



John W. North High School
International Baccalaureate Diploma Program

Guide to:
Creativity, Activity and Service (CAS)
Diploma Candidates
(for candidates graduating in 2017 or later)

IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes **encourage students across the world to become active, compassionate and lifelong learners** who understand that other people, with their differences, can also be right. (International Baccalaureate Organization, *IB Mission Statement*)

IB learner profile

The attributes of the learner profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the Middle Years Program (MYP) and Diploma Program and, therefore, the culture and ethos of all IB World Schools (IBO, *Learner Profile*, 1). IB programs promote the education of the whole person, emphasizing intellectual, personal, emotional, and social growth through all domains of knowledge. CAS provides an excellent opportunity for development of the learner profile attributes in real context.

Students strive to become:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

(IBO, *Learner Profile*, 5)

CAS and the core of the Diploma Program

The **core elements** of the IB Diploma Program (TOK, CAS, and the extended essay) were intended by the original curriculum designers as a means to educate the whole person. To support the education of the whole person, CAS and the other elements of the core aim to:

- support, and be supported by, the academic disciplines
- foster international-mindedness
- develop self-awareness and a sense of identity.

(IBO, *CAS Guide 2015*, 3)

CAS is designed to strengthen and extend students' personal and interpersonal learning. To this end, CAS requires all Diploma candidates to complete a variety of extra-curricular activities during the junior and senior years. CAS allows students the opportunity to explore and demonstrate aspects of the IB learner profile in real, practical ways. CAS is intended to enhance a student's "personal and interpersonal development through experiential learning" (IBO, *CAS Guide 2008*). As such, "hour counting" and approaching CAS as a list of activities to "check-off" are discouraged. Diploma students will work with the IB Coordinator to formulate plans and assess progress during required formal interviews and informal group meetings. Additional opportunities for individual meetings are available to give students additional support where needed. Certificate students (Diploma Courses Candidates) who are not pursuing the IB Diploma are not required to complete CAS hours. CAS is individualized according to student interests, skills, values and background.

CAS strands and general requirements

Acceptable CAS activities fall into three strands. They are: **(1) creativity, (2) activity, and (3) community service**. Students must distribute experiences reasonably across all three areas. Candidates may not count anything done for a "for profit" organization or for which they receive payment (wages, goods, etc.). Activities performed in conjunction with a class taken for credit may only be counted if they are not a part of the student's diploma course requirements (assignments that are directly tied to the IB course requirements for that subject). Curricular/subject areas may develop CAS experiences that provide excellent context for CAS engagement and connection to curricular topics.

Students will be required to keep a **CAS portfolio** containing evidence of CAS experiences and reflections throughout the duration of an activity or project (evidence and reflections can include photographs, visual and audio recordings, interviews, documents, posters, programs of events or performances, journals, creative writings, etc.). CAS experiences may encompass single events or be larger projects completed over a period of time or comprised of a series of events. CAS is not formally assessed, but students must reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes outlined in this guide. CAS formally begins at the start of the junior year (year 1 of the IB Diploma program) and continues regularly

for at least 18 months with a reasonable balance between creativity, activity, and service. CAS should be undertaken regularly throughout the duration of the program, ideally on a weekly basis.

As a part of the CAS experiences, students must complete one CAS project lasting at least one month in duration. This project challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands. The CAS project should be a collaborative series of sequential CAS experiences lasting at least one month.

Students should use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a guide for most CAS experiences and the CAS project.

Diploma candidates will have **three formal documented interviews** with the CAS coordinator/IB coordinator. The first interview will take place at the beginning of CAS, the second during the middle of the program (end of year 1), and the third interview will be at the end of CAS. The student must have their CAS portfolio at both the second and third interviews for reference.

CAS emphasizes **reflection** which is integral in creating meaningful and rich experiences in CAS. Reflection informs students' learning and growth by allowing students to focus on the exploration of ideas or skills and the consideration of strengths or limitations that might require further development. Reflection also encourages students to consider how they may apply prior learning to new situations or contexts.

Information in this section was adapted from the Creativity, activity, service guide published by the International Baccalaureate Organization in March 2015.

CAS experiences must address the seven CAS learning outcomes

There should be evidence in the CAS portfolio that students have met each of the learning outcomes outlined below. Students may achieve a learning outcome more than once, but must be certain to include evidence in the CAS portfolio of meeting each learning outcome at least once.

- Identify own strengths and identify areas for growth: Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
 - Students are aware of their own strengths and weaknesses
 - Students are open to improvement and growth opportunities
 - Students are able to propose activities according to their own interests and talents
 - Students are willing to participate in a variety of activities
 - Students can self-evaluate in a thoughtful manner

- Students are able to consider themselves as individuals with a variety of skills and abilities
- 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.
 - Students participate in experiences of appropriate challenge and benefit, whether new or familiar
 - Students are willing to take part in unfamiliar experiences
 - Students are willing to acquire new skills or abilities
 - Students create new or enhanced expertise in a familiar area
 - Students acquire or develop new skills
- Demonstrate how to plan and initiate 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.
 - Students can articulate the CAS stages (investigation, preparation, action, reflection, and demonstration) showing development of an experience from idea conception to full plan implementation
 - Students build upon previous CAS experience(s) by demonstrating knowledge and awareness
 - Students show initiative through the implementation of a new idea or process
 - Students suggest new ideas or proposals or problem-solve
 - Students integrate reflective thought
 - Students are aware of roles and responsibilities
 - Students show responsibility in both attitude and planning
 - Students develop coherent action plans

- Demonstrate the skills and recognize the benefits of working collaboratively: Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
 - Students share skills and knowledge
 - Students listen respectfully to peers
 - Students are willing to consider different roles on a team
 - Students respect differing viewpoints or ideas
 - Students make contributions that are valuable
 - Students are responsible group members
 - Students assist others willingly
 - Students can articulate the benefits and challenges of collaboration
- Show perseverance and commitment in CAS experiences: Students demonstrate regular involvement and active engagement in CAS.
 - Students demonstrate engagement and active involvement in CAS experiences/projects
 - Students foresee challenges to initial plans and consider alternatives
 - Students are adaptable to change
 - Students are involved in long-term experiences or projects
- 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.
 - Students recognize the global implication of local issues
 - Students can identify global issues in the local/national community
 - Students are aware of issues of global importance and can take concrete and appropriate actions in response to them
 - Students get involved in CAS experiences/projects addressing global issues
 - Students develop an awareness towards shared humanity

- Recognize 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.
 - Students recognize ethical issues
 - Students can articulate the social influences on an individual's ethical identity
 - Students take into account cultural context
 - Students identify what is needed to know in order to make an ethical decision
 - Students articulate ethical principles and approaches
 - Students show accountability for choices and actions
 - Students are aware of consequences of choices and actions (in relation to self, others, or the greater community)
 - Students show awareness of consequences when planning

(IBO, *CAS Guide 2015*, 11-12, 47-49)

Creativity, Activity, and Service clarified

Suggested ideas for experiences and projects in each strand are listed below. In addition, individual experiences may be explored and designed with the consent of the IB Coordinator during the formal interviews or via informal meetings arranged by the student with the IB coordinator. As CAS should represent the interests, values, skills, and personal development of the individual student, it is up to the student to choose how to satisfy the CAS requirement within these guidelines. Students are reminded to see Mrs. Schive in the IB office (room 342) at any time with questions or concerns regarding the CAS requirement.

CREATIVITY: This involves **exploring and extending ideas leading to an original or interpretive product or performance**. Creativity allows students the opportunity to explore their own sense of original thinking and expression. Creative endeavors may include visual and performing arts, digital design, writing, film, culinary arts, crafts, and composition.

Some examples include:

- study dance, drama, vocal or instrumental music, art, etc. inside or outside of the regular school program
- give performances in the areas of dance, drama, music, etc.
- participate in debate, mock trial, or speech competitions
- do creative writing or work on the school literary magazine, newspaper, or yearbook
- write a computer program, app, or design a website

The candidate can draw inspiration from their diploma courses. For example, a student might encounter new challenges or areas for growth using the skills developed in the IB Theatre course or find new ways of expression utilizing elements taken from the IB Music course. However, CAS experiences may not be included in or used in the candidate's diploma course requirements.

(IBO, *CAS Guide 2015*, 18)

ACTIVITY: This involves **physical exertion contributing to a healthy lifestyle**. Active pursuits can include individual and team sports inside or outside of school, aerobic exercise, dance, outdoor recreation like hiking or bicycling, fitness training, marching band, physical exertion as part of a personal challenge (like learning a new skill in cross-country skiing or working on endurance in running), lunchtime table-tennis or any other form of physical exertion that purposefully contributes to a healthy and balanced lifestyle. Students are reminded that the physical activity should be completed regularly and in a manner that is both safe and provides sufficient challenge or benefit.

(IBO, *CAS Guide 2015*, 19)

SERVICE: This involves **collaborative and reciprocal engagement with the community in response to an authentic need**. Service allows candidates the opportunity to understand their ability to make a meaningful contribution to the immediate or broader community or society as a whole. Through service, students must develop their ability to problem-solve, take initiative, take responsibility for their choices and actions, and be accountable. Service offers students opportunities for international-mindedness and promotes self-awareness.

Service experiences can be approached using a service learning model. "Service learning is the development and application of knowledge and skills towards meeting an identified community need" (IBO, *CAS Guide 2015*, 20). Service learning provides opportunities for students to develop experiences that are both meaningful and that address a need identified by the student based upon their prior knowledge and background. The service learning stages can act as a guide to help candidates organize service experiences. The **CAS stages** are as follows:

1. **Investigation:** In a cooperative group or individually, students analyze a selected issue and identify a community (school, local, national, international) need. Students consider their own interests, talents, skills, and personality traits in planning how to address the determined need. Skills and knowledge needing to be developed are also determined.
2. **Preparation:** Students design a service plan that addresses the identified need. The student (or students, if a group) clarify roles and responsibilities for implementing the plan. A suitable timeline is considered and community partners (where applicable) are consulted. Necessary skills and knowledge are developed to help make the plan successful.
3. **Action:** Students implement their service plan individually, with partners, or in a larger group.
4. **Reflection:** Students consider their actions, feelings, and thoughts throughout the experience and at the conclusion of the plan. They consider themselves as individuals and as contributors to the greater community and/or world.
5. **Demonstration:** Students share what they learned or accomplished and how they learned via interactions with others (for example, meeting to discuss how the project or experience went for the group) or via the CAS portfolio (for example, writing a reflective piece about how the experience could be changed or highlighting an area of growth).

Students are encouraged to develop service experiences that coincide with their own individual interests. Some ideas are listed below, but it should be noted that this is not intended to be an exhaustive list. Please speak with Mrs. Schive directly about service ideas if you are unsure about

their suitability.

- Responding to a natural disaster or immediate community need
- Ongoing service activities associated with community needs through participation in events/services offered at senior citizen centers, retirement homes, local hospitals, local elementary schools, homeless shelters or food kitchens, local libraries, local museums, local art galleries, Riverside parks and recreation, etc.
- Service experiences associated with community needs outlined via North High School service clubs (Octagon, Key Club, CSF, Interact, Beautification Club, Red Cross Club, etc.)
- Service needs associated with on-campus needs (like tutoring or mentor programs, Best Buddies, etc.)
- Service plans associated with environmental or conservation needs in the community
- Volunteering to participate in service experiences organized by other students, the school, or an external group
- Participating in international service through cooperation with an outside agency

(IBO, *CAS Guide 2015*, 20-23)

Please note that service opportunities should address a particular need and should be interactive with the community (whether the school community, city community, or elsewhere). Service work must not be limited to clerical work like filing or shelving books.

Reporting and reflection: CAS portfolio

Students are required to maintain documentation of their CAS experiences in the form of a **CAS portfolio**. This documentation can take on many forms. While a journal or physical portfolio (notebook, scrapbook, etc.) may be the simplest or most common format, students are encouraged to explore reflection in a way that is personally meaningful. The student can create a blog or weblog about an experience or project, create a video journal, create a scrapbook, take photographs of an event and respond to them in writing, compose a song describing an experience, or speak about an experience or project in a taped interview. Students can also consider a blended approach that combines one or more of these products to create the completed CAS portfolio. Other formats for reflection and reporting may be acceptable and students are encouraged to discuss their ideas with the IB coordinator. The CAS portfolio must be a compilation of all CAS experiences and the CAS project. However, the format is left to the student.

Reflection should address the CAS learning outcomes and should be done immediately following an activity or project. It is also appropriate for reflection to take place during the experience or project, particularly if it takes place over a period of time. It is not appropriate to describe mundane or routine aspects of an activity (like a daily swim practice routine). Rather, the focus should be on the aspect of the activity that made it personally meaningful. Examples might include what you learned about yourself, others, or the community, what skills or attributes you developed or expanded (like confidence, determination, awareness, resilience, endurance, etc.), or how your activity benefited you, others, the community. Students should consider the relevance of each experience and how it might relate to future development or experiences. Reflection might detail how a student applied prior learning in a new situation. There should be evidence that students have assessed their personal goals and outcomes for each activity. There must be evidence within the reflective process that the student has met each of the seven learning outcomes. It is important to remember that though reflection is not meant to be judged as "good" or "bad", it is also not simply a summary of what occurred. It should be honest and build self-awareness, and include thoughts, feelings, and ideas. In line with the learner profile attribute of being reflective,

the CAS reflection should be thoughtful and should support the student's learning and development.

(IBO, *CAS Guide 2015*, 28-29) (IBO, *Learner Profile*, 5)

Progress and completion will be verified by the IB coordinator and documented on the student's CAS Progress Form during the three formal interviews. CAS experiences/projects should begin at the start of 11th grade and should continue to be documented through the end of March in 12th grade.

As already mentioned, the CAS portfolio should provide evidence of all CAS experiences and at least one CAS project. It must also provide evidence that the student has met each of the seven CAS learning outcomes. It may be appropriate for the student to consider a **three-part portfolio for the purposes of organizing the evidence in the CAS portfolio**. *PLEASE* note that this is only one option for organization and students are encouraged to consider their own interests, talents, skills, and preferences when deciding the presentation format for their experiences/projects via the CAS portfolio. The three-part portfolio has three sections: **(1) Profile, (2) Experience, and (3) Evidence**. Each of these is described in detail below.

- **Profile:** This section should include information about the student. This might include a description of their interests, talents, and skills. It might also detail any current involvement and how that involvement might be enhanced via CAS experiences. Students should describe any initial plans and goals for CAS and identify possible CAS experiences/projects based upon interests/skills and determine which strand they might fit into (creativity, activity, service, or some combination of these). Students should include development of awareness of themselves in relation to the learning outcomes (for example, a student might discuss how their tendency to be introverted or shy might impact their ability to work collaboratively with others in meaningful ways).
- **Experiences:** This section would include all experiences and projects completed during the CAS journey. Students could think of this as a chronicle of events. It will include a variety of reflections, achievements, and an account of how the **CAS stages** have been utilized. As such, there might be elements that showcase investigation of ideas, planning or preparation, initiation of activities, actions that were undertaken, or any other documents that chronicle the experiences undertaken.
- **Evidence:** This section can include copies of certificates, photographs, logs, and other noteworthy things associated with an experience of project. It should provide evidence of the student's involvement in CAS. Some things that can be included might be letters, e-mails, acknowledgements of participation or achievement, videos, planning documents, interviews, or reflections that connect involvement to the CAS learning outcomes. This section might include thoughts about outcomes (how it went, how it could have been better, what it means for the future, how it might inform future experiences) or consideration for what future ambitions the student might have as a result of their CAS experiences.

Information in this section is adapted, in part, from details regarding the CAS portfolio found in the current Creativity, activity, service guide published by the International Baccalaureate Organization in 2015.

The CAS Project

As mentioned in the general requirements, students engaging in CAS must complete at least one project lasting at least one month (from planning to completion) in duration. This project must be done in collaboration-- with partners or a group of students, whether small or large, or with members of the wider community. The CAS project may encompass any of the three strands or

may be a combination of strands. This project challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. Its primary purpose is to involve students in sustained collaboration. All CAS projects should use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for implementation to ensure that all requirements are met. These stages must be documented using the **CAS Project: Planning and Documentation Form** found at in this guide. As expected throughout CAS, students must reflect on their CAS project in a thoughtful and meaningful way and include that reflection as a part of their CAS portfolio. Because of the collaborative nature of the CAS project, students will have substantial opportunity to reflect with others (partners, group members, community members—where applicable) and that interaction can be extremely valuable to personal growth. Please see the reporting and reflection section in this guide for more detailed information regarding reflection. See Mrs. Schive in the IB office if you have any questions or concerns about the reflective process.

Below are possible ideas for projects involving the three strands of CAS. Please remember that these are merely examples provided to provoke thought by the individual student and should not be considered as the only options for CAS projects. Students should consider their interests, talents, knowledge, and skills when determining CAS projects that they would like to develop. Since the CAS project requires collaboration, the student should also consider their individual personality traits. Prior to commencing a project, students should assess any potential risks to participating and ensure that all school policies and procedures are followed. The student must consider personal safety at all times and conduct themselves in a manner consistent with the behavior expectations as outlined in the Husky Code of Conduct found on the school's website and in the student planner. If the student has any questions or concerns regarding potential risks, they should see Mrs. Schive in the IB office or consult with an administrator.

Possible project ideas include:

- Service and activity: Students plan, organize, and participate in a walk/run to benefit fundraising for a local community organization.
- Service: Students plan, organize, set up, and run a blood drive for the community.
- Creativity: Students plan, organize, and put on a talent show for the school or for a specific event.
- Creativity: A group of students design and create 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 students in need.
- Creativity and activity: Students choreograph a routine for the school marching band.
- Service and activity: Students identify that children at a local school need backpacks and design and make backpacks out of recycled materials.
- Creativity, activity, and service: Students rehearse and perform a dance production for a community retirement home.
- Creativity, activity, and service: Students write, rehearse, and perform a skit about the dangers of drinking and driving for the junior/senior class.
- Service: Students plan and organize a donation drive to collect formal dresses and shoes for students to wear for prom and then implement a method for distributing them to students in need.

When a CAS project includes the strand of service, students must consider the opinions and expectations of others involved and focus on authentic needs to ensure that actions are respectful and reciprocal. When planning, students should collaboratively and individually consider the impact and potential consequences of their actions. Increased international-mindedness and engagement with issues of local/national/global importance can be heightened when a service project involves

interactions with and appreciation of diverse social and cultural backgrounds. CAS projects are not required to address the service strand. When a service project is initiated by a group of students and then adopted by future groups, care must be taken to ensure that the need is still relevant and authentic and that contribution by the new group is also relevant.

(IBO, *CAS Guide 2015*, 24-25)

Forms and other guidance

On the pages that follow, you can find the following items:

- **CAS Project: Planning and Documentation Form**
The completion of this form **is required** for any CAS project. A copy of the form must be included in the CAS portfolio for each person involved in the project, though the form does not need to be completed multiple times for the same project. Students are reminded that reflection for a project will be unique to each member of the project team, and is, therefore, not included on the CAS project form.
- **Student checklist for CAS**
This form **is not required**, but may prove useful to the student in determining if all the necessary CAS aspects have been met or completed.
- **CAS interest and planning form**
This form **is not required**, but may help students determine possible types of experiences and projects that they already participate or may want to potentially investigate based upon their interests and goals.

These forms have been adapted using information (A student checklist for CAS, CAS project form, and sample questions to ask students in building student interests to create a personal profile) from the *Creativity, activity, service teacher support material* available to IB World Schools via the Online Curriculum Center website.

John W. North High School
International Baccalaureate Program
CAS Project: Planning and Documentation Form

Candidate Name: _____

Participants in the project (partners or members of the group):

Graduation Year: _____

School Code 000472

- Indicate how the project will be completed: (Circle appropriate)

Individually

Student group or partners

(but with members of the community)

(school based collaboration)

- Indicate the area(s) that the project encompasses: (Circle appropriate)

Creativity

Activity

Service

Student checklist for CAS

| | | |
|---|---|--|
| 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 Program | Y/N | Notes DATE |
|---|-----|---------------|
| Evidence of planning of a CAS program | | |
| Regular commitment over at least 18 months (August year 1 through March year 2) | | |
| 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 | | |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> • Evidence of undertaking new challenges and developing new skills in the process | | |
| <ul style="list-style-type: none"> • Evidence of initiating and planning a CAS experience | | |
| <ul style="list-style-type: none"> • Evidence of commitment and perseverance in CAS experiences | | |
| <ul style="list-style-type: none"> • Evidence of demonstrating the skills and recognizing the benefits of working collaboratively | | |
| <ul style="list-style-type: none"> • Evidence of engagement with issues of global significance | | |
| <ul style="list-style-type: none"> • Evidence of recognizing and considering the ethics of choices and actions | | |
| Reflections completed for CAS experiences and at least one CAS project | | |
| CAS interview 1 completed | | |
| CAS interview 2 completed | | |
| CAS interview 3 completed | | |
| CAS portfolio completed (format of student choice; turned in during April of year 2) | | |

CAS Interest and Planning Form

Candidate Name: _____

Graduation Year: _____

Interests and Activities Questions

What are your main interests? How can you incorporate these interests into your CAS program?

What do you enjoy doing after school? Could this be a part of any CAS experience or project?

What do you expect to gain from CAS? What do you hope to accomplish?

How can you advance your skills and talents through CAS?

What school, community, or other groups or teams are you already involved in?

Have you had any previous experiences that you would view as CAS?

How could something you do currently (for example, swimming) be made into a *CAS* experience with new opportunities to add skills and meet challenges?

What do you think your role could be in effecting change for the better?

What issues of local significance concern you most? How could you address these in your *CAS* program?

How do these local issues also have global significance?

CAS Plans and Goals

What would you enjoy doing for creativity? Activity? Service?

Have you made any plans for creativity? Activity? Service? For each, what are you hoping to learn or do you have skills you want to develop?

Have you researched any groups that you could become involved in for any of the CAS strands? What are you doing to expand your options?

What ideas do you have for a CAS project? Are these ideas worth developing for a month or more? What additional ideas do you have or backup plans if not viable?

Who will you work with for your CAS project?

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