



SCHOOL OF THE NATIONS
CREATIVITY, ACTIVITY, SERVICE ADVISOR HANDBOOK 2024-2026
(last updated: June 2024)

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I. The Nature of Creativity, Activity, Service

A. How is CAS Defined?

Creativity, Activity, Service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student's Diploma Programme experience along with the Extended Essay (EE) and the Theory of Knowledge (TOK). It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

- **Creativity:** Arts, and other experiences that involve creative thinking.
- **Activity:** Physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.
- **Service:** An unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity, and autonomy of all those involved are respected.



CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme. CAS should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life changing.



CAS must involve:

- Real, purposeful activities, with significant outcomes.
- Personal challenge – tasks must extend the student and be achievable in scope.
- Thoughtful consideration, such as planning, reviewing progress, reporting.
- Reflection on outcomes and personal learning.

All proposed CAS experiences must meet these four criteria. It is also essential that they do not replicate other parts of the work in the Diploma Programme.

While different Diploma Programme subjects offer varying amounts of opportunity for experiential learning, it is at the very heart of CAS. As the following diagram indicates, experiential learning involves much more than just the activity itself: investigation, preparation, action, demonstration, and reflections are all crucial in making the experience as valuable as possible.



Continuum of learning is important in the Diploma Programme. Therefore, CAS activities should continue on a regular basis for as long as possible throughout the programme, and certainly for **at least 18 months**.

Successful completion of CAS is a requirement for the award of the IB Diploma. Students must document their activities and provide evidence that they have achieved seven key learning outcomes (descriptions to follow).

Because it involves real activities with significant outcomes, CAS provides a major opportunity for ethical education, understood as involving principles, attitudes and behaviour. The emphasis in CAS is on helping students to develop their own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. Various ethical issues will arise naturally in the course of CAS activities and may be experienced as challenges to a students' ideas, instinctive responses or ways of behaving (for example, towards other people).



The following diagram illustrates the role of CAS coordinator and advisor.



B. Politics and Religion in the CAS Environment

Political activism is acceptable for the CAS project provided that the student works carefully to meet the following criteria. Students must:

- Engage in activities that unify rather than cause or worsen social divisions.
- Work to create change with a tone of harmony, not disharmony.
- Specifically plan out the learning opportunities for personal growth and acknowledge in a discussion with their advisor any personal limitations and biases based on personal background.
- Promote a project that can assure school administrators that activities will maintain a safe, secure environment for the student.
- Recognize that the goal is to provide a service for others, not superimpose one's values on others.

CAS work within a religious community is acceptable as a project provided that the student meets the following criteria. The student must:

- Refrain from proselytizing as any part of service to others.

Avoid serving exclusively his/her religious community and instead reach out to people of different social, cultural, and religious backgrounds in the spirit of the IBO mission statement.



C. What May Count for CAS Hours

- Extracurricular activities (sports, arts, music, dance, volunteer work) outside the school day.
- Any club service hours in which students are currently involved, in or out of school.
- Leadership conferences that involve active planning, networking, and participation.
- Volunteer hours for which students are not paid.
- Speeches or presentations students prepare and give.
- Coaching, tutoring, or teaching.
- Painting, composing, drawing, sketching, and related activities.
- Meetings that students direct and run for clubs that they represent.
- Any planning, strategizing, or brainstorming for an event.

D. What CANNOT Count for CAS Hours

- Any project or activity that exclusively benefits a teacher within School of the Nations.
- Work completed on Extended Essay, TOK, an academic component of the natural school day or your DP programme, or any class taken outside School of the Nations for college credit.
- Activities of an isolated/non-social or tedious nature (letter-stuffing, for example).
- A simple increase in already established hours of work that comes as a natural, normal part of school – more sports practice, more study groups, and so on. However, an increase in the number of hours in an extracurricular activity outside the school day can count for CAS hours, provided that it is goal oriented.
- A paid job or hired position.
- A volunteer position that is a family or extended family duty.
- Listening to a lecturer/speaker and other passive activities.
- Attending regular meetings for clubs simply as a participant.
- Activities of a religious/political context that do not embrace the IBO mission statement.
- CAS-eligible activities/projects completed prior to the approval of their CAS proposal.
- Driver's training.
- Tweeting.
- Meetings with their CAS advisor or coordinator.
- Writing reflections or maintaining their Toddle account.

In general, any approved activity by the advisor means that it is challenging, goal-oriented, meaningful to the student, and does not constitute “more of the same.” It is the advisor’s role to work with students to ensure their activities are acceptable at their discretion. If anything is in doubt, consultation with the CAS Coordinator should be taken.



II. CAS REQUIREMENTS

“Successful completion of CAS is a requirement for the award of the IB diploma.”

--Creativity, Activity, service guide 2017

A. Minimum Requirements for CAS Completion

CAS does not contribute direct points to the 24 required points to earn the IB Diploma; it is a pass/fail grade. However, failure to meet CAS requirements will automatically result in the forfeiture of the IB Diploma, regardless of number of points earned in a student's IB classes.

SON students will only receive a passing grade for CAS in Term 3 of Form 6 if they are able to complete all of the following:

1. A minimum of 150 completed hours¹.
2. A recommended balance² of at least 50 hours in each strand: creativity, activity, service.
3. A reasonably sustained, uninterrupted CAS programme lasting eighteen months.
4. At least one extended project, spanning four weeks or thirty total hours (see section II.B.).
5. Evidence of meeting each of the seven learning outcomes at least once each (see section II.C.).
6. Sufficient reflections, documentation, and completed evaluation forms for all CAS activities.

B. The CAS Project

During either their first interview or second interview in Form 5, SON students should propose at least one CAS project to their advisors.

The CAS project must:

1. Be of significant duration (stretching 4 months or at least thirty hours in length).
2. Be collaborative (either with School of the Nations students or people in the community).
3. Involve two of the three CAS strands (creativity, activity, and/or service).
4. Culminate in a significant event, presentation, performance, or product.

Through conversation, advisors should make sure that before approval of the project, all students have set reasonable expectations, establish meeting dates and times for planning, scaffold smaller steps of the process, allow the proper amount of time for completion, and can anticipate potential issues. This is key for success and may need to be the focus of the interview.

¹ Hour counting, however, is discouraged. It is expected that students will exceed the minimum number of hours because they truly enjoy their activities. Students should plan activities in a way that would never allow an advisor to feel it necessary to question the commitment of the student. Hours should be conservatively estimated and projects and activities planned in a way that affords for some personal failure to reach them.

² Should a student heavily involved in Activity, for example, complete 200 hours of Activity over eighteen months, that student is not expected to complete 200 hours of creativity and service to “balance” hours.



C. The CAS Learning Outcomes

As stated in the Minimum Requirements for Completion, students must show evidence of each of the following seven learning outcomes in order to complete CAS. These learning outcomes will be documented in the reflections that students make during and after the activities they complete:

1. Identify own strengths and develop areas for growth.

Students are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.

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

A new challenge may be an unfamiliar activity, or an extension to an existing one. This requires that students make changes to pre-CAS work in this area. As with new challenges, new skills must be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

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

Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.

4. Show commitment to and perseverance in CAS experiences.

At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.

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

Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten class.

6. Demonstrate engagement with issues of global significance.

Students may be involved in interpersonal projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly, UNICEF, cancer research).

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

Ethical decisions arise in almost any CAS activity, such as on the sports field, in musical composition, in relationships with others involved in service activities, and so on. Evidence of thinking about ethical issues can be shown in various ways, including journal entries, conversations with advisors, and in TOK.

All seven outcomes must be present for a student to complete the CAS programme. Failure to meet all seven will result in a failure grade for the CAS programme. Some objectives may be demonstrated many times, in a variety of activities, but completion of each requires only that there is some evidence for every outcome.



The focus on these seven learning outcomes emphasizes that it is the quality of a CAS activity—its contribution to the student’s development—that is of most importance.

III. ROLE AND RESPONSIBILITIES OF THE SCHOOL OF THE NATIONS CAS TEAM

A. CAS Coordinator

The CAS Coordinator is responsible for:

- Developing and maintaining policy statements and documentation.
- Building and providing activity and project ideas for students.
- Publicizing achievements.
- Providing leadership for staff involved in CAS.
- Ensuring that students are prepared for the challenges they will face.
- Training activity supervisors.
- Ensuring that staff, parents, and other students are kept informed about CAS.
- Conducting all school community meetings and presentations.
- Reporting student achievement to the IB, including external audits by the IBO.

B. CAS Advisors

The CAS Advisors are responsible for:

- Helping students to identify personal and social goals, if necessary.
- Monitoring the range and balance of activities undertaken by individual students.
- Developing students’ powers of reflection through individual consultation.
- Supporting students in their consideration of ethical concerns.
- Reading/responding to diaries/journals either through Toddle or in conversation, or both.
- Helping students to make connections (for example, CAS activity to subject learning, local activity to global concerns) and to look for generalizable understandings.
- Meeting with students every term during the two-year program to update and discuss progress.
- Making sure that activities involve an adult supervisor to ensure adult supervision for proper monitoring, safety, and training of SON students.
- Reporting major student issues or concerns to the CAS Coordinator and/or parents.

C. Students

Students are required to:

- Explore various options for possible CAS projects through self-reflection, personal investigation, and discussions with teachers, parents, and – if necessary – the CAS Coordinator.



- Meet with an advisor for self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS programme.
- Plan, do, and reflect (plan activities, carry them out and reflect on what they have learned).
- Attend meetings with their CAS advisor at designated times throughout the two years of the programme.
- Plan for undertaking at least one interim and one final interview with their CAS advisor.
- Keep up-to-date records of their activities and achievements through reflections.
- Provide the CAS advisor with updated information on all CAS supervisors.
- Take part in a range of activities, including at least one project, some of which they initiated themselves.
- Show evidence of achievement of the seven CAS learning outcomes.

IV. REFLECTIONS/MONITORING PROGRESS

A. Purpose of Reflection

As stated in the IBO handbook, creation and completion of CAS activities alone is not sufficient for earning a passing grade in CAS. Reflections are a requirement for all IB students and serve multiple purposes:

- As proof of commitment to and completion of active CAS activities.
- As evidence reaching the seven Learning Outcomes showing personal growth.
- As measurement of reaching personal goals that students fall short of, meet, or exceed.

B. Kinds of Reflection

Different kinds of reflection work for different people. Reflection can be:

- Public or private.
- Individual or shared.
- Objective or subjective.

For example, in a CAS group project, the planning stages are largely public, so reflection on them can be largely public, shared, and objective. The term “largely” is used because there may be individual views that arise independently, in terms of how satisfactory the process was for a particular student (who may enter and leave the activity with different personal experiences from others).

Carrying out the project is likely to be both public and private, both individual and shared, and both objective and subjective.

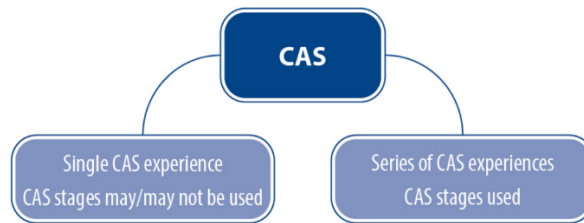
Outcomes of a project or other activity are similar: there may be objective successes and limitations of the activity as a whole, but what it has meant for the team and for individuals within it may be more varied.



Writing is often the best tool of reflection for advisors. It allows students to more thoroughly document their achievement of the outcomes, and it provides advisors with confirmation that students are completing and reflecting consciously about their activities. Students will upload their reflections on Toddle. Students can present their activities in different ways to show attainment of goals and the learning outcomes. Examples include scrapbooks, photos, videos/DVDs, weblogs, portfolios, or personal logs of events.

C. How Often Should Students Reflect?

The frequency of reflections can be a tricky one and depends on the activity in question. Activities and projects usually fall into one of these three categories, so follow the general rules listed below:



Single-event Activity: This is an activity that begins and ends in the same day or weekend... it is “one and done.” An example would be participating in a fundraiser over a weekend or volunteering at an event for a few hours. Students should write one reflection upon conclusion of the event and provide one piece of evidence that they participated (supervisor evaluation form).

Repetitive Activity: This is an activity that spans a longer period of time, accumulating a number of hours over weeks or months. Examples include volunteering at a hospital or training for a half-marathon. They do NOT write a reflection for every time they engage in these types of activities; however, every two to four weeks, they should update their gradual progress on Toddle. If the activity lasts only a couple of weeks, perhaps only 1-2 reflections are needed. However, if the activity is a year long, the expectation should be somewhere between 5-8 reflections in order to justify earning the hours counted. When the activity is concluded, they will need to provide one piece of evidence that they participated (supervisor evaluation form or log of completion of events, or both).

Projects: Extended projects require a significant amount of planning, preparation, and goal-setting and require multiple reflections, even if the project is a single event taking place on a weekend or day that they plan for well in advance. Examples include coordinating a Relay for Life for a group of students, running a School of the Nations club for an entire year, or collecting hundreds of pairs of shoes across schools in Macau to donate to a war-ravaged country. Note that these are not repetitive activities that they perform over and over, but one carefully planned project that involves a series of smaller activities and steps that take lots of thought and require a great deal of effort. A series of thoughtful reflections and multiple pieces of evidence (proof of product, essentially) are required to justify the hours logged.

Each experience must have evidence and reflections on Toddle to be officially completed. Given that the CAS program must carry “a variety of activities” during its 18-month duration, we expect activity on the CAS page of the students’ Toddle site at least every two weeks.



D. Developing Reflections

Reflection can occur before, during, or after an activity. Often, students can write prior to an activity and revisit it later to assess whether or not their instincts or expectations were correct. More often than not, students will simply reflect following an experience they have had. The following questions are guiding questions for reflection, though students will want to vary their means of answering with some degree of frequency to avoid monotony:

- Summarize what you did in this activity, and how you interacted with others. This question is always important to answer because it will help your advisor get a clear picture of what occurred.
- Explain what you wish to accomplish through this activity or project.
- What difficulties did you encounter and how did you overcome them?
- What did you learn about yourself and what did you learn about others through this activity? What abilities, attitudes, and values have you developed?
- Did anyone help you, guide you, or motivate you during this activity/project? How did this person/these people guide you?
- How did this activity help others?
- Will you continue this activity?
- What would be the character skill that you most developed in this activity or project.

E. Recording and Reporting

Some of the most valuable recording and reporting happens when there is a real audience and purpose, for example, when students inform other students, parents, or the wider community about what is planned or what has been achieved.

There should be consultations between each student and their CAS advisor, where their progress is discussed and appropriate encouragement and advice is given. These consultations will be briefly documented, both by the advisor and Coordinator. If any concerns arise, especially about whether a student will successfully complete the CAS requirements, these should be noted and appropriate action should be taken at the earliest opportunity.

The School will record the completion decision for each student, noting the evidence for each learning outcome. This decision is reported to the IBO.

The School is required to submit sample student CAS records to the IBO, as part of the regular monitoring process. All the evidence, reflection and supervisor comments will be recorded on Toddle.



F. Guiding Principles for Advisors

1. For activities outside of the School of the Nations, does the student have a supervisor for the activity and produced a supervisor documentation form before beginning that activity or project? If not, the activity or project cannot commence without the expressed written signature of the CAS coordinator and a justification for why a supervisor is not practical.
2. Highly creative students may not be active students, and vice versa. Help provide ways they can turn their passions for creativity and action into one another.
3. During interviews, ask students how their activities are not simply “more of the same” from previous years. If they are allowed to get away with repeating the same activities without getting out of their comfort zones, it will show in bland, ineffective, or even absent reflections. Students should develop goals that are measurable and tangible, something that they did or did not achieve that is clear to both you and the student at the next interview.
4. Know your student’s background before the interview begins. In terms of activities, for example, playing an instrument is only creativity if that student has never played the instrument before. In terms of the student, the more rigid the student’s personality, the more conservative and safer his/her CAS proposals will be. Feel free to discuss the IB Learner Profile or comment, “For your next proposal, I’d like to see...”
5. Have handy or be familiar with the list of what does and does not count as CAS hours in case questionable activities or projects surface.
6. Students will tend to underestimate the enormity of their projects and/or leave the important details out of their proposals. They are expected to fill these in as they present their proposal to you. If they do not, prompt them. Vague, grandiose ideas only result in personal failure and a 180 degree turn on their proposal during the next interview. The basic rule: trust your intuition. If it does not feel right, do not approve it until you feel the student is prepared to make it successful.
7. The focus of the proposal should be quality, not quantity. Too many smaller activities and not enough projects allow for little to no reflection.
8. At some point, the issue of ethics should arise naturally. If it does not, you must raise it. This can come by gently playing devil’s advocate regarding a project or activity.

Remember, the burden of interviews is on the students. They must present CAS proposals to you intelligently, clearly, articulately. For other interviews, they should be prepared to discuss highlights and important revelations over the prior five to six months. The interview portion gradually comes as they provide information to you. Let the student lead, and provide support as needed.



G. CAS Reporting Timeline

Year	Term	Expectations	Student Requirement	Evidence	CAS Reporting
F5	1	Planning activities.	Use Toddle to propose activity.	Approved by advisor or coordinator.	Report card comments.
F5	2	Start activities. More planning and activities.	Use Toddle to show some evidence of planning, progress, and reflections in various proposed activities.	Complete reflections and gather reference.	CAS Interview 1 with advisor or coordinator. Report card comments.
F5	3	More CAS experiences. Planning CAS project. Implement project.	Use Toddle to show planning and progress of the project.	More reflections and evidence on various experiences are added. Complete detailed plan of project.	Report card comments.
F5	3	More CAS experiences. CAS project reflections.	Use Toddle to record and reflect what has been done during the CAS week.	More reflections and evidence on various experiences are added.	CAS Interview 2 with advisor or coordinator. Report card comments.
F6	1	CAS project completion. Most CAS experiences completion.	Use Toddle to check if most planned hours are fulfilled and update more reflections and evidence.	At least 80% of CAS planned experiences are to be completed.	Report card comments.
F6	2	Final CAS experiences completed.	Use Toddle to finalise all CAS experiences including reflections and supervisor reports.	All CAS planned experiences are completed.	CAS Interview 3 with advisor or coordinator. Report card comments.
F6	3	Official CAS sign-off.	All CAS experiences and CAS project completed. Remind all the supervisors to provide report to you.	Complete Portfolio. Complete Forms.	Coordinator follows up students with unsatisfactory portfolio.



H. CAS Interview Sample Questions

CAS Interview 1

- Gauge the student's understanding of CAS.
- Find out the interests of the student.
- Discuss the student's plans for CAS experiences.
- Review the learning outcomes of CAS, ensuring his or her understanding and seeing how the student might act these outcomes.
- Ensure the student is aware of ways to gather evidence of CAS.

	Questions to ask
Understanding	<p>Do you have any questions or concerns about CAS?</p> <p>Which aspect of the programme excites you the most? Which aspect seems most challenging?</p> <p>What do you most hope to achieve from CAS?</p> <p>How do you think your CAS programme will enable you to grow? How do these areas of growth apply to the attributes of the IB learner profile?</p> <p>What have you learned about the CAS stages, and how can the stages help you in CAS?</p> <p>How will you plan for an equal distribution of CAS strands across your CAS experiences?</p> <p>What organizational and time-management strategies do you have in place to ensure that CAS remains an ongoing focus of your IB journey?</p>
Student interests	<p>What are your main interests? How can you incorporate these interests into your CAS programme?</p> <p>What do you enjoy doing after school? Could this be part of any CAS experience?</p> <p>What are your personal goals? How could they be achieved through CAS?</p> <p>What do you expect to gain from CAS? What do you hope to accomplish?</p> <p>How can you advance your skills and talents through CAS?</p> <p>What school, community or other groups or teams are you already involved in?</p> <p>Have you had any previous experiences that you would view as CAS?</p> <p>How could something you do currently (for example, swimming) be made into a CAS experience with new opportunities to add skills and meet challenges?</p> <p>What do you think your role could be in effecting change for the better?</p> <p>What issues of local significance concern you most? How could you address these in your CAS programme? How do these local issues also have global significance?</p>
Student plans for CAS	<p>What would you enjoy doing for creativity? Activity? Service?</p> <p>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?</p> <p>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?</p> <p>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 this is not viable?</p> <p>Who will you work with for your CAS project?</p>



	Questions to ask
CAS learning outcomes	<p>How would you summarize these learning outcomes?</p> <p>Can you summarize each of these learning outcomes in your own words?</p> <p>From the plans you already have, do you see any opportunities that may be helpful in meeting these learning outcomes?</p> <p>What learning outcome appears as something you will easily do?</p> <p>What learning outcome might present a significant challenge?</p> <p>What learning outcome might you address in the first six months of your CAS programme?</p>
Evidence of CAS	<p>Have you thought of how you will keep evidence (and the types of evidence) that you are engaging with CAS and are meeting the CAS outcomes?</p> <p>How often do you plan to use your CAS portfolio?</p> <p>How will you reflect on your CAS experiences? Are there any preferred ways you like to reflect? (Note: The student may require suggestions or examples to develop a more diverse approach to reflection.)</p> <p>How can you keep track of your plans and meeting the learning outcomes through your portfolio?</p>

CAS Interview 2

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

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



	Questions to ask
Evidence of CAS	<p>What have you learned from your involvement in CAS?</p> <p>How have you used reflection to gain insights or understandings?</p> <p>In what ways have you especially enjoyed and learned from reflecting?</p> <p>Do some of your reflections include the four elements – what happened, how you feel, ideas and questions?</p> <p>Can you describe a situation where reflection happened very naturally and easily?</p> <p>Did you have a guided reflection opportunity that was helpful?</p> <p>Does your collected CAS evidence show ongoing CAS involvement? Are there ways in which this could improve?</p> <p>In what ways have your CAS experiences, including your project, assisted you in achieving one or more learning outcome?</p>
Verbal reflection	<p>Outline a skill that you have strengthened or developed from engaging in a CAS experience.</p> <p>Explain something that has happened in CAS that provoked some strong emotions.</p> <p>Choose a learning outcome and discuss your evidence of achieving it, and what stands out as most significant and memorable.</p> <p>Five years from now, describe what is likely to stand out as a highlight from CAS.</p>

CAS Interview 3

- Encourage the self-evaluation of the student with view to the IB Learner Profile.
- Self-reflect in speaking on his or her actions, choices and their consequences.
- Put the CAS program in the perspective of the world beyond school.

	Questions to ask
CAS programme	<p>What did you most enjoy about CAS? Did you manage to reach your goals?</p> <p>What was your greatest challenge in CAS? How did you overcome this?</p> <p>What have you achieved through CAS?</p> <p>What have you learned about balancing your time with your choices and commitments?</p> <p>How did knowing the CAS stages assist you? Where else can you apply these CAS stages in future?</p> <p>How do you already apply what you have learned from CAS in your daily life? How can this continue in making future choices?</p> <p>Looking ahead, have any new goals emanated from your CAS programme?</p> <p>How did you integrate the three CAS strands in your overall programme?</p> <p>Describe your CAS project: how you planned, who collaborated, your roles and responsibilities and the results of your collaboration. How were your expectations met or exceeded?</p>
Evidence for CAS	<p>What has the role of reflection been in your whole CAS programme? Describe any way your experience with reflection has been helpful and memorable.</p> <p>How could you use something similar to a CAS portfolio in future endeavours?</p> <p>In what ways has the process of reflection and collecting evidence of your CAS experiences helped you develop the attributes of the IB learner profile? What would you do differently?</p>



	Questions to ask
CAS learning outcomes	How did you improve and develop your planning skills? What did you learn about yourself and others? What have you learned through working in collaboration with others? What abilities and skills did you develop most significantly in CAS? Did CAS help you to consider issues of global importance? How? Which learning outcome did you find most easy to achieve? Most difficult to achieve? What qualities did you discover and develop? What areas for growth were evident? What challenges did you face, and how did you overcome them?
Closing	What could be improved about the way CAS is organized in school? What advice do you have for upcoming CAS students regarding making CAS enjoyable, sustained over time and meaningful? Five years from now, what will you remember most about your CAS programme?

V. ACCESS

This document is available to all the teachers and staff at the School.

VI. UPDATES

Policies and handbooks at the School of the Nations are reviewed yearly before the beginning of each academic year. They are also reviewed when a situation – internal or external – demands it. The reviews and updates are done by the committees assigned for each document and the approval is obtained from the school's Pedagogical Leadership Team. This handbook in particular is reviewed and updated annually by the CAS Coordinator and the CAS Advisors to ensure its continued effectiveness and alignment with best practices. This handbook is reviewed and approved by the IB DP Coordinator.

A. Change History

Date	Responsible	Action
2020	Ray Lai (CAS Coordinator)	Handbook created
2023-12-28	Ignacio Marcovecchio (DPC)	Reviewed, updated, and formatted
2024-10-25	Ray Lai (CAS Coordinator), Polly Yiu (CAS Advisor)	Updated for the Class of 2026