



International Baccalaureate

CAS

Handbook

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IB Learner Profile

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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**CAS Handbook
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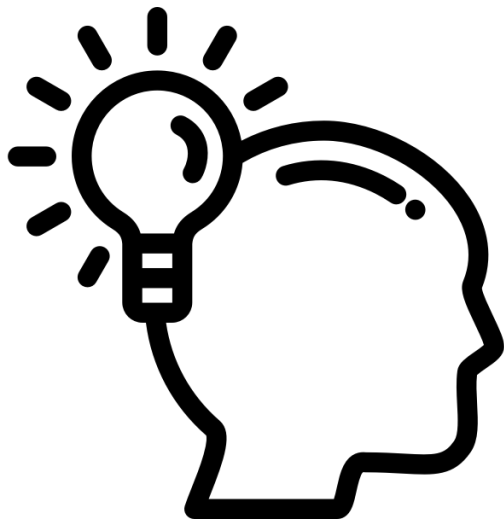
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What is CAS? In super simple terms CAS (an acronym for Creativity, Activity, and Services) is a program designed by the IB to provide for enjoyable and meaningful learning experiences outside of your academic studies. They fall into three categories (or can be a combination of several):

Creativity -the [IBO](#) defines creativity as exploring and extending ideas leading to an original or interpretive product or performance. The IB is empowering you with freedom to decide what creative experiences you take on outside the normal curriculum. Classic experiences involve dance, theater, music, art, but it doesn't stop there other examples are supervised tutoring, Speech & Debate, Model United Nations.

Activity -is defined as physical exertion contributing to a healthy lifestyle. Activity can involve participation in sports or other experiences requiring physical exertion such as hiking, camping trips, yoga, and martial arts. Try to get involved in group and team experiences and in undertaking new roles, however an individual commitment is acceptable.

Service is collaborative and reciprocal engagement with the community in response to an authentic need. Service experiences have the potential to nurture global citizens. Service involves interaction, building links with individuals or groups in the community. Service experiences go beyond doing things for others and developing a real commitment with them. Different types of service are direct, indirect, advocacy, and research.

IB recommends students use the CAS stages throughout their IB CAS journey.

CAS Stages

The CAS stages (adapted from Cathryn Berger Kaye's "five stages of service learning," 2010) offer a helpful process for CAS students as they consider what they would like to

do in CAS, make plans and carry out ideas. The CAS stages are applicable to the three strands of creativity, activity, service and the CAS project.

These CAS stages represent a process and sequence that can assist students through this journey.

The five CAS stages are as follows:

1. **Investigation:** When you identify your interests, skills and talents to be used in considering opportunities for CAS experiences.
2. **Preparation:** When you clarify roles and responsibilities, develop a plan of action to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
3. **Action:** When you implement your idea or plan. This often requires decision-making and problem-solving.
4. **Reflection:** When you describe what happened, express feelings, generate ideas, and raise questions.
5. **Demonstration:** When you make explicit what and how you learned and what you accomplished.



Next up, steps to help you plan out your CAS proposal!

Step 1: Take Inventory-using the CAS stages: Investigate and Prepare

1. Brainstorm all the things you already do outside of your academic studies.
2. Go through your list and label each according to which CAS category it aligns.

3. Mark those experiences that you want to continue throughout the 3-4 hour weekly commitment for 18 months of CAS, knowing that how you carry it out may change.
4. Where are the gaps? Do you need more creativity or activity? Take note and read on.

Step 2: Combine CAS with your strengths, interests, and values

It is possible to combine what you want to do with what will count towards CAS. It is all about planning, and challenge.

For example, you love being outdoors. Why not organize an outdoors club at your school and take interested students hiking? You will want to find out more about 'leave no trace' and some first aid in case of emergencies. Include a clean up in your favorite hiking trail preparing for necessary safety precautions. You are doing what makes you happy and contributing to your community.

Step 3: Try new things

CAS is also there to challenge you to try new experiences and go out of your comfort zone. Take a chance and combine your love of writing with submitting your work to contests, publications, and with teaching others in an after-school club for middle schoolers.

39 IB CAS IDEAS

Creativity

1. Host a dinner society
2. Take up knitting blankets for a women's shelter
3. Produce a documentary or a community organization
4. Write for the school magazine
5. Join or set-up a book club
6. Write a novel or some short stories
7. Make a film of your novel/short story
8. Make a stop motion animation film
9. Start a blog for your poems
10. Make handmade cards featuring your calligraphy
11. Join/start a choir
12. Organize an open mic event or Spoken Word or Poetry Club
13. Join or start a band or orchestra, put on a concert for charity
14. Design a new video game
15. Create an Instagram account for your sketches and paintings
16. Cook for a homeless shelter or senior citizens, try out new recipes & create a cookbook
17. Write and put on a play

Activity

18. Take up running or organize a 5K for a charity

19. Go climbing- indoors or outdoors
20. Organize a Pokémon Go Adventure in the woods
21. Spend a day at an outdoor adventure club
22. Join your local gym or go on a yoga retreat
23. Enjoy dancing try different styles ballet, zumba, ballroom
24. Try new types of physical activity: windsurfing, paragliding, snowboarding, kayaking
25. Commit to walking and/cycling to school 2-3 days a week -try a car-free diet
26. If you like swimming, cycling and running try a triathlon
27. Play archery, tennis or table tennis

Service

28. Volunteer weekly at a local charity shop
29. Spend an hour a week volunteering at a senior citizen home
30. Volunteer consistently at a local hospital
31. Start a CPR or EMT program
32. Organize a talent show at school, charge an entry fee and donate to charity
33. Organize a charity raffle
34. Volunteer at an animal shelter
35. Set up a butterfly conservation space
36. Start a school club of your interest
37. Take part in Amnesty International campaigns
38. If you're bilingual volunteer an organization with translations
39. Organize tree planting or trail clean up with an environment organization
40. Go on a wildlife conservation volunteering trip

What's a CAS Project?

In addition to your CAS experiences **IB requires you to participate in a CAS project for at least one month** and includes these criteria. We advise the CAS project be completed in junior year.

- Must incorporate at least one of the three categories of creativity, activity, and service
- Must be collaborative with others
- Must involve planning and initiating experiences in a leadership role before and during the project
- Challenge you toward a new role and develop new skills
- Include global and ethical implications

Sample CAS Projects:

Creativity: A student group plans, designs and creates a mural

Activity and Service: Students organize and coach a sports team leading training sessions and games for children in the community

Service: Students set up and conduct tutoring for people in need

Service and Activity: Students plan and participate in the planting and maintenance of a garden with members of the local community

Creativity, Activity and Service: Students rehearse and perform a dance or musical production for a community senior home

In addition to doing these CAS experiences and CAS projects you will provide reflections and evidence on the **Managebac Platform**. Your electronic portfolio or Managebac that will be reviewed three times by your CORE teacher. Student completion of CAS is based on reflection and achievement of the seven CAS learning outcomes.

The CAS Learning Outcomes are:

- **LO 1 Identify own strengths and develop areas for growth**
Descriptor: Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
- **LO 2 Demonstrate that challenges have been undertaken, developing new skills in the process**
Descriptor: 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.
- **LO 3 Demonstrate how to initiate and plan a CAS experience**
Descriptor: 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; however, each participant must specify a definitive role. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
- **LO 4 Show commitment to and perseverance in CAS experiences**
Descriptor: Students demonstrate regular involvement and active engagement in CAS.
- **LO 5 Demonstrate the skills and recognize the benefits of working collaboratively**
Descriptor: Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
- **LO 6 Demonstrate engagement with issues of global significance**
Descriptor: 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.
- **LO 7 Recognize and consider the ethics of choices and actions**
Descriptor: Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

Reflection can appear in countless forms. Students should be able to identify forms of expression that have personal meaning and best enable them to explore their experiences and their achievement of the learning outcomes.

Reflection example:

- Take photographs while hiking and use these to reflect in writing
- Compose a song describing how they helped children
- Dramatize a poem to capture a feeling
- Produce a short video addressing the learning outcomes and how they were achieved

Reflections are submitted for CAS in an Online Portfolio platform called Managebac. Reflections may be submitted in various formats to include: journal entries, photos, uploaded documents, videos, blogs, websites, podcasts. Students must also identify an adult supervisor and input their contact information in Managebac. The adult supervisor guides the IB student in safe accomplishment of their goals. **The adult supervisor may not be a parent or family member.**

There are 3 phases of CAS experiences that students are expected to complete: Junior year, Summer, and Senior year. Core teachers post dates for verification of CAS in

Canvas and on the Managebac calendar. Students will have advisement meetings with their Core teachers throughout each phase.

2025-2026

Date	Documentation
September-October 2025	Create CAS Proposal submit on CANVAS by October 6, 2025 1 st Advisement Meeting for CAS Proposal -Proposal Approved by CORE Teacher Managebac Portfolio created
Before April 2026	2 nd Required Advisement Meeting
May 18, 2026	All Junior Experiences Fully Documented
May 18, 2026-June 5, 2026	1 st Managebac Portfolio Review & Candidate Revision
End of School Year	All Junior Year Experiences Approved

2026-2027

June-August 2026	Summer CAS Experiences Documented
December 2026	3 rd Required Advisement Meeting
March 1, 2027	Final Documentation & Verification
March 2027	Coordinator Review & Candidate Revision
March 23, 2027	CAS Demonstration & Reflection

The dates are relative to the course pacing set by your teacher. Each Core teacher will provide a more specific timeline for Core completion and advisements.



CAS PROPOSAL

CAS Form Summary:

Use this form to propose CAS experiences with clear purpose, strand, and Learning Outcome(s). After meeting with your CORE 1 teacher, upload approved experiences and the **signed** form to Managebac.

CAS Requirements:

Complete CAS during junior year, summer, and senior year. Successful completion depends on consistent engagement, quality reflections, documentation, as well as a completed CAS Project.

Activity 1: CAS Proposal Form Sample

Student Name: *[IB Learner]*

EXPERIENCE NAME: *Junior year Forensics*

Select the STRAND(s): **Creativity** / Activity / Service*

*[only applicable to a SERVICE experience] TYPE OF **SERVICE ACTION**: Direct | Indirect | Advocacy | Research

APPROACHES: Ongoing **School-based** Community-based Individual

Tentative Start Date: *February 26, 2011*

End Date: *April 14, 2012*

SUPERVISOR* NAME Mr./Ms. Club or Sport	SUPERVISOR TITLE Forensics Coach	SUPERVISOR EMAIL SupervisorName@email.com	SUPERVISOR CONTACT NUMBER 703-123-4567
*Sponsor, Coach, Teacher NO CORE TEACHER or NO PARENT OR FAMILY MEMBER CAN SUPERVISE			

DESCRIPTION and GOALS

Experience Purpose: Forensics is a speech or dramatic competition in which students compete in either public address or a dramatic presentation. Competitions are monthly, and the season begins in January. I will begin competing in February, though, since my piece, a collection of poems to be memorized and acted out, is taking some time to cut within the time limit of 10 minutes. This will definitely push the envelope on my public speaking skills, since I have trouble showing emotion or being more outgoing in front of a large group of people. Acting out emotional poems will help me break through the wall of self-consciousness I have and ease my ability to exhibit my true emotions to their full potential in front of an audience. I will practice for a few hours each week: memorizing, working on my movements, et cetera.

Timeframe of Purpose: Estimated Number of Hours: 20 The competitions are usually the last Saturday of every month; I will have the exact dates soon. I will need to practice nearly nightly in order to increase my comfort with not only reciting but also acting out the words to the poems I have chosen.*

**At WL, we anticipate our CORE DP students dedicate an approximate 3-4+ hours a week to their CAS experiences [this includes time for thoughtful reflection and evidence documentation].*

[Identify the Learning Outcome[s] that best apply to the objective of this experience]

LO1 Strength & Growth | **LO 2* Challenge & Skills** | **LO 3* Initiative & Planning** | **LO 4 Commitment & Perseverance** | **LO 5* Collaborative Skills** | **LO 6* Global Engagement** | **LO 7* Ethics of Choices & Actions**

Note: At WL we require our DP students to complete a **CAS Project that reflects the following REQUIRED Learning Outcomes: LO 2, LO 3, LO 5, LO 6, and LO 7*

Goals for Reflection and Documentation *[include possible examples]*

Directions: Explain how you know you will reach your goal and what documentation *[evidence]* you will measure success with your CAS.

I will know I have reached my goal when I am able to increase my score on the critiques I am given by each judge, every month. I will take screen shots of these ballots and write captions of which tournament I attended and how I placed. I am not anticipating winning first place, as this is my first full year of being in Forensics, but I am going to work for higher marks as I am more accustomed to acting.

Activity 1: CAS Proposal Form *Student Template*



Student Name: [your full name]

EXPERIENCE NAME:

Select the **STRAND(s)**: Creativity / Activity / Service*

*[only applicable to a SERVICE experience] TYPE OF **SERVICE ACTION**: Direct | Indirect | Advocacy | Research

APPROACHES: Ongoing School-based Community-based Individual

Tentative Start Date:

End Date:

SUPERVISOR* NAME	SUPERVISOR TITLE	SUPERVISOR EMAIL	SUPERVISOR CONTACT NUMBER
*Sponsor, Coach, Teacher NO CORE TEACHER or NO PARENT OR FAMILY MEMBER CAN SUPERVISE			

DESCRIPTION and GOALS

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[Identify the Learning Outcome[s] that best apply to the objective of this experience]

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Goals for Reflection and Documentation [include possible examples]

Directions: Explain how you know you will reach your goal and what documentation [evidence] you will measure success with your CAS.



CAS HANDBOOK VERIFICATION: To be completed at each phase of CAS.

- Each student is responsible for FULLY **reading, discussing, and reviewing** the CAS Handbook. We request that parents also be familiar with guidelines to support their student in the diploma requirement and **discuss risks involved** in their CAS experiences [and/or CAS Project] that are conducted beyond school grounds. **Parents accept responsibility for all medical costs related to any injury because of an accident or incident while participating in CAS experiences and/or projects.**
- Failure to attend formal advisement meetings and meet published documentation deadlines will result in academic probation and a conference with you, your CORE teacher, the CAS Coordinator, the IB Coordinator, and parents to develop a CAS success plan. Advisement meetings and timelines are published in this Handbook and/or communicated through various media in a timely manner.
- **The CAS Handbook should be read completely prior to signing this verification with a wet signature.**

VERIFICATION AGREEMENT

I HAVE READ THE CAS HANDBOOK, UNDERSTAND CAS GUIDELINES, EXPECTATIONS, RISK ANALYSIS, AND USED THE HANDBOOK TO PREPARE MY CAS PROPOSAL FORM as directed by my CORE teacher.

Student Signature

Date of verification:

Parent/Guardian Signature

SUBMIT TO YOUR CORE TEACHER CANVAS ASSIGNMENT

FAQ



Q: What is CAS?

C-A-S is shorthand for the IB requirement that all Diploma Candidates propose, participate, & document extracurricular experiences in -- Creativity, Activity and Service -- for 3-4 hours over 18 months.

Q: How much time do I have to participate in and document these activities?

IB Diploma Candidates may begin participating on the first school day of the junior year or upon approval of the student's CAS proposal. All experiences to fulfill the requirement must be documented by the last week of February the senior year in Managebac. This deadline accommodates any needed revisions prior to the deadline in which all attendant documentation must be submitted to the IBO.

Q: When should I submit documentation?

Ideally, you will submit documentation as soon as you complete an experience. That way, your CAS online records are always up-to-date & there is less chance of losing or forgetting something. However, the following deadlines will be observed:

- Before November 1 of junior year the proposal is approved
- During last week of May of junior year: all activities documented for junior year
- During last week of February of senior year: final documentation submitted for senior year
- By IBO deadline of senior year: revised and approved final documentation submitted to IBO

Q: How are C-A-S experiences verified?

C-A-S experiences are entered into a student's Managebac portfolio with the adult supervisor's name and contact information. The IB candidate's Managebac portfolio will be verified at three points: end of May junior year, 3rd advisement meeting for summer and at the end of February for senior year by the CAS coordinator or CORE teacher. *Approval of CAS experiences are by CORE teachers before undertaking the activity.)*

Q: Can I "finish" my C-A-S in grade 11?

No -- You must be participating in all three strands of CAS throughout the 18 months for 3-4 hours weekly while you are involved in the IB diploma program. However, some experiences naturally take place in a short, compacted amount of time (e.g. week spent

on a Habitat for Humanity project) while others span several months (a sport season, or CAS Project).

Q: If I have a question about certain experiences qualifying for C-A-S, what is the best way to get answers?

Because the IB Diploma Class is large and because of the diversity of C-A-S related questions, the best way to accommodate questions is to ask your CORE teacher.

Q: If I have questions on C-A-S, who can I contact for assistance?

During the school year, the CORE teacher is available to answer your C-A-S questions. During the summer, please contact the IB Coordinator by e-mail Ms. Julie Cantor.

QUESTIONS ABOUT SERVICE:

Q: Can I dedicate all service by simply “volunteering” at school?

No. Learning outcomes specifically encourage service beyond the school community. Please refer to the “CAS Service Opportunities” handout in this notebook for activity suggestions, or discuss with the CAS Coordinator.

Q: Can I volunteer for any “non-profit” organization or simply by doing something on my own?

Just because an organization is “non-profit” does not mean that volunteer work done for the organization automatically qualifies as service. Service also involves interaction – not simply doing things for others, but doing with others – that benefits those in need and that builds linkages with individuals or groups in the local, national or international community. Volunteer work performed without a sponsor or without community involvement will not qualify as Community Service under CAS guidelines.

QUESTIONS ABOUT ACTIVITY:

Q: Do I have to be on one of the W-L athletic teams?

No. There are several ways to participate in ACTIVITY experiences. Besides W-L athletics, students can also participate in organized activities like rec teams or ones that involve physical fitness, including weight training or aerobics, hiking or bicycling, rowing or bowling. Students may also engage in organized service activities requiring physical labor, such as building Habitat homes, cleaning streams, etc., to diversify activity participation.

QUESTIONS ABOUT CREATIVITY:

Q: Can time I spend planning and organizing W-L club or class activities (for example, a club field trip or a class fundraising event) count as Creativity participation?

Yes, they represent a leadership role, such as a club or class officer or captain of an academic/sports team.

Q: If I'm involved in one or more of the Theatre Department's plays, or if I'm a member of the Marching Band, the Concert/Symphonic/Jazz Bands or the Orchestra, am I allowed to use that participation for Creativity?

Yes, students involved in W-L drama productions (either on stage or as a member of the tech team), in bands, in orchestra or in choir can use that participation beyond class time toward Creativity. In addition, students participating in *Model United Nations*, *Debate Team*, as well as members of the newspaper, literary, and yearbook staff, can apply those activities for creativity beyond class time.

Q: I don't have time during the school year to participate in W-L-sponsored music, theatre, other performing arts, or other creative organizations. What other types of activities can I use for Creativity?

Individually designed creativity projects or experiences (such as VJAS, computer science/software design, architectural design or dance class *taken through a bona fide institution or organization*) can count for creativity. Summer enrichment programs can also be used. Structured tutoring is another possibility.

Q: I plan to take an SAT Review class/Drivers Education course. Can I apply those hours to Creativity?

Such a class rarely benefits others. While such classes may enhance performance on standardized tests or personal safety, they have minimal value in terms of creativity. **These should NOT be one of your two required creativity activities to fulfill CAS guidelines.**

Q: Can I count non-IB courses for Creativity?

Yes. If your schedule allows a place for a course you might take for enrichment **after school hours** or **during the summer**, as long as they do not earn high school or college credit. *No class that is considered mandatory for the State of Virginia can be considered for creativity.*

Q: Can serving as a student aide during a class period qualify for CAS hours?

No. Experiences for CAS must be beyond class time, such as before or after school, GP, or during your lunch.

POSTING REFLECTIONS ON ManageBac

JOURNALS: (authentic narration)

- Entries should be in real time or reflect real time activities. The dates of entries are recorded on the website. Entries should be timely to be reflective.
- The number of entries should be three. One entry should represent the beginning, the next the midpoint, and finally the end of the activity. In each of the entries, the indicated CAS learner outcomes should be discussed, specifically referring to the language of the outcome. For example, "I experienced a new challenge when...."

PHOTOS: (individual and/or group images)

- If the activity is with a team or group, then the photo should include you interacting with that team or group. A posed team or group photo that represents the activity is also acceptable. You should be clearly recognizable in the photo.
- If the activity represents individual participation, the photo should present you engaged in a real time activity.
- Two type photos are acceptable evidence: individual and team/club/group.
- Captioning is available. However, the caption cannot explain the learning outcomes indicated; the outcomes should be obvious from the image.

FILES: (name indicated)

- All uploaded files should be easy to access, download, and WORK.
- If you scan a document as evidence (like a certificate of completion), it must be legible and clearly provide evidence of your participation using appropriate attribution (your name, dates, official organization).
- Powerpoints are acceptable evidence as long as there is bonafide attribution to you and/or your photo is appropriately included.

WEBSITES: (name and/or image indicated)

- Websites can be used to verify the purpose or goals of the organization in which you are involved.
- A website alone, however, does not provide clear evidence of your participation unless there is a photo of you or attributed credit to you that is easily identifiable and accessible.

YOUTUBE and VIDEOS: (images)

- *YouTube* can provide evidence and documentation for individual or group performances. You must be clearly visible in action in this video.
- Any video used as documentation must present you in a real time event representing the activity. You must be clearly visible in any video. Videos should not exceed 3 minutes.

BLOGS: (images/authentic narration)

- Blogging is an easy way to complete real time journaling, reflecting, and photo captioning in a timely manner.

If an activity is re-documented over time use a different learning outcome and format for additional evidence.

PREPARING FOR THE CAS DEMONSTRATION

- Each activity or project that you choose to fulfill the CAS requirement must engage you in deep, reflective ideas.
- This deep reflection is demonstrated at the CAS Closing Demonstration.
- Prepare and practice to be able to communicate with others. You will prepare an exhibit board to highlight your CAS project and experiences and how you addressed the seven learning outcomes. You can include artifacts, pictures, timelines, videos or powerpoints and contact information for new candidates.
- Preparation should be obvious; avoid reading responses and referring often to notes.
- Engage in positive habits of mind such as poise, articulation, and personal awareness.

These ten potential questions you should examine for each experience. If you discover that your CAS Project or other experiences do not strongly engage these reflective questions, then it is not a worthy CAS endeavor:

1. Focus on one activity in which you participated for an extended duration of time. What abilities, attitudes, and values did you develop, change, or examine as a result of this activity?
2. Focus on one activity. What difficulties did you encounter and how did you overcome them?
3. What types of knowledge did you gain through your CAS experiences? How have you, or will you, pass on that knowledge to others? How do you think that new knowledge will be useful to you in the future?
4. Of the seven CAS learner outcomes, which one did you feel was the greatest challenge for you and why?
5. Ethics as an area of knowledge is primarily concerned with how we determine what is the right action, particularly in our relations and interactions with others. How and when did your CAS activities challenge your personal ethics?
6. CAS guidelines stress selection of activities that provide “service and benefit to others.” Is service to others, in whatever form, a moral obligation? If so, on what should the obligation be based? If not, why?
7. Discuss your CAS project: in what way(s) was this project a new role for you?
8. Leadership is an integral part of the learner outcomes. In which activity did you demonstrate leadership, what was your role, and how would you evaluate your success?
9. How did your feelings or emotions affect your ability to perform, to make decisions, or to reason in regard to a particular CAS activity?
10. In what ways did CAS experiences clarify or change your sense of what is important.