CAS PLANNING SHEET

(List a minimum of 3 possible experiences)

(Be sure to look at pages 2-4 of this packet for in-depth descriptions of the learning outcomes, learner profile traits, and ATL skills)

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| **Experiences:**  List possible experiences  you may have in or out of school. Include:   * Service activities * School clubs * Sports activities * Band/Music/Art * Other | **C, A, or S?**  Identify each activity  as Creative, Activity,  or Service (or a combination  of the three) | **Learning Outcomes:**  Identify the Learning Outcomes (#1-7 listed on the next page) you would accomplish with each experience. If an  experience does not result  in at least one learning outcome, then it is  NOT A CAS EXPERIENCE | **Learner Profile:**  Identify the learner profile trait(s) you hope to further develop:  *(inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective)* | **ATL Skills:**  Identify the approaches to learning (ATL? Skills that you hope to further develop:  *(thinking skills, communication skills, social skills, self-management skills, research skills)* | **CAS Project:**  At least one of your experiences should last for a minimum of 1 month (4 weeks). Which of the experiences listed could  be considered a CAS  project? |
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**CAS Learning Outcomes**

As a result of your CAS experience as a whole there should be evidence that you have achieved all eight of the following outcomes:

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| **1. Identify own strengths and develop areas for growth:** | Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others. | **5. Demonstrate the skills and recognize the benefits of working collaboratively:** | Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences. |
| **2. Demonstrate that challenges have been undertaken, developing new skills in the process:** | A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area. | **6. Demonstrate engagement with issues of global significance:** | Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally. |
| **3. Demonstrate how to initiate and plan a CAS experience:** | Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process. | **7. Recognize and consider the ethics of choices and actions:** | Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences. |
| **4. Show commitment to and perseverance in CAS experiences:** | Students demonstrate regular involvement and active engagement in CAS. |  |  |

The 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. ***You will need to reflect on how you are developing the IB learner profile traits throughout your CAS experience.***

**IB Learners strive to attain the following traits:**

**INQUIRERS**  
They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.  
  
**KNOWLEDGEABLE**  
They explore concepts, ideas, and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.  
  
**THINKERS**  
They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.  
  
**COMMUNICATORS**  
They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.  
  
**PRINCIPLED**  
They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.  
  
**OPEN-MINDED**  
They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.  
  
**CARING**  
They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.  
  
**RISK-TAKERS**  
They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.  
  
**BALANCED**  
They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.  
  
**REFLECTIVE**  
They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Approaches to Learning (ATL) Skills

***You will need to reflect on how you are developing the following approaches to learning skills throughout your CAS experience.***

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| **Thinking skills** | Critically and creatively, approaching complex problems, making reasoned and ethical decisions |
| **Communication skills** | Written, oral, ability to listen/read and understand |
| **Social skills** | Teamwork and collaboration, positive relationships, self-regulation of emotions and behaviors |
| **Self-Management skills** | Resilience, self-motivation, managing time, mindfulness, goal-setting |
| **Research skills** | Making sense of the world and its knowledge, inquiring, information/media/technology literacy |