you will keep a process log in your portfolio. Your reflections should describe what happened, express feelings, generate ideas, and raise questions

## **REFLECTION**

## **DEMONSTRATION**

1. You will demonstrate your engagement and development in the experience in your CAS portfolio on MB.
2. You will make sure that each time when you finish something for stages, you will upload it on your portfolio to show that you are working on it on a regular basis till the experience is completed.
3. Demonstration needs to be regular and ongoing
4. You can also share what you have accomplished through the CAS blog or parents newsletter.
5. After the action phase is finished you will do a self-evaluation reflection in which you evaluate your development in the learning outcomes selected and the achievement of the goal. This will be done by completing the CAS questions!

The background of the slide is a close-up photograph of a tree trunk's cross-section, showing concentric growth rings in various shades of brown, tan, and black. A white rectangular box is centered on the image, containing the title text. The right side of the slide is a solid purple color.

***CAS EXPERIENCE AND CAS  
PROJECT***



# CAS PROJECT

## THE CAS PROJECT

Students must be involved in at least one CAS project during IB CAS.

### CAS project:

- A collaborative “team” effort with other students or members of the community
- Needs to fulfill all requirements of CAS experiences lasting minimum **one month** from planning to completion
- Involve one or more of the three strands of CAS
- Use the CAS stages as a framework
- Challenges students to show initiative in planning and executing the idea
- Demonstrate perseverance/commitment
- Develop skills of cooperation, problem solving, and decision making
- An appropriate supervisor can be found

## CAS experiences

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

A student's CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than unplanned/singular experiences. CAS experiences may incorporate one or more of the CAS strands.

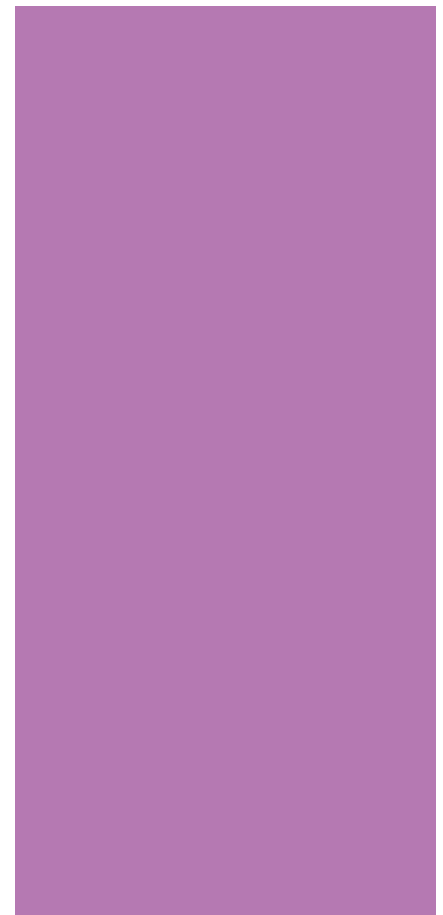
For example:

- 🎨 Climbing a mountain could be a singular experience within the "Activity" strand.
- 🎨 Planning a number of visits to an old home resulting in a series of CAS experiences within the "Service" strand.
- 🎨 Planning and stage a football tournament for the local community, resulting in a series of CAS experiences involving the strands of "Activity" and "Service".



CAS experiences should:

- 🎨 Fit into one of the CAS Strands
- 🎨 Should help in developing one of the learning outcomes
- 🎨 A CAS experience can be a single event or may be an extended series of events.
- 🎨 Provide a chance to learn or develop (new) skills and interests.
- 🎨 Should not be part of an assessed task for any Subject group
- 🎨 Should be provide a sense of fulfilment and ownership
- 🎨 Should allow for acting in an ethical way
- 🎨 Most of the CAS experiences at SZIA will be connected to the selected UN Sustainable development goal (for the majority of experiences)
- 🎨 Students may connect with an appropriate supervisor





**While it is not necessary for each CAS experience to address a CAS learning outcome, upon completion of the CAS programme, CAS students are required to present evidence demonstrating achievement of all CAS learning outcomes.**

### A CAS EXPERIENCE:

- Should connect to one or more of the CAS strands (Creativity, Activity, Service)
- Should be based on a personal interest, talent, skills or opportunity for growth
- Must provide opportunities to develop the attributes of the IB learner profile
- Should not be used or included in the student's Diploma course requirements
- To further assist students in deciding on a CAS experience, the following questions may be useful for students to consider.





## RESPONSIBILITY OF CAS STUDENT

CAS students are expected to:










- Approach CAS with a proactive attitude
- Develop a clear understanding of CAS expectations and the purpose of CAS
- Explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- Determine personal goals
- Discuss plans for CAS experiences with the CAS coordinator
- 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 accomplishment within their CAS programme
- Communicate with the CAS coordinator in formal and informal meetings

*(CAS guide pg: 13)*

-  Ensure a suitable balance between creativity, activity and service in their CAS programme
-  Behave appropriately and ethically in their choices and behaviours.

## COMPLETION CRITERIA:

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

-  The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for **18 months** with a reasonable balance between creativity, activity, and service.
-  All CAS students are expected **to maintain and complete a CAS portfolio** as evidence of their engagement with CAS.
-  The **CAS portfolio** is a collection of **evidence that showcases CAS experiences** and for student **reflections**; it is not formally assessed.
-  **Completion** of CAS is based on student **achievement** of the **seven CAS learning outcomes**. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.
-  Students engage in **CAS experiences** involving **one or more of the three CAS strands**.
-  A CAS experience can be a single event or may be an extended series of events.
-  Furthermore, students undertake a CAS project of at least one month's duration that challenges students to show **initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decisionmaking**.
-  **The CAS project can address any single strand of CAS, or combine two or all three strands**.
-  Students use the CAS stages (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project

- There will be three formal documented **interviews** that they will have with their **CAS Coordinator**. The first interview will take place in **September** of Year ONE, the second in **May** of Year ONE and the third in **December** of Year TWO. \*

There are three formal documented interviews students must have with their CAS Coordinator/adviser.

- The first interview is at the beginning of the CAS programme,
- the second at the end of the first year, and
- the third interview is at the end of the CAS programme.

CAS emphasises reflection which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

## **AGENCIES/ORGANIZATIONS TO CONTACT ABOUT CAS POSSIBILITIES:**

- Afghan refugee camps refugees from Afghanistan
- Association for Protection of the Environment (APE): CDA ISLAMABAD
- Recycling programme: Farah Teacher (MYP) & (student leader);
- Literacy Programme: Mussarat Javaid (English teacher) & (student leader)
- SZIA sends all recyclables to APE to be sold for scrap to support programmes.
- Basic English literacy classes by Mussat Javaid IB DP teacher and DP students on Mondays at SZIA for student as workers in recycling industry.
- Sweet Homes orphanage (female volunteers only): Naheed Zahir and Mushal (PYP teacher) Gir, literacy programme –
- Sports activities PE ( PYP,MYP ) teacher SZIA on Thursdays after school as well as fundraising initiatives for food and Books in SOS village
- Rescue Organization: We can add
- ZOO Islamabad Animal Friends: We can Add

- Environmental Protection and Education Association
- Marine science research and education
- Children in need (FACE) <http://www.facechildren.org/en/Context-in-Egypt.htm> Nabila, 01117004784 at [nabila@facechildren.org](mailto:nabila@facechildren.org)
- House of Care for Girls MURREE (Sister Mary's Orphanage for girls)
- CAS provides English tutoring Saturdays and donations
- Sweet Homes/ Orphanages at a government level
- Rural Wellness Desserts in PAKISTAN
- Spirit of Youth Recycling School (Garbage): COLLECT THE INFORMATIONS
- Programme works with street kids and at-risk youth to reintegrate families, provide counselling, basic shelter as need arises, sports and vocational programs.
- In CAS students can coach boys and Girls will start Baseball match on Mondays after school, NET BALL or HAND BALL on Wednesdays, and Literacy on Mondays. Other initiatives are also possible.

# CAS TIMELINE

## YEAR 1

### 1. August (session beginning): CAS presentation and orientation

- Presentation about CAS as a CORE of IBDP programme for students and parents.

### 2. August: Introduction to the CAS Programme

- Students booklet introduced
- Introduction of CAS as CORE in IBDP programme and its importance.
- Introduce use of the Managbac for developing Portfolio

### 3. September: Detailed introduction to CAS Projects

- Proposals for year 1
- First Project proposal and task distribution.
- Designing and Presentations of first proposal
- Understanding of Aims & Goals for your CAS programme
- Complete personal inventory

### 4. October: CAS first proposal plans

- Brainstorm project and experiences and involvement in CAS over the duration of your Diploma Programme
- Planning and approval.
- Add new and variety of experiences in your portfolio.
- Progress meeting with your Advisor

### 5. November: CAS Project Proposal and execution

- first CAS experience, starting, planning and execution
- Planning for individual project.
- Progress meeting with your Advisor

### 6. December: CAS Reflection Due

- CAS Check
- Students will work on own individual CAS programme
- Planning of CAS project and working on the proposal
- Approval of next upcoming experience and projects planned
- Student will submit their first self-assessment report to the CAS coordinator

- Progress meeting with Advisor
- First interview with coordinator

**7. January:                   Third CAS Reflection Due**

- CAS Check
- Students will Work on their own individual CAS programme
- Progress meeting with your Advisor

**8. March:                    CAS all interviews for portfolios**

**9. April:                    CAS Project, CAS reflection Due**

- CAS Check
- Student will work on their own individual CAS programme
- They will demonstrate and document substantial engagement in a number of CAS experiences.
- Progress meeting with your Advisor

**10. May:                    Year 1 CAS Portfolio Final Due Date**

- CAS summative Reflection
- CAS Completion Form
- Work on your own individual CAS programme
- **Second interview with coordinator:**
- at this stage student should be able to display their progress and discuss both their evidence and reflection so far.
- Each learning outcome needs to be covered (completed) at least once at this stage.
- Progress meeting with your Advisor

**11. June:**

- Student will work on their own individual CAS programme
- CAS DAY proposal approved
- Progress meeting with your Advisor
- Student and advisor will discuss CAS proposal, involvement in CAS over the summer holiday

## YEAR 2

**1. August 2022 : Continuation of CAS programme**

- Students' booklet reviewed

- videos and presentation checked
- Introduction to the CAS Projects
- Proposals for year 2

**2. September: The Project proposal and task distribution.**

- Designing and Presentations of the proposal
- Understanding of Aims & Goals for CAS programme
- Complete personal inventory
- Students will work on their own individual CAS programme
- progress meeting with your Advisor

**3. October: CAS Experiences Due**

- Students will work on their own individual CAS programme
- Progress meeting with your Advisor
- CAS Check

**4. November: CAS Reflections Due**

- CAS Check
- student will Work on their own individual CAS programme
- Progress meeting with your Advisor

**5. December: CAS Reflection Due**

- CAS Check
- Student will work on their own individual CAS programme
- Third interview with coordinator
- At this stage you should have evidence for most of the CAS outcomes
- Your supervisor reviews project completion
- Progress meeting with your Advisor

**6. January: CAS Reflection Due**

- CAS Check
- Student will work on their own individual CAS programme
- Progress meeting with your Advisor
- CAS project presentations
- Evaluation meeting with your Advisor

**7. February: CAS all interviews for portfolios**

- Work on your own individual CAS programme
- Progress meeting with your Advisor

**9. March :**

- Students will fill out a feedback form giving details about the strength and areas for growth of the CAS programme

**10. April:**

- Students will finalize their Portfolio with all evidence
- Final Due Date of submission of portfolios
- All CAS portfolios completed and ready for submission to the IBO

**11. May: CAS Completion Form**

- Student needs to ensure that they plan experiences for all 3 strands (creativity, activity, service), there needs to be a reasonable balance between them.
- Students need to ensure that they choose a CAS experiences that allows to develop the CAS learning outcomes.

**12. May: Final DP Exams**

# CAS PROJECT/EXPERIENCE PLANNING FORMS

Form must be filled out entirely prior to CAS Project Interview.

Name of student	
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Title of Project/Experience	
-----------------------------	--

Collaborator(s) if other than above	
-------------------------------------	--

Culminating product or experience:	
------------------------------------	--

Brief description of process for completion (CAS Stages):

Reflection (if connected with previous Experiences)	
Investigation	
Preparation	
Action	
Demonstration	
Reflection	

Briefly explain motivation for project:

--

What challenges do you anticipate in completing this project:

--

CAS Strand(s):	
----------------	--

Explain project connection(s) to CAS strands identified above:
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Learning Outcome(s):	
Explain project connection(s) to CAS Learning Outcome(s) identified above:	

Global Context:	
Explain project connection(s) to IB Global Context identified above:	

Please use the space below to add other documentation (i.e. research sources, pictures, links to videos, etc) that will help us in our discussion of your planned CAS project.

Coordinator Feedback: Was project approved?	Yes:		No:	

# CAS EXPERIENCE REFLECTION FORM

Student Name:	
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Experience Title:	
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Creativity	Activity	Service	Hours:	Dates of Experience:
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*When reflecting on CAS experience, please keep the following questions and suggestions in mind:*

Questions to guide your reflection:

- What types of experiences did you choose and why did you choose them?
- What did you learn about the people with whom you worked?
- How have your experiences broadened your understanding of other ethnic or cultural viewpoints?  
A culture may include institutions, clubs, communities, etc.
- To what extent did contact with people having differing viewpoints and experiences broaden your own views?
- What did you learn about yourself through your participation in CAS experience?
- How did your reflection prior to and during the CAS experience guide you as you completed the CAS experience

Please type your CAS Experience reflection in the space below. If your CAS Experience reflection is in a different format, indicate the format and location of your reflection in the space below.

Identify the CAS Learning Outcome(s) that were addressed in the CAS experience ("X" all that apply)				
<input type="checkbox"/>	Strengths & develop areas for growth	<input type="checkbox"/>	Commitment & perseverance	<input type="checkbox"/>
<input type="checkbox"/>	Challenges & skill development	<input type="checkbox"/>	Worked collaboratively	<input type="checkbox"/>
<input type="checkbox"/>	Engagement with global issues	<input type="checkbox"/>	Initiated CAS experience	<input type="checkbox"/>

Use this box to attach links to evidence of completion (pics, documents, videos, etc) (optional)

<b>Supervisor Name</b>	
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# CAS EXPERIENCE/PROJECT COMPLETION FORM

Student Name:

Title:

Creativity  
  Activity  
  Service  
 Hours:   
 Dates:

/project

Identify the CAS Learning Outcome(s) that were addressed in the CAS experience/project ("X" all that apply)

<input type="checkbox"/> Strengths & develop areas for growth	<input type="checkbox"/> Commitment & perseverance	<input type="checkbox"/> Ethical implications
<input type="checkbox"/> Challenges & skill development	<input type="checkbox"/> Worked collaboratively	<input type="checkbox"/>
<input type="checkbox"/> Engagement with global issues	<input type="checkbox"/> Initiated CAS experience	<input type="checkbox"/>

Describe the way in which your CAS experience/project addressed the learning outcome(s):

Use this box to attach links to evidence of completion (pics, documents, videos, etc) (optional)

Supervisor Name:

# CAS COMPLETION SUMMARY FORM

Student Name:

*The SZIA CAS Programme requires that students engage in 150 hours of Creativity, Activity and Service during their two-year tenure in the Diploma Programme. In the course of this engagements, students are expected to address seven Learning Outcomes, as specified in the SZIA Student CAS Manual.*

Number of hours for each CAS component:	Creativity:		Activity:		Service:	
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For each Learning Outcome, please identify the CAS Experience that addressed that outcome and the dates the CAS Experience took place. Please note that for the CAS Experience to satisfy the requirement for addressing the Learning Outcome, the student must have written a corresponding reflection.

IB CAS Learning Outcome	CAS Experience (Must have a corresponding Reflection Form)	Date(s) of Activity
LO1: Identify own strengths and develop areas for growth		
LO2: Demonstrate that challenges have been undertaken, developing new skills in the process		
LO3: Demonstrate how to initiate and plan a CAS experience		
LO4: Show commitment to and perseverance in CAS experiences		
LO5: Demonstrate the skills and recognize the benefits of working collaboratively		
LO6: Demonstrate engagement with issues of global significance		
LO7: Recognize and consider the ethics of choices and actions		

# CAS PROJECT REFLECTION FORM

Student Name:	
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Experience Title:	
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<input type="checkbox"/> Creativity	<input type="checkbox"/> Activity	<input type="checkbox"/> Service	Hours: <input style="width: 40px;" type="text"/>	Dates of Experience: <input style="width: 150px;" type="text"/>
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*When reflecting on CAS project, please keep the following questions and suggestions in mind:*

Questions to guide your reflection:

- What types of experiences did you choose and why did you choose them?
- What did you learn about the people with whom you worked?
- How have your experiences broadened your understanding of other ethnic or cultural viewpoints?  
A culture may include institutions, clubs, communities, etc.
- To what extent did contact with people having differing viewpoints and experiences broaden your own views?
- What did you learn about yourself through your participation in CAS experience?
- How did your reflection prior to and during the CAS Project guide you as you completed the CAS experience

Please type your CAS Project reflection in the space below. If your CAS Project reflection is in a different format, indicate the format and location of your reflection in the space below.

Identify the CAS Learning Outcome(s) that were addressed in the CAS Project ("X" all that apply)					
	Strengths & develop areas for growth		Commitment & perseverance		Ethical implications
	Challenges & skill development		Worked collaboratively		
	Engagement with global issues		Initiated CAS experience		

Use this box to attach links to evidence of completion (pics, documents, videos, etc) (optional)

Supervisor Name:	
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# CAS INTERVIEW FEEDBACK FORM

All Diploma Programme candidates are required to sit for three individual interviews with the CAS coordinator or advisor. The interviews will be following timeframes and themes:

**Initial interview:** conducted at the beginning of the Diploma Programme

- To ensure student understands CAS requirements, CAS experiences and LOs
- To discuss plans for how student might set and achieve goals for completion of CAS programme

**The second interview:** Conducted towards the end of the first year of the DP

- To assess the progress of the student in CAS
- To ensure the completion of a range of CAS experiences in all strands
- To discuss the value of the CAS project

**The third interview**

- Summative CAS interview conducted just prior to the completion of the DP.
- To discuss the impact of the CAS programme on the student.
- To address the achievement of the Learning Outcomes.

## First Interview

Coordinator comments:

Date:

## Second Interview

Coordinator comments:

Date:

## Third Interview

Coordinator comments:

Date:

# CAS PROGRAMME REFLECTION FORM

Student Name:

Creativity

Activity

Service

Hours:

Date:

*When reflecting on the CAS Programme, please keep the following questions and suggestions in mind:*

Questions to guide your reflection:

- Which CAS strand did you find most difficult to address and why?
- How/to what extent did your attitude towards that CAS strand change over the course of your CAS engagement?
- Which CAS Learning Outcome(s) did you find most difficult to address and why?
- What individual CAS experiences are you most proud of and why?
- How did certain CAS experiences impact you in a way that will last long beyond your time at SZIA?
- How has the CAS programme impacted your view towards service?
- What did you learn about yourself through your participation in CAS programme?
- If you had the opportunity to restart/redo the CAS programme, what changes might you make in your conduct of the programme?

Please type your CAS Programme reflection in the space below. If your CAS Programme reflection is in a different format, indicate the format and location of your reflection in the space below.