

CAS Project Proposal: Understanding the CAS Stages and Personal Inventory (Updated in May 2024)

[CAS projects](#) must be planned and implemented using the [CAS stages](#):

- Investigation
- Preparation
- Action
- Reflection
- Demonstration

Each CAS project group must **collaboratively** write a **CAS project proposal** to discuss what you need to do in order to implement and achieve the project goals.

You can use the tables suggested in [this document](#) to discuss what you know and plan to do in the investigation, preparation, action, and demonstration stages.

Or you may choose to write your proposal in prose style, in paragraphs. Please be sure to combine the guiding questions in [this document](#) to discuss each of the five CAS stages below, according to the nature and scope of your project:

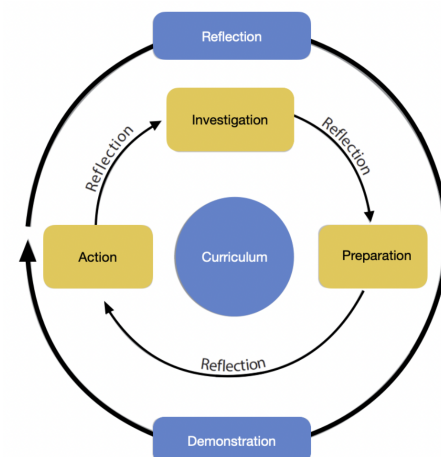
1. Investigation. The relevant [CAS Learning Outcomes](#) are:

#3 Demonstrate how to initiate and plan a CAS experience.
#1 Identify own strengths and develop areas for growth.

1. **Why** have you decided to initiate your CAS project? Explain the particular **need** in your co-curricular activities, within the school community, and in other communities. Be sure to relate these to one or more of the [UN Sustainable Development Goals](#) in order to learn about the significant global issues that you can work on locally through your project.
2. The **context** of your CAS project: **Who** all will be concerned and involved? What are their **circumstances**? **Where** and **how often** will you be working on your project? Please also discuss your **personal interests, passion, talents, and skills** that can be put to good use in order to **achieve your project goals**.
3. Use the **MISO (media, interview, survey, and observation) Method** to **objectively** investigate the above, instead of thinking solely from your own perspective and personal assumptions (go to pages 5 - 6 of this document).
4. Which [strand\(s\) of CAS](#) will your project focus on? This could be just one or a combination of two or all three.

2. Preparation. The relevant [CAS Learning Outcomes](#) are:

#6 Demonstrate engagement with issues of global significance.



*Source: IB CAS guide for students graduating in 2017 and after.

#3 Demonstrate how to initiate and plan a CAS experience.

1. **Secure an appropriately qualified, knowledgeable, or experienced CAS project supervisor.** After gathering a sufficient amount of information you need to begin planning your CAS project, you need to secure your CAS project supervisor. This person will discuss your project proposal with you and advise on its scope and feasibility, and any risk items that need to be identified. This person will need to sign your copy of the CAS Project Approval Form, which must be shared with the CAS Coordinator (Dr. Chika Kumashiro-Wilms: cwilms@iskl.edu.my). Or the signed paper copy must be submitted to the HS Service & Sustainability/ CAS Office.
2. Identify your goals and the desired outcomes. See the Demonstration section below and set these using such frameworks as [SMART goals](#).
3. **Create a clear timeline** with the division of roles and responsibility within your project group, and the milestone achievement dates. See the table in [this document](#).

3. Action. The relevant [CAS Learning Outcomes](#) are:

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

#4 Show commitment to and perseverance in CAS experiences.

#5 Demonstrate the skills and recognize the benefits of working collaboratively.

#7 Recognize and consider the ethics of choices and actions.

As you plan and work on your project, please always consciously think about the above and make the best decision that you could possibly make, in consultation with your stakeholders:

- Inevitably, there will be some unexpected happenings and challenges. How do you and your project collaborators work on them in order to achieve your project goals and desired outcomes?
- What ethical implications do you need to consider in carrying out your plans with all the stakeholders involved? These can range from your own mindset based on your assumptions and preconceived notions, which could possibly implicate any relevant Diversity, Equity, Inclusion, and Justice (DEIJ) matters.
- See '[Empathy to Impact](#)' resources by Inspire Citizens.

4. Reflections. The relevant [CAS Learning Outcomes](#) are:

#5 Demonstrate the skills and recognize the benefits of working collaboratively.

#1 Identify own strengths and develop areas for growth.

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

- The reflective process is inextricably linked to the growth mindset and collaboration.
- [Reflections](#) can also assign meaning to what you and others are doing.
- Your project implementation and any challenges need to be discussed ongoingly in

the **Reflection and Evidence** section of your CAS project entry on **ManageBac** (see the screenshot on page 9 of this document).

- **Each project collaborator** must write their individual, personal journal reflection in their own CAS project entry.

You can use these guiding questions to reflect on your project planning and implementation progress:

- Is your project making good progress according to your plans and the timeline?
 - What is working well?
- Are there challenges along the way? How are you and your collaborators working on them, how you are consulting your supervisor to surmount them, etc.
 - What is not working so well?
 - What needs to be modified or changed? Why?
 - Having a 'Plan B' may be necessary. If so, discuss them in detail in your reflections.
- Discuss how your progress and challenges relate to the [CAS learning outcomes](#) that you chose for your CAS project entry?

Evidence of your project work:

- **Create a CAS project folder in your Google Drive** and add all the project collaborators, your project supervisor, CAS Advisor, and Coordinator as Editors. Paste the link to this folder in the 'website' option in the Reflection and Evidence tab of your CAS project entry.
- **Add multimedia evidence of your project work to your project folder**, such as photos and videos of yourselves in action, any promotion and presentations that must be made for your project implementation, screenshots of your communication with different stakeholders, etc.

5. Demonstration. The relevant [CAS Learning Outcomes](#) are:

#3 Demonstrate how to initiate and plan a CAS experience.

Please think in terms of [SMART goal planning](#). Then use these guiding questions towards the end of your project implementation to discuss your desired outcomes and the relevant CAS learning outcomes:

- How will the benefit of your project to the individuals or environment be measured and demonstrated?
- What is the actual outcome of your project? Is it the same as you planned and expected it to be or different?
- What evidence have you collected? Or what did you create to demonstrate the outcome of your project?
- Have you taken photos, AV recording, made posters, pamphlets, presentation slides, etc.?

* * * * *

The rest of this document shows you more of the key points in detail for you to write a CAS project proposal properly. Read through the contents of Part 1 and Part 2 first, then proceed to use the table on pages 6 - 7 to begin writing your actual proposal.

Part 1 Introduction: The Reasons and Context for Your Project

It is essential that you begin your project planning by doing your [personal inventory](#) and [finding needs or causes](#) (see below) that you could cater to or advocate for. Remember the four types of service: direct, indirect, research, and advocacy. Answer the following questions to begin:

- What are you passionate about?
- What skills and talents do you have?
- What do you care about?
- What current affairs events or global issues bother you? Some examples might be human rights, human trafficking, refugee crises, pollution and other environmental and sustainability issues, global and local partnerships, empowering individuals, and other issues of global importance included in the United Nations Millenium Development Goals, etc.
- What are some needs that you are aware of in our school community?
- What are some needs that you are aware of in the communities that you are associated with?
- Can your interests, skills and talents contribute to any of the global issues or community needs to help individuals or advocate on their behalf?
- Can your interests, skills and talents contribute to enhance some aspects of our school life, the campus, and the community as a whole?

After answering the questions above:

- Use the form [here](#) to do your personal inventory.
- Use the form [here](#) to help you find your cause with your personal interests, skills and talents.

Your answers to the above questions will be the **reason** and the **context** for your project. These are very important for you to explain **why** you think you should lead a particular project and identify appropriate **goals**.

Part 2 Writing a Detailed Proposal with Each of the Five CAS Stages¹

See the CAS stages below. They serve as the **framework** for your CAS project. It is important to understand why the stages are represented as a cycle even though the process appears to be linear: students typically begin with the investigation stage and proceed to the preparation and action stages, culminating in demonstration. The cyclical model represents

¹ p. 16 IB CAS Guide for 2017. Cardiff: IBO, March 2015.

the fact that your **project is an on-going work in progress** that you will **constantly monitor and develop** with your collaborators, supervisor, and partner community members.

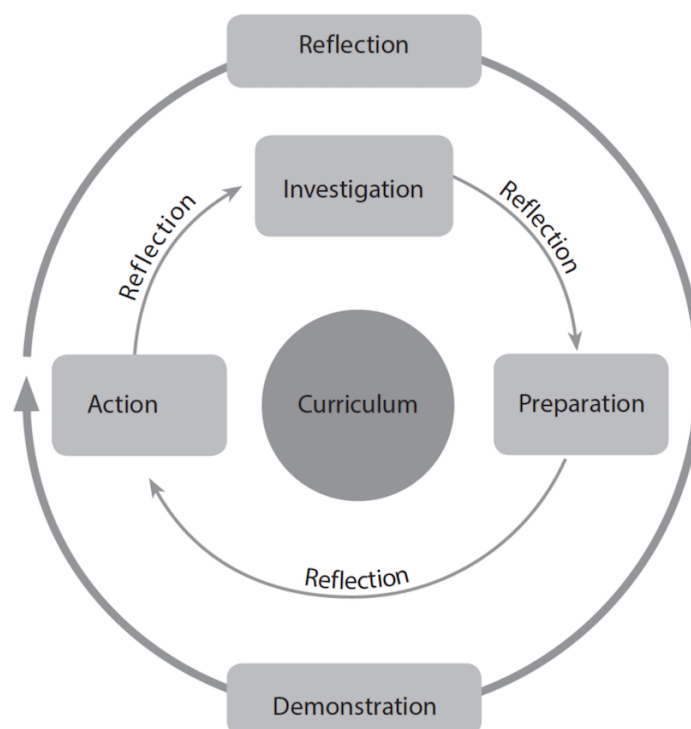


Figure 5
The CAS stages for service learning

Working through the five CAS stages is similar to conducting **research** for any school projects that you have been doing so far in your school career, and to what is known as an ‘action research’. The most important idea here is that your project must be **planned** and **carried out** with **evidence-backed data** that will inform the course of its development and the final outcome. You also need to think about which [CAS learning outcomes](#) will be featured at different stages of your project. Read through what you need to do for each of the five stages below.

1. Investigation Using the MISO Method

- Based on what you wrote for Part 1 (the CAS learning outcome of ‘**increased awareness of one’s strengths and areas for growth**’) above, research what you think you need to know in order to design your project.
- The **MISO** method of service action research to collect the information you need:
 - **Media:** What do you know about the particular global issue or cause (the CAS learning outcome of ‘**engaged with issues of global importance**’) that you want to research and advocate for? What news and other information can you get from television, radio, newspapers, magazines or the Internet?
 - **Interview:** Who can tell you more about the global issue or cause? Whom can you interview at school -- student club or organization executive officers, coaches, librarians, teachers, counselors, administrators, business managers, etc.? Whom can you interview off-campus -- parents, NGO representatives, etc.? Through interviews, you can find out what people in your partner community really need.

- **Survey:** How do you know that there is a need to do something (e.g. starting up a new club, recreational sports clubs, tutoring, etc.)? If you offered activities or lessons, when can students attend? What do people in your partner community really need? Design effective questions to elicit the data you need and send out mass surveys or on a smaller scale.
- **Observation:** Observation is not simply just 'watching'; it is an intentional 'watching' to find out the needs and gain a first-hand understanding of how people interact and how things work. If you are interested in campus sustainability or beautification, walk around the campus and take stock of what has already been implemented and what needs exist. If you are teaching refugee children, observe how they interact with you and amongst themselves to get to know their 'learning culture' to inform your lesson planning. What can interacting with people with Down Syndrome tell you about working with people who are born with certain conditions?
- See the handout, 'Who do you trust?' [here](#) to check the reliability of the sources that you consult and the validity of information gathered.

After reading the above:

- Use the form [here](#) to help you do the research using the MISO method above.
- You need to **reflect** on what is working well and what is not, and what you need to do next. See the '[Reflections](#)' section of the [CAS Home Page](#).
- Which [CAS learning outcome\(s\)](#) may be relevant here?

2. Preparation

- Using the information and data collected above, identify the **purpose and goals**, and **plan** your project appropriately, with the desired **end product** in the demonstration stage below. This could be making lesson plans for tutoring and coaching or for community partnership clubs, or organizing a major event. Input the necessary detail in the table below.
- Identify the type of service: direct, indirect, research, or advocacy.
- You must identify the **timeline** for your project planning. This begins on the day you hold your first meeting with your collaborators and supervisor and ends on the day of the major event in your proposal or the end of the particular period (e.g. season, semester, Middle School trimester, etc.).
- For **major events**, you must include an **organization plan** for obtaining permission from the school administration, booking the venue, room set up with furniture arrangements and IT/ AV connections, requesting cleaning up afterwards, ordering food, etc. See the section titled '**CAS Project Planning: People/ groups you need to consult**' on page 5 of the Guidance in the 'How to Write a CAS Project Proposal' document [here](#).
- It is essential that you **communicate and collaborate** constructively with your supervisor, collaborators, and partner community individuals. **Face-to-face** is always more effective than e-mailing.

- You need to **reflect** on what is working well and what is not, and what you need to do next.
- Which CAS learning outcome(s) may be relevant here (e.g. planned and initiated a CAS experience/ project, collaboration, undertaking new challenges, etc.)?

3. Action

- Carry out the steps and activities that you planned above.
- **Be flexible** in order to work with the **dynamic development of your project**: Continue to observe the effects of your activities on the partner community individuals or your collaborators and the situation at hand, and adjust or modify any plans appropriately.
- **Ethical implications (a CAS learning outcome)**: There is no point in pushing a plan that is not working due to different reasons and factors. If you truly cared about the cause and the individuals involved, you would naturally be making due adjustments and exploring ways for your project to be **beneficial for the cause** as well as **being respectful to individuals concerned**.
- It is essential that you communicate and collaborate constructively with your supervisor, collaborators, and partner community individuals. This includes **respecting** other people's ideas, positions, preferences and circumstances.
- You need to **reflect** on what is working well and what is not, and what you need to do next.
- Which CAS learning outcome(s) may be relevant here (e.g. engaged with issues of global importance, considered ethical implications, undertaking new challenges and developed new skills, collaboration, commitment, etc.)?

4. Reflection

- **This needs to be on-going**. As shown on the CAS stages diagram above, this needs to be ongoing throughout the process of your project: You always need to reflect on what is working well and what is not, and what you need to do next. This does not always need to be written; your **discussions with all the stakeholders of the project** are a form of reflection to improve the running of your project.
- **Do not wait until the end of the project to write your reflection**. You should enter at least one written reflection in your CAS project entry on ManageBac once your preparation stage has reached a certain point.
- You can also record your 'reflection' in different forms/ media throughout the process: photos, videos, e-mail messages, Google Docs, etc. See the '[Reflections](#)' section of the [CAS Home Page](#).
- Which CAS learning outcome(s) may be relevant here (e.g. identify one's own strengths and develop areas for growth, collaboration, commitment, etc.)?

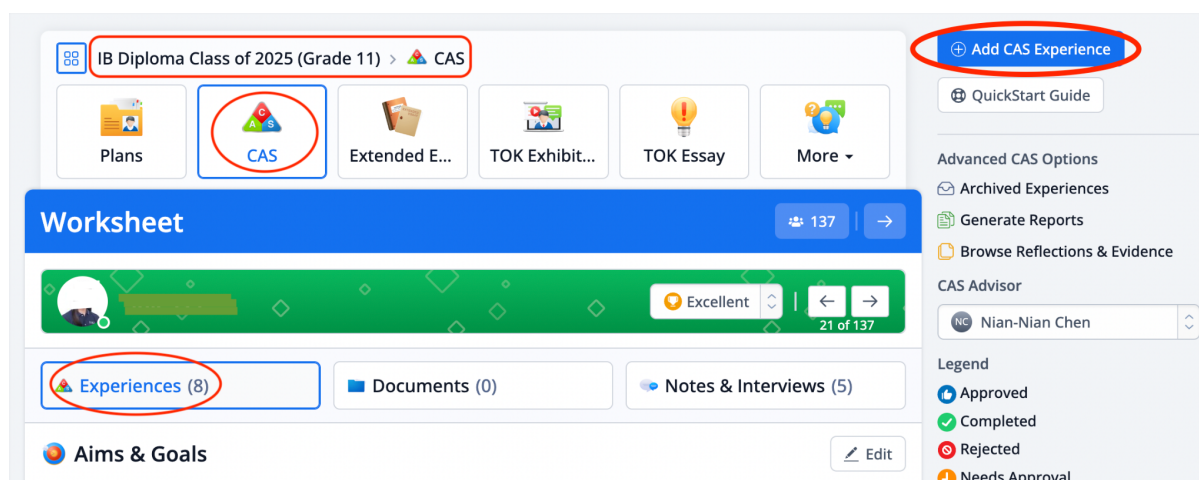
5. Demonstration

- What is the intended end product of your project?
- How will you publish the results in your CAS project entry on ManageBac?
- To what extent has the actual outcome of your project fulfilled its purpose and goal(s)?
- **Final reflection:** What worked well? What did not go so well? What is your learning take-away from it? Which CAS learning outcome(s) may be relevant here? If you were to do this again, what would you do differently?

Writing Your CAS Project Proposal with Clear Goals and Timeline

Now, you are ready to write your CAS project proposal. It is essential that you write it **BEFORE** you begin the project. Please create a separate Google Doc for your proposal and put it in your CAS Project folder. This needs to be uploaded to the 'Reflections and Evidence' section of your CAS project entry on ManageBac.

Then create your CAS project entry in your CAS worksheet on ManageBac by clicking on the 'Add CAS Experience' button in blue, as shown below:



Important:

- The same project title must be entered for the same project.
- Check the 'CAS project' box next to the title.
- Write the synopsis or the brief summary of your project proposal in the '**Description and goals**' section of your CAS project entry:
- You will reflect on your goals throughout the implementation of your project.

Continued on the next page.

Within Malaysia ▾

C

S

Ongoing

School-based

Community-based

Direct

Status: Approved ▾

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▾

Approved by: Jennab Zulkifly ✓

Sep 13, 2023 - Jun 06, 2025

Summary

Reflections & Evidence

Supervisor Review

Summary

Description and Goals

Within Malaysia is a club that partners with Tasputra Perkim, a non-profit organization that helps neurodivergent children, mostly from lower-income families. Every other Tuesday, we go to Tasputra to not only help them, but to also establish a relationship with the children. We will each be assigned to be with one of the children so that a deeper bond can be formed between the us and the child.

I chose to join Within Malaysia due to my desire to help others in need. My goal for this club is to be able to establish a deep and meaningful relationship with the child that I am assigned to, and I am also hoping to be able to bring joy to their lives, and help fundraise money to support the organization and the families.

Learning Outcomes:

2

Demonstrate how to initiate and plan a CAS experience

Reflections: Discuss How You have Been Working on Your Goals and the Relevant CAS Learning Outcomes:

- This is important for you to **evaluate** the **impact** of your project.
- Your project implementation and any challenges need to be **ongoingly** discussed in the **Reflection & Evidence** section of your **CAS project entry on ManageBac**.
- You can click on the arrow in the '**Guidance**' section to see the guiding questions, in addition to what you have read on pages 2 - 3 of this document.

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Summary

Reflections & Evidence

Supervisor Review

Guidance

For Each Of Your Activities, You Will Want To Show Evidence Of...

Timeline

Add New Reflection & Evidence

Journal

File

Video

Website

Photos