



**North Miami Senior High School**  
**CAS Guide for Students**  
**Graduating in 2017 and after**



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Information in this guide taken from the I.B. CAS Guide and I.B. Teacher Support Material

## **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.

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# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

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.

## What is CAS?

**Essential CAS vocabulary is explained in this guide and you should become with these terms:**

<b>Activity</b>	<b>CAS project</b>	<b>Interviews</b>
<b>CAS experience</b>	<b>CAS strands</b>	<b>Reflection</b>
<b>CAS Learning Outcomes</b>	<b>CAS stages</b>	<b>Service</b>
<b>CAS portfolio</b>	<b>Creativity</b>	

The CAS programme is guided by the IB Mission Statement and allows you to demonstrate the elements of the IB Learner Profile in practical ways. CAS also complements the academic demands of the IB programme and encourages you to develop as well-rounded global citizens.

The CAS programme officially begins at the start of the Diploma Programme (11<sup>th</sup> grade) and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity, and service. You should take part in a CAS project of at least one month's duration that challenges you 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. A CAS experience can be a single event or may be an extended series of events.

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

You must maintain and complete a **CAS portfolio** as evidence of your involvement with CAS. The CAS portfolio is a collection of evidence that showcases your CAS experiences and reflections. CAS emphasizes **reflection** which is an essential part of building a deep and rich experience in CAS. Reflection aids your learning and growth by allowing you to explore ideas, skills, strengths, limitations and areas for further development and consider how you may use prior learning in new contexts.

Completion of CAS is based on your achievement of the seven **CAS learning outcomes**. Through your CAS portfolio, you provide North Miami Senior High School with evidence demonstrating your achievement of each learning outcome.

There are three formal documented **interviews** that you must have with the CAS coordinator/adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme.

An essential part of your CAS programme is personal engagement, choice and enjoyment of CAS experiences. Throughout the Diploma Programme you should be involved in a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. You must also undertake at least one CAS project with a minimum duration of one month. You should reflect on your CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. You will use evidence from your CAS portfolio, to demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator's satisfaction.

You are expected to:

- approach CAS with a proactive attitude
- develop a clear understanding of CAS expectations and the purpose of CAS
- explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- determine personal goals
- discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser
- understand and apply the CAS stages where appropriate
- take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
- maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
- understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- demonstrate accomplishments within their CAS programme
- communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings
- ensure a suitable balance between creativity, activity and service in their CAS programme
- behave appropriately and ethically in their choices and behaviours.

While not formally assessed, you cannot be awarded the diploma if you have not completed the CAS component

## What are the CAS stages?

The five CAS stages are as follows.

1. **Investigation:** You identify your interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. You investigate what you want to do and determine the purpose for your CAS experience. In the case of service, you identify a need you want to address.
2. **Preparation:** You clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
3. **Action:** You implement your idea or plan. This often requires decision-making and problem-solving. You may work individually, with partners, or in groups.
4. **Reflection:** You describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between your growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
5. **Demonstration:** You make explicit what and how you learned and what you have accomplished, for example, by sharing your CAS experience through your CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, you solidify your understanding and evoke response from others.

For singular CAS experiences, you may begin with investigation, preparation, or action. For ongoing CAS experiences, beginning with investigation is advised. In these ongoing experiences, the action stage may lead you back to investigation or preparation as further develop, expand and implement new or related ideas.

## What are the CAS Strands?

CAS is organized around the three strands of creativity, activity and service which IB defines as follows.

**Creativity**—exploring and extending ideas leading to an original or interpretive product or performance

Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression.

Creativity will come from the student's talents, interests, passions, emotional responses, and imagination; the form of expression is limitless.

This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition.

Students are encouraged to move beyond the familiar, broadening their scope from conventional to unconventional thinking.

**Activity**—physical exertion contributing to a healthy lifestyle

Activity promotes lifelong healthy habits related to physical well-being.

May include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle.

Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit.

As with all CAS experiences, students reflect purposefully on their engagement and look for moments of personal significance or inspiration as a call for reflection.

**Service**—collaborative and reciprocal engagement with the community in response to an authentic need

The aim is for students to understand their capacity to make a meaningful contribution to their community and society.

Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions.

Service is often seen as one of the most transforming elements of CAS by promoting students' self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness.

### **Service Learning**

Service learning is the development and application of knowledge and skills towards meeting an identified community need.

All forms of service should involve investigation, preparation and action that meets an identified need.

### **Four Types of Service Action**

**Direct service:** Your interaction involves people, the environment or animals. EX: one-on-one tutoring, developing a garden in partnership with refugees, or working in an animal shelter.

**Indirect service:** You do not see the recipients of indirect service, but you have verified that your actions will benefit the community or environment. EX: re-designing a non-profit organization's website, writing original picture books to teach a language, or nurturing tree seedlings for planting.

**Advocacy:** You speak on behalf of a cause or concern to promote action on an issue of public interest. EX: initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.



Research: You collect information through varied sources, analyze data, and report on a topic of importance to influence policy or practice. EX: conduct environmental surveys to influence your school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

**What are some examples of CAS Projects, including CAS Projects carried out at North Miami Senior High School?**

Creativity: A student group plans, designs and creates a mural, students plant gardens on the school grounds, students take part in school beautification projects. Students work with MOCA on projects for students. Debate team members have taken part in interpretive events in competitions and for the community.

Activity: Students organize and participate in a sports team including training sessions and matches against other teams. Students take part in cheerleading and dance teams. Students take part in a fitness program

Service: Students set up and conduct tutoring for people in need in general and specific subject areas. Students have worked with HOSA to raise awareness about significant issues. Students have provided clothes for homeless students. Students have collected items for shipment to Haiti. Students have designed activities to reward students at North Miami Senior High School for positive behavior. Students have raised awareness of the environmental issues involved with the use of plastic bottles.

Creativity and activity: Students choreograph and take part in a routine for their marching band.

Service and activity: Students plan and participate in the planting and maintenance of a food garden with members of the local community. Members of the National Honor Society have taken part in events to help the North Miami community.

Service and creativity: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials. Debate team members have taken part in debates and student congress to raise awareness of significant issues.

Creativity, activity, and service: Students rehearse and perform a dance production for a community retirement home. Students research the issue of gun violence, design posters, conduct interviews with community residents and leaders and march to raise aware of the issue.

## What is the CAS Portfolio?

You are expected to maintain and complete a CAS portfolio as evidence of your engagement with CAS and achievement of the seven CAS learning outcomes. The CAS portfolio can also reveal how you have developed the attributes of the IB learner profile.

The CAS portfolio is used to plan your CAS programme, reflect on your CAS experiences and gather evidence of involvement in CAS. It could also be a valuable addition to your resume for a prospective employer or educational institution.

During the three scheduled CAS interviews your CAS portfolio is discussed and appropriate encouragement and advice is given. Notes and recommendations from these consultations will be briefly documented and included in your CAS portfolio. The CAS portfolio is used to showcase your CAS programme and should be a source of pride for you. You can choose how the CAS portfolio is assembled, what you include and how it is shared. Individual student learning styles will dictate the type of portfolio that you use: digital, online, diary, journal, scrapbook or a blended approach. You are encouraged to explore the different options available to you.

While the IB does not require any particular format for the CAS portfolio, a three-part portfolio may appeal to you and could include the following sections: "Profile", "Experiences", and "Evidence". Each section would be intended to assist you to better understand your engagement with CAS, reflect on your experiences, and provide evidence of your experiences.

The profile could include interests, skills and talents, plans and goals. At the start of CAS, map interests against the three strands of CAS to identify possible CAS experiences. Identify both short-term and long-term goals.

The section recording experiences could chronicle your journey in CAS, incorporating a variety of reflections, learning moments, personal achievements, and how you have utilized the CAS stages.

**A CAS experience** is a specific event in which you engage with one or more of the three CAS strands. CAS experience can be a single event or may be an extended series of events. A CAS project is a collaborative series of sequential CAS experiences lasting at least one month CAS experience must:

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in your Diploma course requirements

To further decide on a CAS experience, the following questions may be useful:

- Will the experience be enjoyable?
- Does the experience allow for development of personal interests, skills and/or talents?
- What new possibilities or challenges could the experience provide?

- What might be the possible consequences of your CAS experience for you, others and the environment?
- Which CAS learning outcomes may be addressed?

In the evidence section, you collect the evidence of your involvement and achievements in CAS. Evidence could include planning documents, letters, emails, certificates, acknowledgments of participation and achievements, photographs, videos, and so on. You could correlate your involvement with the CAS learning outcomes and may extend your thoughts to future ambitions within and outside CAS.

**Note:** These three sections are offered only **as an example** of one way to organize a portfolio. Students have been given the opportunity to maintain an online portfolio through managebac.

### **How many Meetings should I have with the CAS Coordinator?**

There are three formal documented interviews that you must have with the CAS coordinator.

**September of the 11<sup>th</sup> grade-**The first interview is at the beginning of the CAS program. The CAS coordinator/adviser will ensure that you understand the requirements for CAS, explain the CAS learning outcomes and how you might achieve these outcomes, discuss your interests and ideas for CAS experiences, determines what form your CAS portfolio should take, and review the CAS stages.

**March of the 11<sup>th</sup> grade-** The main purpose of the interview is to assess your progress in CAS. Of real interest in this interview is that you have committed to a range of CAS experiences and are achieving the CAS learning outcomes. At this stage you may have completed or are planning to carry out a CAS project. Your CAS portfolio is used as a reference in this interview and reviewed for gathered evidence including achievement of any of the seven learning outcomes.

**March of 12<sup>th</sup> grade-** The third interview is at the end of the CAS program. This is the summative interview for CAS. In this interview you will outline how you have achieved the learning outcomes for CAS. In addition, you discuss and evaluate your overall CAS programme and reflect on personal growth. Your CAS portfolio is used as reference in this interview.

**May -10<sup>th</sup> grade -** The first informal meeting Informal meeting with the CAS Coordinator. You will be introduced to the CAS programme, given examples of CAS projects and contact information for the CAS Coordinator so that you can ask question about the CAS programme over the summer.

**Ongoing informal meetings -** whenever necessary. This can take place online, or you may set up an in-person meeting.

## **What are the seven Learning Outcomes?**

Your completion of CAS is based on the achievement of the seven CAS learning outcomes.

Learning outcomes demonstrate what you are able to do at certain points during the CAS program.

Through meaningful and purposeful CAS experiences, you develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

Some learning outcomes may be achieved many times, while others may be achieved less frequently.

Not all CAS experiences lead to a CAS learning outcome.

You provide evidence in your CAS portfolio of having achieved each learning outcome at least once.

The evidence of achieving the seven CAS learning outcomes is found in your reflections.

### **Learning Outcomes:**

LO 1- Identify own strengths and develop areas for growth

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

LO 3- Demonstrate how to initiate and plan a CAS experience

LO 4- Show commitment to and perseverance in CAS experiences

LO 5- Demonstrate the skills and recognize the benefits of working collaboratively

LO 6- Demonstrate engagement with issues of global significance

LO 7- Recognize and consider the ethics of choices and actions (use CAS experiences to understand the ethical systems explored in TOK.)

## **Why should I record reflections?**

Reflection is central to building a deep and rich experience in CAS.

Reflection allows you to:

- deepen learning
- consider relevance of experience
- explore personal and group values
- recognize the application of knowledge, skills, and attributes
- identify strengths and areas for development
- gain a greater understanding of self and others
- place experience in a larger context

- generate relevant ideas and questions
- consider improvements in individual and collective choices and actions
- transfer prior learning to new situations
- generate and receive constructive feedback
- develop the ongoing habit of thoughtful, reflective practice.

You are not expected to reflect on every CAS experience; You should identify moments worthy of reflection.

Reflection is most meaningful when recognized as a personal choice

You decide which reflections will be placed in your CAS portfolio.

You should include reflections in your CAS portfolio that give evidence to achieving each of the seven CAS learning outcomes.

### **Putting it all together: steps in CAS Participation**

**Step 1** Meet with CAS coordinator.

**Step 2** Make a CAS plan by setting goals and planning activities for creativity, action and service. Turn the plan into the CAS Coordinator by September 30 of your junior year.

**Step 3** Submit activity proposals for approval.

**Step 4** when the activity has been approved, engage in CAS activities weekly and provide evidence of how the activity is meeting CAS learning outcomes.

**Step 5** maintain a CAS portfolio of evidence, reflections and experiences

**Step 6** once an activity or project is complete, have the supervisor sign confirmation of completion of activity via e-mail or print out report and have the supervisor sign it.

**Step 7** Participate in CAS interview in March of Junior year

**Step 8** Participate in final CAS interview in March of Senior year

## CAS personal profile questionnaire

This document will help in matching your interests, experience, skills, talents and ways you want to grow and develop with CAS experiences and project ideas. This is simply a way to get started with your CAS programme.

Name \_\_\_\_\_

Class \_\_\_\_\_

1. What are your talents?
2. What do you enjoy doing?
3. What skill or talent would you like to improve
4. What are you already doing that could be part of your CAS programme?
5. What would you like to be involved in?
6. Describe a time when you helped someone else or helped with a cause.
7. Describe a time when someone helped you.
8. About what issues do you have concern or feel most passionate?
9. Are there any local clubs or community associations in which you could become involved?
10. What would you like to learn more about?
11. What have you always wanted to try but haven't yet/
12. What other questions may help? Write down two and answer them?

## CAS project form

Student project leader/s			
Members			
Title of project			
Focus of project			
How we are following the CAS stages		For each stage, describe either what has been done or what you plan to do	
<ul style="list-style-type: none"> <li>Investigation</li> </ul>			
<ul style="list-style-type: none"> <li>Preparation</li> </ul>			
<ul style="list-style-type: none"> <li>Action</li> </ul>			
<ul style="list-style-type: none"> <li>Reflection</li> </ul>			
Demonstration			
Name of organization the project is organized with or for, if applicable			
Contact person at organization, contact phone and email, if applicable			
Teacher or other external supervisor, if applicable			
Anticipated dates of CAS project			
Risk assessment required?	Yes/No	Risk assessment completed?	Yes/No
Student signatures			
CAS advisor signature/date			
CAS supervisor signature/date			
Parent signature/date			

**CAS Meeting Log-bring to all meetings with CAS Coordinator**

Meetings	Discussion/evidence	Goals-moving forward
<p><b>Meeting #1:</b>  <b>September of your junior year-</b>  <b>Discussion of student interests and ideas for CAS experiences, discussion of format for portfolio, review of CAS stages, general planning</b></p>		
<p><b>Meeting #2: March of your junior year-</b>  <b>assessment of student progress. Check on range of CAS experiences and achievement of learning outcomes. Discussion on planning and/or implementation of CAS project, <u>portfolio check</u> on evidence of 7 learning outcomes</b></p>		
<p><b>Meeting #3: March of your Senior year-</b>  <b>Final meeting, summative interview for CAS. Show achievement of seven learning outcomes. Portfolio is used as a reference</b></p>		



## Learning outcome descriptors

### Learning outcome 1: Identify own strengths and develop areas for growth

The student:

- is aware of own strengths and weaknesses
- is open to improvement and growth opportunities
- is able to propose activities according to own interests and talents
- is willing to participate in different activities
- is able to undertake a thoughtful self-evaluation
- is able to see themselves as individuals with various abilities and skills, some more developed than others.

### Learning outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process

The student:

- participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences
- is willing to become involved in unfamiliar environments and situations
- acquires new skills and abilities
- increases expertise in an established area
- shows newly acquired or developed skills or increased expertise in an established area.

### Learning outcome 3: Demonstrate how to initiate and plan a CAS experience

The student:

- is able to articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences
- demonstrates knowledge and awareness by building on a previous CAS experience
- shows initiative by launching a new idea or process
- suggests creative ideas, proposals or solutions
- integrates reflective thoughts in planning or taking initiative
- is aware of roles and responsibilities when designing an individual or collective CAS experience
- shows responsible attitude to CAS project planning
- is able to develop a coherent action plan taking into account the aim or purpose, activities and resources.

#### **Learning outcome 4: Show commitment to and perseverance in CAS experiences**

The student:

- demonstrates regular involvement and active engagement with CAS experiences and CAS project
- is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
- demonstrates adaptability to uncertainties and changes
- gets involved in long-term CAS experiences and CAS project.

#### **Learning outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively**

The student:

- shares skills and knowledge
- listens respectfully to proposals from peers
- is willing to take on different roles within a team
- shows respect for different points of view and ideas
- makes valuable contributions
- is responsible for participating in the group
- readily assists others
- is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences.

#### **Learning outcome 6: Demonstrate engagement with issues of global significance**

The student:

- recognizes the global implications of local issues
- is able to identify global issues in the local or national community
- shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
- gets involved in CAS projects addressing global issues in a local, national or international context
- develops awareness and responsibility towards a shared humanity.

#### **Learning outcome 7: Recognize and consider the ethics of choices and actions**

The student:

- recognizes ethical issues
- is able to explain the social influences on one's ethical identity
- takes into account cultural context when making a plan or ethical decision
- identifies what is needed to know in order to make an ethical decision
- articulates ethical principles and approaches to ethical decisions
- shows accountability for choices and actions
- is aware of the consequences of choices and actions regarding self, others involved and the community

- integrates the process of reflection when facing an ethical decision
- shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.

## Useful websites for CAS

Match your interests to a volunteer organization

<http://www.handsonnetwork.org/volunteers>

<http://www.serve.gov/>

<http://pointsoflight.org/>

<http://www.nationalservice.gov/>

CARE

<http://www.careusa.org/index.asp>

Catholic Agency for Overseas Development

<http://www.cafod.org.uk/>

Christian Aid

<http://www.christianaid.org.uk/index.htm>

Disasters Emergency Committee

<http://www.dec.org.uk/>

International Committee of the Red Cross

<http://www.icrc.org/eng>

International Federation of Red Cross and Red Crescent Societies

<http://www.ifrc.org/>

Islamic Aid

<http://www.islamicaid.org.uk/index.html>

Islamic Relief

<http://www.islamic-relief.com/submenu/Appeal/sudan.htm>

Doctors Without Borders/Médecins Sans Frontières

<http://www.doctorswithoutborders-usa.org/>

Mercy Corps

<http://www.mercycorps.org/>

Save the Children

<http://www.savethechildren.org/index2.asp>

UNICEF

<http://www.unicef.org>

World Food Programme

<http://www.wfp.org/>

World Vision

<http://www.worldvision.org.uk>

Network for Good

<http://www.networkforgood.org/volunteer/>

MOCA Outreach Programs

Please note that this should involve creativity, action and service projects

<http://mocanomi.org/category/education/outreach-programs/>

Civic Action Project

<http://crfcap.org/>

Police Athletic League

Please note that this should involve creativity action and service projects

<http://www.northmiamifl.gov/pal/index.php>

Trayvon Martin Foundation

<http://trayvonmartinfoundation.org/>

LIMBS partners with teachers and schools at all levels to educate students on the needs of amputees around the world while empowering them to become global citizens via community service and classroom learning.

<https://www.limbsinternational.org/>

FAIR Girls (formerly FAIR Fund) prevents the exploitation of girls worldwide with empowerment and education. Through prevention education, compassionate care, and survivor inclusive advocacy, FAIR Girls creates opportunities for girls to become confident, happy, healthy young women.

<http://fairgirls.org/>

Peace One Day

<http://www.peaceoneday.org/>

## A Student Checklist for CAS

<b>Creativity</b>	<b>Action</b>	<b>Service</b>		
Exploring and extending ideas leading to an original or interpretive product or performance	Physical exertion leading to a healthy lifestyle	Collaborative and reciprocal community engagement in response to an authentic need		
<b>My CAS programme</b>		Y/N?	Notes	Date
Evidence of planning a CAS programme				
Regular commitment over at least 18 months to CAS				
Understanding and ability to use to use the CAS stages when planning CAS experiences				
Balance between creativity, activity and service				
Evidence of achieving all seven learning outcomes				
<ul style="list-style-type: none"> <li>Evidence of identification of strengths and areas for personal growth (LO1)</li> </ul>				
<ul style="list-style-type: none"> <li>Evidence of undertaking new challenges and developing new skills in the process (LO2)</li> </ul>				
<ul style="list-style-type: none"> <li>Evidence of initiating and planning a CAS experience (LO3)</li> </ul>				
<ul style="list-style-type: none"> <li>Evidence of commitment and perseverance in CAS experiences (LO4)</li> </ul>				
<ul style="list-style-type: none"> <li>Evidence of demonstrating the skills and recognizing the benefits of working collaboratively (LO5)</li> </ul>				
<ul style="list-style-type: none"> <li>Evidence of engagement with issues of global significance (LO6)</li> </ul>				
<ul style="list-style-type: none"> <li>Evidence of recognizing and considering the ethics of choices and actions (LO7)</li> </ul>				
Reflections completed on significant CAS experiences				
Supervisor reports supplied where necessary				
CAS interview 1 completed				
CAS interview 2 completed				
CAS interview 3 completed				
<b>CAS portfolio completed</b>				

