



# St Leonard's College

Diploma Programme

CAS Handbook





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## Aims of CAS

The CAS programme aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

## What is CAS?

CAS is at the heart of the Diploma Programme. It is one of the three essential elements in every student's Diploma Programme experience and is a mandatory part of the IB Core.

CAS is organized around the three strands of Creativity, Activity and Service defined as follows.

- **Creativity** - exploring and extending ideas leading to an original or interpretive product or performance
- **Activity** - physical exertion contributing to a healthy lifestyle
- **Service** - collaborative and reciprocal engagement with the community in response to an authentic need

CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide them with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life changing. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualized according to student interests, skills, values and background.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity and service. Completion of CAS is based on student achievement of the seven **CAS learning outcomes**.

Through their CAS portfolio, students provide evidence demonstrating achievement of each learning outcome.

Students engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Students must also undertake a **CAS project** of at least one month's duration that challenges them 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.

## CREATIVITY

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 engage in creative endeavours that move them beyond the familiar, broadening their scope from conventional to unconventional thinking.

If students are accomplished in a particular creative form, for example, music, painting or acting, they may choose to extend their involvement and deepen their skill level. Within their field, students can define new challenges and objectives to fulfil creativity in CAS. For example, a musician may compose and perform a guitar solo; an artist may create a new sculpture or photographic series; an actor may present an original dramatic piece. By striving for new possibilities, students may discover ways to meet challenges and identify strengths that carry them forward with curiosity and continued innovation. When demonstrating creative expression, students may showcase their product or performance in a variety of ways, for example, through a recording, a presentation, an exhibition, social media or shared discussion. Creativity in CAS is not met by the appreciation of the creative efforts of others, such as attending a concert or art exhibition.

As with all CAS experiences, students reflect meaningfully on their engagement with creativity, and may be guided to look for moments of personal significance or inspiration as a call for reflection. Creativity may provide inspiration for the ways in which students will reflect. For example, students may reflect through art, music, a brief narrative, a blog posting, photos, a skit, or other methods.

## Approaches to Creativity

There are many approaches to creativity, such as:

- **Ongoing creativity:** A student may already be engaged in creativity as part of a school group or club, or through some other form of sustained creativity eg music lessons. Students may continue in this as part of their creativity; however, students are also encouraged to further extend and develop their participation if appropriate.
- **School-based creativity:** Students are encouraged to participate in meaningful creativity and to explore their own sense of original thinking and expression. In school, there may well be appropriate creativity opportunities. These creativity experiences could be part of the College's service CAS projects, Senior School plays and musicals, house music sessions, or other opportunities.
- **Community-based creativity:** Participating in creativity within the local community advances student awareness and understanding of interpersonal relationships with others. Creativity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of students' talents, interests, passions,

emotional responses, and imagination. For example, students are encouraged to join a community-based theatre group, take cooking classes or other opportunities.

- **Individual creativity:** Students may decide that they wish to engage in solitary creativity experiences such as composing music, developing a website, writing a compilation of short fiction stories, designing furniture, creating arts and crafts, or painting a series of portraits. Such creativity experiences are of most benefit when they take place over an extended duration of time. Students are encouraged to set personal goals and work towards these in a sustained manner. Risk assessment of such solitary creativity experiences should be conducted with the student beforehand if applicable.

## ACTIVITY

The aim of the “Activity” strand is to promote lifelong healthy habits related to physical well-being. Pursuits 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.

All CAS students must satisfy the basic requirement of physical exertion contributing to a healthy lifestyle as is appropriate for each student.

Students who regularly participate in suitable activity experiences are encouraged to develop and extend their participation. Students could expand personal goals, explore different training models to enhance their existing sport or become involved in a new sport. For dedicated student athletes, maintenance of a planned rigorous training program is appropriate.

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

## Approaches to Activity

There are many approaches to activity, such as:

- **Ongoing activity:** A student may already be engaged in activity as part of a school team or club, or through some other form of sustained physical exercise. Students may continue in this as part of their activity; however, they should set personal goals in keeping with the principles of CAS. Students can also be encouraged to further extend and develop their participation if appropriate.
- **School-based activity:** Students are encouraged to participate in meaningful activity that benefits their physical well-being. In school there may well be appropriate activity opportunities in which the student can engage. These activity experiences could, for example, be part of the school sports program or a school sports club. Students may elect to initiate a school-based activity such as basketball or tennis and engage other CAS students or any student within the school.
- **Community-based activity:** Participating in activity within the local community advances student awareness and understanding of interpersonal relationships, particularly if the activity experience involves members of the local community. When possible, activity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of physical well-being of the students. For example, rather than a single activity experience at a community-based fun run,

students could be encouraged to join a community-based running club, a dance class, an aerobics class or an out-of-school sports group.

- **Individual activity:** Students may decide that they wish to engage in solitary activity experiences such as, for example, attending a gym, cycling, roller-skating, swimming, or strength conditioning. Such activity experiences are of most benefit when they take place over an extended duration of time. Students can be encouraged to set personal goals and work towards these in a sustained and correctly applied manner. Risk assessment of such solitary activity experiences should be conducted with the student beforehand if applicable.

## SERVICE

The aim of the “Service” strand 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 within CAS benefits all involved: students learn as they identify and address authentic community needs, and the community benefits through reciprocal collaboration. CAS service experiences are unpaid.

The community may be the school; however, students are encouraged to participate in service experiences that extend beyond the school to local, national and/or international communities. Community involvement includes collaboration with others, as students investigate the need, plan and implement their idea for service.

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

## Approaches to Service

There are many approaches to service, such as:

- **Ongoing service:** When investigating a need that leads to a plan of action implemented over time, students develop perseverance and commitment. They observe how their ideas and actions build on the contributions of others to effect change. Their reflections may show deeper awareness and knowledge of social issues.
- **School-based service:** While students are encouraged to participate in meaningful service that benefits the community outside school, there may well be appropriate service opportunities within the school setting. In all cases an authentic need must be verified that will be met through student action. Service needs met at a school may prepare students for further action within the larger community; for example, by tutoring within the school, students may then be better prepared to tutor at a community centre.
- **Community-based service:** Participating in service within the local community advances student awareness and understanding of social issues and solutions. When possible, interactions involving people in a service context best occur with a regularity that builds and sustains relationships for the mutual benefit of all. For



example, rather than a single service experience at a retirement facility, students can decide to establish regular visits when they realize their efforts are valued and have reciprocal impact.

- **Immediate need service:** In response to a disaster, students often want to move towards immediate action
- **Fundraising:** Students should initially develop their understanding of the organization they choose to support and the issues being addressed. Students can draw from their interests, skills and talents to plan the method and manner of fundraising. Sharing the rationale for the fundraising educates others and advocates the chosen cause. Students can also be asked to consider other ways to augment their contribution through direct, advocacy, or research service.
- **International service:** Students are encouraged to participate locally in service before considering service opportunities outside their country. When participating in international service, students must understand the background and the circumstances of an identified and authenticated need to support their involvement. When direct communication with an overseas community is not possible, students could cooperate with an outside agency to provide an appropriate service.
- **Volunteerism:** Students often volunteer in service experiences organized by other students, the school or an external group. In such cases, students benefit from prior knowledge of the context and the service need. Being informed and prepared increases the likelihood that the students' contribution will have personal meaning and value.

## Four types of Service Action

The four types of service action are as follows.

- **Direct service:** Student interaction involves people, the environment or animals. For example, this can appear as one-on-one tutoring or working in an animal shelter.
- **Indirect service:** Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment. For example, this can appear as re-designing a non-profit organization's website or raising funds to buy birthing kits, assembling them then sending to a third world country via the Birthing Kit Foundation.
- **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest. For example, initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.
- **Research:** Students collect information through varied sources, analyse data, and report on a topic of importance to influence policy or practice. For example, they may conduct environmental surveys to influence their school's recycling practices or contribute to a study of animal migration.

## What is not CAS?

CAS is not a points-scoring exercise. It should be an interesting variety of experiences that you find intrinsically worthwhile and rewarding, and which is mutually beneficial to you and to your community. Generally, CAS is not taking place when you are in a passive rather than an active role. There should be interaction. If you are passive, nothing of real value, either for you or for other people, results from what you are doing, and no real reflection is

possible. Examples of activities, which at first sight would appear to be inappropriate, are listed below.

- any class, activity or project that is already part of the Diploma Programme
- an experience conducted for personal reward or financial benefit
- simple, tedious and repetitive work
- a passive pursuit, e.g. museum, theatre, exhibition, concert visits
- part of family or religious duty
- work experience that only benefits the student
- fundraising with no clearly defined end in sight
- experiences that cause division amongst different groups in the community
- working in an old people's or children's home when you:
  - have no idea of how the home operates
  - are just making sandwiches
  - have no contact at all with the old people or children
  - actually do no service for other people

(The above example can be applied to many other activities purporting to be CAS)

## Learning outcomes

To complete the CAS requirement, at the end of the program, the student must provide evidence that all seven learning outcomes described below have been met. Some may be demonstrated many times, in a variety of experiences, but completion requires only that there is evidence for every outcome at least once.

The Learning Outcomes are:

- |                   |   |
|-------------------|---|
| <b>LO 1</b>       | <b>Identify own strengths and develop areas for growth</b>  |
| <b>Descriptor</b> | Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.   |
| <b>LO 2</b>       | <b>Demonstrate that challenges have been undertaken, developing new skills in the process</b>   |
| <b>Descriptor</b> | 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.   |
| <b>LO 3</b>       | <b>Demonstrate how to initiate and plan a CAS experience</b>  |
| <b>Descriptor</b> | 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. |
| <b>LO 4</b>       | <b>Show commitment to and perseverance in CAS experiences</b>   |
| <b>Descriptor</b> | Students demonstrate regular involvement and active engagement in CAS.  |
| <b>LO 5</b>       | <b>Demonstrate the skills and recognize the benefits of working collaboratively</b>   |
| <b>Descriptor</b> | Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.  |
| <b>LO 6</b>       | <b>Demonstrate engagement with issues of global significance</b>  |
| <b>Descriptor</b> | 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.

To demonstrate these learning outcomes have been successfully met students will need to log evidence using ManageBac. This evidence can be in a variety of forms. For example, written reflections in ManageBac journals with photos, video, sound files or any other suitable medium attached.

## **The CAS Project**

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. **CAS students must be involved in at least one CAS project during their CAS programme.**

The primary purpose of the CAS project is to ensure participation in sustained collaboration. Through this level of engagement students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making.

A CAS project involves collaboration between a group of students or with members of the wider community. Students work as part of a team, with all members being contributors. A CAS project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities for individual students to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects.

**All CAS projects should use the CAS stages** as a framework for implementation to ensure that all requirements are met.

A CAS project can address any single strand of CAS, or combine two or all three strands. The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

- Creativity: A student group plans, designs and creates a mural.
- Activity: Students organize and participate in a sports team including training sessions and matches against other teams.
- Service: Students set up and conduct tutoring for people in need. IB Service Squad committees??
- Creativity and activity: Students choreograph a routine for House Dance Off.
- Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.
- Service and creativity: Students identify that children at a local school need back packs and subsequently design and make the backpacks out of recycled materials.
- Creativity, activity, and service: Students rehearse and perform a dance production for a community nursing home.

All CAS projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS project. Students will likely identify more outcomes, or modify expected outcomes during the CAS project and/or at its completion.

A minimum of one month duration is required for the CAS project, from planning to completion. CAS projects of longer duration can provide even greater scope and opportunities for all participants and should be encouraged. Students should aim to undertake their CAS project locally and, if possible, engage in more than one CAS project over the duration of their CAS programme.

As expected throughout CAS, students reflect on their CAS project experience. Due to the collaborative nature of the CAS project, having occasions to reflect with others can prove most informative and assist students in gaining insights into the process of their endeavour as well as personal growth.

### **The five CAS stages are as follows:**

- 1. Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
- 2. Preparation:** Students 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:** Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.
- 4. Reflection:** Students 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 their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
- 5. Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

## **Steps to success in CAS - your responsibilities**

### **Pre-planning**

Think about the following questions as they may help you to decide what CAS experiences/projects might suit you.

- Consider all your current responsibilities. How much time do you realistically have to commit each week?
- List activities in which you participate regularly (sports, music, drama, etc.).
- What do you expect to gain from the CAS program?
- What community/national/global problems concern you the most?

- What would you like to learn more about?
- Are there individual activities that you want to explore outside the school environment?

## **Create your CAS Plan**

You must take part in a range of experiences, including at least one project. You can take part in experiences that involve you in the school community, local community, national community, and the international community. You should plan on spending, on average, half a day each week with a reasonable balance between creativity, activity and service.

One service experience must take place in the local community and not be school based. A recommended external experience would be the Sacred Heart Mission Meals Program. Commitment should be significant i.e. three to four visits.

Your initial plan must propose experiences that cover the three elements of CAS, and may involve a project. Unless you have a current, strong link with a particular charity, it is recommended that you join the IB service squad. If you commit to actively plan and run the service activities within the squad, this can fulfil the project requirement of CAS. Each year, the service squad will engage in issues of global significance.

Each experience should have an adult supervisor who can monitor your involvement. This supervisor will need a copy of the introductory letter (See Appendix 1).

There are a number of school experience available for students to choose, however, many of you will conduct your own experiences independent of the St. Leonard's community. These are called student defined experiences and you should describe in more detail the nature of the activity and how it will relate to the learning outcomes. In addition to giving your proposed activity supervisor an introductory letter (See Appendix 1), you will also need to fill out CAS Risk Assessment Form (see Appendix 2), and get both your supervisor and a parent to sign it. Once this has been handed in to the IB Office and you've submitted your initial plan using ManageBac, the IB Coordinator will either approve your plan or request changes and/or further information before approval.

## **Carry out your CAS Plan**

You must plan your experiences, carry them out, and reflect on what you have learned. All activities must be pre-approved by the CAS Coordinator before you start an experience. If your preferred experience qualifies as a CAS experience, enter the details in ManageBac for approval. You will receive notification of approval within one week. Remember, CAS experiences should continue on a regular basis for as long as possible throughout the program. The minimum expectation is eighteen months. A project must have a minimum duration of a month.

## **Recording and Reporting**

Within ManageBac, during a journal entry, you will be able to tag which learning outcomes have been achieved. Your journal entry must therefore explain how this outcome was achieved. This will act as part of the evidence you must provide in your achievement of the seven CAS learning outcomes. If you have any problems with using ManageBac, Mrs Taylor is available for advice.

## **CAS Advisers**

Each student will be allocated a CAS adviser at the start of year 11. This adviser will usually be a teacher of one of his/her IB subjects thus ensuring regular contact. CAS advisers are involved in:

- helping students to identify personal and social goals
- monitoring the range and balance of activities undertaken by individual students

- developing students' powers of reflection through group discussion and individual consultation
- supporting students in their consideration of ethical concerns
- reading/responding to diaries/journals
- helping students to make connections (for example, CAS experience to subject learning, local activity to global concerns) and to look for generalizable understandings.

CAS advisers will have access to their students' reflections through ManageBac and will use these plus an interview each semester to comment on the students' progress in the end of semester report. They will use the CAS Interview Checklist in Appendix 3 as a basis for their comment. Students are advised to self-assess by completing this form prior to each interview.

## Reflections

Reflection is a dynamic means for self-knowing, learning and decision-making. Four elements assist in the CAS reflective process. The first two elements form the foundation of reflection.

- Describing what happened: Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- Expressing feelings: Students articulate emotional responses to their experiences. The following two elements add greater depth and expand perspectives.
- Generating ideas: Rethinking or re-examining choices and actions increases awareness about self and situations.
- Asking questions: Questions about people, processes or issues prompt further thinking and ongoing inquiry.

Purposeful reflection is about quality rather than quantity. Students should determine key moments during CAS experiences that inspire reflection, for example when:

- a moment of discovery is happening
- a skill is mastered
- a challenge is confronted
- emotions are provoked
- achievement deserves celebration.
- Students should also reflect during or at the end of a CAS experience or series of CAS experiences, to identify important moments, discuss a possible learning outcome, recognize personal growth and achievements, and plan for their next CAS experience.

Reflections may not come naturally to you. To help you get started you should consider the following key questions:

- What did I plan to do?
- What did I do?
- What were the outcomes, for me, the team I was working with, and others?

Other questions to ask would be:

- How successful was I in achieving my goals? What difficulties did I encounter and how did I overcome them?
- What did I learn about myself and others through this experience/project? What abilities, attitudes and values have I developed?

- Did anyone help me to think about my learning during this experience/project? If so, who helped and how did they help?
- How did this experience/project benefit others?
- Did I maintain full attendance? How many sessions have I missed? Was I punctual?
- How would I summarize my effort and commitment?
- What might I do differently next time to improve?
- How can I apply what I have learned in other life situations?
- What have I learned about development issues that are evident in our local community? How do I feel about this? What are my views on these issues? What have I done to address these issues?

### **Minimum requirements:**

For semester based experiences eg winter sports which last for approximately 16 weeks, you should have a minimum of five reflections.

For House Music which entails 10 hours of rehearsals, you should have a minimum of three reflections.

Within three weeks of the experience being completed, all journal entries must be finalised and an overall concluding reflection made. Your experience supervisor must then view these reflections and sign off on them either via ManageBac or as a hard copy.

## **Examples of good reflections**

### **Service Squad**

Today I met with the service squad committee. This is a new challenge for me as I have never been involved in a committee before where we are going to plan and initiate an activity from scratch. We needed to meet to plan our major service activity for the year. We had a guest speaker to tell us about the involvement they have with the Birthing Kit Foundation.

This is a fantastic organisation that provides birthing kits and education in clean birthing practices to women who give birth at home in remote regions of the developing world. The aim of the Foundation is to reduce the incidence of infant and maternal mortality and morbidity, and it has no religious or political affiliations.

....A Birthing Kit works by providing the 7 cleans required for a clean birth environment:  
What is a Birthing Kit? .....

The service squad have decided to support this cause as this is a global issue. I have already realised that being in the Service Squad will be a good opportunity to broaden my personal horizons about local and international issues. Up until now it hadn't even occurred to me that there were so many women in the world who do not have access to a clean birthing environment - something we in Australia just take for granted.

We have planned to educate the school community through presentations at chapel. We are going to use the money we raised from the Try-athlon to buy kits plus also run a chocolate drive and sell chocolates around school. Finally we will have a casual clothes day in Term 3 where students can either donate a gold coin or some small hotel soaps (which are not provided within the kit).

We aim to raise around \$1500 to purchase kits at a cost of just under \$2 a kit - a small price to pay.

Once we have the kits we are going to plan an assembly day(s) where we assemble all the kits. We will need to ensure that the environment we assemble the kits in is clean and that no food is consumed. Everyone will need to wear disposable gloves.

Each student on the committee has been assigned a job to do. My job is to coordinate the chocolate fundraising. I am going to ask for volunteers, organise what chocolates we need, allocate them and then be in charge of collecting all the money and banking it with the accounts office.....

.....Today was the epitome, if you will, of our Birthing Kit Foundation project. On Wednesday, straight after school the IB Service Squad met in the chosen room to start sanitizing the rooms. It was crucial that we all got there on time as we had 500 packs to make and we wanted to start as soon as we could. I went straight from packing my bag to the Cullen area - partly because I felt guilty for missing out on the last meeting and also because I've really enjoyed this project and want to be as involved as I possibly can. So we washed our hands in the bathroom with soap and then put sanitizer hand wash on them to kill the remaining germs. My job was to go around with a damp cloth and wipe down the tables. It was really interesting to see how much graffiti was on the tables from bored students, but that's another issue.

Once we got started, we had to instruct everyone to go wash their hands and make it clear that there was to be no coughing or sneezing in the room and if you sneeze/cough you must go and re-wash your hands. I wrote up on the board, the contents of the birthing kits:

- folded plastic sheets
- soap
- string
- gloves
- scalpel
- gauze

We put all of these materials in plastic Birthing Kit Foundation bags, before making them air tight and putting them in bags to be sent off.

ZONTA as an organisation is 90 years old and was founded in NY, USA. They have spread world-wide however and work to improve the legal, political, economic, educational and health status of women in the world, focusing of course on underdeveloped nations. To this day, ZONTA is running strong with over 33, 000 members in 68 different countries, including Australia. Our birthing kits were going to provide women in Chad a clean, safe and sanitized area to give birth - a luxury we take for granted. The current life expectancy in Chad hovers around 49 years, however they are a young country with a median age of 16. As one of the poorer nations in Africa, Chad is ruled by a minority group and has been ravaged by many years of civil war. The birthing kits are particularly helpful for Chad as there is an estimated fertility rate of 6.25 children per Chadian female and an average infant mortality rate of 91.5/1000 births compared to Australia's 4/1000 births.

I don't think it really sinks in what you've done until you read statistics like the ones above. With such a young country, there's a real possibility for change, but it needs to be done now. We didn't actually finish our birthing kits, as they sent us supplies to make 1000 not 500. Although that seemed a bit annoying at the time, these statistics have really put things in perspective and I see it now as a blessing rather than a hindrance. Although I know that St Leonard's won't individually make that difference, I think we've raised an issue amongst the school and we've also walked away - smelling like disinfectant and soap, knowing that we've possibly just made the difference between life and death for a mother and her baby.

We had to make an ethical decision today at the end of the assembly. A scalpel blade was found under the pile of assembled kits. Most likely it had fallen out of a kit we had made. Our dilemma was – should we just add a couple of extra scalpels into the box and allow the health workers to give out where necessary or should we go back through all the kits until we found the one with the missing blade, which could take an hour or so? Some people were



keen to get going and suggested that we should just add an extra couple of blades. But how did we know how these kits were going to be distributed? What if the kit was just sent off with the expectant mother and she didn't realize that there was no blade until she was about to give birth? It would be OK if the kits were being used in a health centre but we weren't to know this. So we decided to go back through the kits and check. Very fortunately the bag with the missing blade was found in a matter of minutes and we were all relieved and pleased that we had made the correct decision.

#### **Learning Outcomes addressed:**

- Identify own strengths and develop areas for growth
- Demonstrate that challenges have been undertaken, developing new skills in the process
- Demonstrate how to initiate and plan a CAS experience
- Show commitment to and perseverance in CAS experiences
- Demonstrate the skills and recognize the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognize and consider the ethics of choices and actions

#### **Aged Care Home**

Today was much as a month ago, playing "Ground Bowls" (the exact same as "Table Bowls" but on the ground as oppose to a table). However at the beginning of our second round there was some excitement outside the room. One of the dementia patients who'd been coming in often to ask if her husband (who was actually dead) had been in the room, told another resident that her husband was outside waiting in the car and she couldn't get out. The resident who'd heard the story then proceeded to bang on the door which set off the alarm. I was later left alone to run the activity as the man who'd been with me left to calm the residents involved in the incident.

While that was interesting, and it was something new running the activity solo, the more interesting thing in my opinion came later when there was a heated discussion as to the ethics involving the way of dealing with dementia patients; basically the eternal question "a lie that draws a smile, or a truth that draws a tear". The employees were discussing whether it was more just/ethical to tell the woman that her husband was dead and upset her, or lie and say he was still alive. It was very interesting. And whilst I don't know what I would do in that circumstance, for the first would be hard to break the news and the second would be lying, I would prefer that people told me the truth. And maybe in some way telling the truth would actually help because it would validate something she already knew and that may still be in her subconscious.

#### **Learning Outcomes addressed:**

- Identify own strengths and develop areas for growth
- Demonstrate that challenges have been undertaken, developing new skills in the process
- Demonstrate how to initiate and plan a CAS experience
- Show commitment to and perseverance in CAS experiences
- Demonstrate the skills and recognize the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognize and consider the ethics of choices and actions

## **Basketball**

We have quite a good team but some of the girls don't always show a true commitment to training and just make excuses why they didn't turn up.

Our coach has announced that from now on that you only have a chance of getting in the starting 5 on match night if you've been to training. My question is - Is this a fair decision to everyone involved? There are two sides to the argument. The reason I ask is that we have one really good player who we really need in the starting 5 and we all rely on her. She knows she is good, but she hasn't bothered with training for a number of weeks so she will miss out next game if he enforces his threat.

I personally think that the coach has made the right call and she should miss out - may be she'll start coming to training and not just take for granted her spot. I know she'll be fuming as she takes it as her right. But how will the others feel? If we get behind from the start because of this decision (which is likely) it will be really hard playing catch up and this could happen. We could lose the game and it is getting near finals and it may make all the difference to the whole team. But she needs to start showing more commitment. I think I'd leave her off for may be a minute and then sub her at the first whistle but the coach also needs to have a word with her and say that really she should have been off longer but then she would be letting the team down and if she wants to help the team she should come to training.

### **Learning Outcomes addressed:**

- Identify own strengths and develop areas for growth
- Demonstrate that challenges have been undertaken, developing new skills in the process
- Demonstrate how to initiate and plan a CAS experience
- Show commitment to and perseverance in CAS experiences
- Demonstrate the skills and recognize the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognize and consider the ethics of choices and actions

## **Soccer**

Today's game was a challenge; not in terms of the score but rather because of the aggression on the field. The opposing team was incredibly unsportsmanlike, and it really takes the fun out of playing with behaviour like that.

It was quite a concern, because although we wanted to retaliate to the bad behaviour, collectively we didn't, as it reflects badly on the game and school. This isn't to say that when push comes to shove we didn't shove back; but we did so in a way that was competitive without being aggressive. Being in the defensive line is an especially difficult position in these types of games, as we have to both defend our goals and defend ourselves. I found myself feeling quite angry on numerous occasions, as it was so unnecessary to play that way, however I kept it strictly competition over the ball and did not get provoked.

I was proud of that as I am known for my fiery temper and sense of justice, I'm just glad that the score reflected the play.

### **Learning Outcomes addressed:**

- Identify own strengths and develop areas for growth

- Demonstrate that challenges have been undertaken, developing new skills in the process
- Demonstrate how to initiate and plan a CAS experience
- Show commitment to and perseverance in CAS experiences
- Demonstrate the skills and recognize the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognize and consider the ethics of choices and actions

### **School Council**

...Today was the second meeting of the Student Council...I was the chair! I was quite nervous about this to be honest, because I wanted to make a good impression on the teachers to show that they made the right decision in selecting me. It was quite a busy meeting with organizing our plans for the year, as well as designing the common room and study centre. This meant that everyone had lots of ideas bouncing around, making my job to keep moving forward quite tricky! I have learnt that despite feeling rude, as a leader it is important to be able to diplomatically assert yourself in order to create an air of authority without seeming patronizing. I feel that I managed this at some points, and struggled at others, and I know that I have a lot to improve on with chairing. However it was a good meeting regarding collaboration and reaching agreements through sharing of ideas. I also feel that I made good contributions to the discussion and that I was a positive contributor of ideas to the group, something I was not completely aware that I was capable of. I hope to work on this, and to build on my confidence with my ideas.

...Part of the focus of this term was setting things up for next year's council and reflecting on how this year went. We only had 3 weeks of school in term 4 so the council wouldn't meet and we would not have any more duties. That meant that by the end of the term we were finished as a council. The last meeting we had was at a café in the morning and we didn't have much to do but talk about the year and things we could improve. This really helped me see how far we had come. At the end of term 1 I wrote in my reflection on how the council went and I thought we had improved heaps that term. Looking back now, the difference between now and then seems like the difference between now and my first day of school. We have learnt so much about each other, the school, and working as a team that would not have been possible otherwise. When I submitted my application for student council I wasn't really sure why I wanted to be part of it, I just knew I did, and I enjoyed leadership. Now I have learnt about delegating tasks, I have been the project manager on a fundraiser that raised \$36,000, 50% more than any previous year, and I have also given back to the school that has given so much to me. It reminds me of the quote that JFK stole from his headmaster, 'Ask not what [your school] can do for you, but what you can do for [your school]'. I think that I have also learnt an appreciation for how much effort it is to organise anything, big or small, and all the little details that are behind the scenes. I came into this expecting a leadership opportunity but have come out with so much more. I have developed skills that I will use throughout my whole life and I have helped thousands of children that I will never meet gain an education. It has been a truly memorable experience which I believe I have grown a lot from.

### **Learning outcomes addressed:**

- Identify own strengths and develop areas for growth
- Demonstrate that challenges have been undertaken, developing new skills in the process
- Demonstrate how to initiate and plan a CAS experience
- Show commitment to and perseverance in CAS experiences
- Demonstrate the skills and recognize the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognize and consider the ethics of choices and actions

## **Sacred Heart Mission**

Today I went to Sacred Heart Mission Meals Program in St Kilda. I didn't know what to expect from this experience. My father even cautioned me and told me to be careful around some of the other people at the mission (the people on CBO's). On the car ride to Sacred Heart I was really anxious to see what it would be like.

By the time we reached the mission I walked in and straight away questioned whether this was going to be a good experience for me. I had my doubts. Would it be too confrontational? Would I be in danger? .....

Once we reached inside we met Lynne and got straight into the food prep. We learnt how over 90% of the food was donated. It just so happened that today a large box of parsley was donated so that's what we started with. Our first job was to separate stems from the parsley and then to cut mushrooms in half.

When this was finished we enjoyed our own lunch which was supplied by the Sacred Heart Mission. Once we had finished our lunches we received our jobs. We were on floor duty which meant that we had to go around collecting plates, glasses and refilling water jugs. These jobs were quite simple but gave us the chance to talk with some of the people there. Even though the day was relatively fast paced and over before I knew it, I still managed to meet some very interesting people. We also managed to gain some skills in the area of hospitality.

One of the ladies serving lunch to the homeless people called me over at one stage and told me to go over to this old frail man who was sitting down and ask him whether he had already received his food. He was not able to get his food by himself. I went over to him and asked whether he had received it and he said "no but they are going to send it to me". I told him I was going to get it for him. When I went back and got his food, the same lady told me that his name was Paul and that he was a holocaust survivor from Auschwitz. I served him his plate and looked back amazed, thinking about the history this person had experienced.

The rest of the day went on for a short while after this and before I knew it we were packing up tables and chairs and sweeping floors. Paul though had stayed behind. I walked over to the other students who were talking to him. My eyes looked toward his skin which was now uncovered by his rolled up sleeve. Tattooed on his skin was "A9325". He had explained to the girls how he had survived because of a broken nose. Unfortunately the mission had to finish packing up and cleaning so we had to say goodbye to Paul.

Once we had finished while we were waiting outside to be picked up, we ran into Paul again. He was sitting down with some of the other people we had just served lunch to. We came over and spoke to him. He told us his appreciation for what we were doing and how he preferred coming to the mission instead of the synagogue because he gets to see young people like us who are volunteering to help out others in need because we are good people. The lady who told me originally who Paul was told us that Paul believed that if teenagers back in his time were more like us the holocaust would never have happened and it was because of this he liked to see us helping out.

This experience was a great one. It opened my eyes to see how lucky we are and what we can do to help out others in need. The experience of meeting someone like Paul was indescribable and the fact that someone like Paul who has been through so much looked up to us and thanked us for what we were doing was also quite moving and meaningful. My experience at the Mission was a good one. Initially I was a bit unsure of what this was going to be like. The people who were volunteering there were some of the nicest and most kind hearted people I have met. It was a confrontational experience as I got to see a whole different side to Melbourne that I had never seen before. We worked collaboratively and

without the help of one another and the donations this lunch would not have been possible and would have meant that over 400 people would have been left hungry.

Overall this experience has been so positive for me that I wish to do this on a regular basis from now on.

**Learning Outcomes addressed:**

- Identify own strengths and develop areas for growth
- Demonstrate that challenges have been undertaken, developing new skills in the process
- Demonstrate how to initiate and plan a CAS experience
- Show commitment to and perseverance in CAS experiences
- Demonstrate the skills and recognize the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognize and consider the ethics of choices and actions

I went to the first Sacred Heart Meals Mission for the year as I felt it was important to get involved right away, and not delay with organising my CAS activities. I also felt that this was a really great opportunity to help out in a way that was pure physical labour; I feel that simple tasks are often overlooked in the search for humanity's cure.

We were introduced to everyone then quickly set up in different areas; that morning I cracked hundreds of eggs, separated radishes from their stalks and methodically stripped the leaves off a plant that I was told is an exotic Australian type of spinach; the name deserted my memory almost as soon as it entered.

A quick lunch was followed by more kitchen duty; as people started to file in I was placed in charge of cleaning the lunch boards so they could be used again by the next lot of people. So many people kept coming in, I worked tirelessly as fast as I could, great music supplied from a new friend I met there and company kept with Becky who was on drying duty. I was in a position to watch people as they came up for food, to marvel at the mix of people that were present and wonder at what circumstances had landed them there. There were families, there were those with broken pride, those with relief, and those with familiar smiles at the workers who had obviously served them many times before.

There was something so gratifying about simple hard work, about simply getting a job done. At the end of the day we were all tired, but still cheerful.

I realised something from this experience. Coming from a third world country, I was a wealthy member of society who was exposed to the poverty of my country every day. When we drove through the countryside, kids would run alongside the car and open the rickety wooden gates at the entrance of their homestead to let us through, and in exchange they would show their palms for a rand (dollar equivalent 7:1) or two from my parents. That was life. For both of us; me sitting in my dad's Land cruiser and them being able to afford another meal.

Coming to Brighton was a blessing in the fact that so few people have to struggle in poverty, but there is also a detachment from reality. Our school is amazing in the way there always seems to be money raised for some charity or another at any given point by any given group of people. However, there seems to be no reality in this. Money is a beautiful thing to struggling people, but it is not enough for the donators. Sacred Heart Meals Mission was the first charitable run program I had been a part of at our school where we were actually exposed to the reality of what our service was accomplishing. I was affected, knowing my simple deeds helped create another meal for someone. Even just washing the dishes was part of the overall superbly efficient process that brought food to hungry people. But more

than that fulfilment was also seeing my fellow students being exposed to these areas, and these types of people. There were normal, destitute people, but also clearly drug addicts, drunks, we even saw a sheik that day. Compared to the safety of Brighton, it was a wake-up call that really hits home why it is necessary to help others, not just because you have a few dollars to spare, but because we can get as much out of the experiences as the people we are helping.

#### **Learning Outcomes addressed:**

- Identify own strengths and develop areas for growth
- Demonstrate that challenges have been undertaken, developing new skills in the process
- Demonstrate how to initiate and plan a CAS experience
- Show commitment to and perseverance in CAS experiences
- Demonstrate the skills and recognize the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognize and consider the ethics of choices and actions

#### **Coaching Little Athletics**

Having missed the first session of the season due to a French exchange, I was back at Little Athletics, still in my old position of on track coach (for the under 6 and under 7 age groups). Since it had been half a year since I had last coached, I was unsure as to how this day would progress, as I did not feel as comfortable with coaching as I had at the end of last season. As, alongside on track, all of the younger age groups were taking part in throwing events that day, we decided to incorporate some discus and shot put skills training, to give them something of a head start. The problem with this however, was that we could only deal with a limited number of kids at one time due to equipment shortages, and that we didn't take into account the children's' ability to forget information so quickly. It seemed as though we were explaining the same things over and over again, even though we had explained them thoroughly at the beginning of the session. Despite these difficulties we still managed to get by, and completed a relatively successful session. Personally, I found that this session was a great one to get my confidence back; I wasn't left alone for too long, and wasn't required to coach a group of kids by myself. This meant that I could work collaboratively with the other coaches while building my own confidence and re-acquiring the skills that I had forgotten....

... This most recent session of little athletics took place on a Friday night, due to the long weekend, and hence there were fewer kids to coach than usual, which provided a more one on one basis for us to work in. However, due to the shuttle relay being run as an on track event as well, each coach had to take a different 'section' of on track, meaning we were very much on our own for much of the session. This meant that controlling the children was far more difficult than previously, as the kids felt more powerful with fewer instructors in front of them. This did however provide an opportunity to improve my skills in coaching by myself, a valuable skill, and allowed me to test some of the tactics used by other coaches for myself. All in all, I felt this session went very well, and was a big confidence booster in terms of working by myself.

#### **Learning Outcomes addressed:**

- Identify own strengths and develop areas for growth
- Demonstrate that challenges have been undertaken, developing new skills in the process
- Demonstrate how to initiate and plan a CAS experience
- Show commitment to and perseverance in CAS experiences
- Demonstrate the skills and recognize the benefits of working collaboratively

- Demonstrate engagement with issues of global significance
- Recognize and consider the ethics of choices and actions

### Senior Choir

Today I had my first senior choir for the term. It was exciting to come back to my creative challenge and recommence the singing of our regular songs such as God Help the Outcasts, and Hallelujah I Just Love You So.

I had missed the first week of choir of the term, and in that session we had begun a new song; Man In the Mirror by Michael Jackson. I found it a real challenge and very hard to pick up the song without having learned the harmonies and necessary rhythms. However this challenge enabled me to improve my music sight reading skills, and helped me understand what makes the group work well....

.... Today we worked on songs like Get Happy, Man in the Mirror and Hallelujah I Just Love You So. We are preparing to do a choir performance at an assembly with the song Get Happy.

.....It was different from the usual rehearsals as we did a sectional workshop (we worked in girls and boys). This was really intimidating for me as I didn't like to be singled out however when we sang in parts (I sing lower alto with about 4 other girls) I felt a renewed confidence and strength in singing our parts. Despite not having as much musical knowledge as some of the other girls, I was able to sing our defined part and somewhat lead the lower altos. Together we perfected our parts and were able to sing properly with the whole group. I feel this was a really big achievement for me.

### Learning Outcomes addressed:

- Identify own strengths and develop areas for growth
- Demonstrate that challenges have been undertaken, developing new skills in the process
- Demonstrate how to initiate and plan a CAS experience
- Show commitment to and perseverance in CAS experiences
- Demonstrate the skills and recognize the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognize and consider the ethics of choices and actions

### Examples of poor reflections

“Today I got to the nursing home at 2:00. Talked to some ladies. Passed out popcorn at the movie. Went home at 4:00. When you volunteer at the nursing home, the residents really make you feel appreciated. It makes it all worthwhile.”

“Today 4 of us participated in the Sacred Heart Mission, where we prepare/serve lunch to the poor. This activity takes 5 hours, in which we were given numerous tasks to do. First we were given the task to chop vegetables. The supervisor at the place brought us buckets of vegetables for us to cut up. We stuck to the task for about an hour. After going through about 4 buckets, the supervisor told us to stop and gave us another task, which was to peel the turnips. We stuck to the task for about an hour and got through 2 buckets of turnips. Then we had a break time of 30 minutes. We used it wisely to walk down the street to McDonald's and got some lunch. When we got back, it was time to serve the food to the people. So then we started setting up the tables and plates, which took about 15 minutes. After that, we were told to serve the food. After lunch, we were given the task of washing up and cleaning the plates. This task took about an hour. It took much longer than I expected, partly because I didn't expect washing the dishes were going to take that long. The rest of the 5 hours we spent helping out wherever possible, whether it was cleaning the tables, sweeping the floor

or more cleaning dishes. From this I learned that things are not always what they seem. For example washing the dishes, I didn't expect it to take that long, but it did and I just had to do it.

Whether it was for a long period or short, these students missed the point. These students were surrounded by human drama. On every side were loneliness, love, struggle, joy, death, dignity, injustice, need and concern. There were people with wisdom to draw upon and others with pains to ease. From their observations and reflections, these students experienced nothing.

It's not supposed to be that way. People can learn from experience. In fact, it is not only a possibility but also a necessity. Aldous Huxley says, "Experience is not what happens to a person; it is what a person does with what happens to him or her."

A necessary part of turning what you experience into what you know is reflection – time to sit down and consider:

- What you saw and didn't see
- Who needed you and why you were there?
- What did you learn and what did you teach?

Reflection involves observation, asking questions, putting facts, ideas and experiences together to come up with new meaning. Reflection on experience can give you the following abilities:

**Taking charge:** Being able to learn from experience gives us the power to influence the meaning and impact of things that we do or that happen to us.

**Increasing your problem solving ability:** Being able to analyse problems, generate alternatives, and anticipate consequences are critical skills.

**Power to assess your personal impact:** Ongoing reflection helps reveal and even determine what personal changes are occurring in self-image, new skills, and ideas about a career. It can give you the self-confidence to take on a bigger project or to use more of your skills.

It will be through your reflections that you will learn from what you are doing, and we will know whether:

- your attitudes and values were able to transcend race, class, religion, age, gender, and politics
- you grew in areas of knowledge and technical abilities, and developed a spirit of discovery and self-reliance
- you made links with the local community and developed longer-term goals
- your academic disciplines were complemented by your real life experience

## Insurance

Students undertaking school sanctioned volunteer community work are covered under Worker's Compensation. For all other CAS activities parents need to review their own personal insurance cover.



# CAS Calendar

## Date

## Details

### Year 11

February	Submit initial CAS plan using ManageBac (include one experience from each of the domains of Creativity, Action and Service). Suggest CAS Project where possible.  Submit CAS Risk Assessment forms for any out of school experience
February to June	Revisit plan and adjust or add experiences/project as necessary  Write reflections in ManageBac add websites, youTube videos, photos and files where desired. Make sure learning outcomes are referenced. Seek advice if needed
June	Make appointment with CAS adviser to check progress. You should have done at least 20 journal reflections
July to November	Write reflections in ManageBac add websites, youTube videos, photos and files where desired. Make sure learning outcomes are referenced. Seek advice if needed
October - December	Make appointment with CAS adviser to check progress. You should have done at least 40 journal reflections and have a CAS Project
Review learning outcomes and adjust CAS plan accordingly	

### Year 12

February to June	Write reflections in ManageBac add websites, youTube videos, photos and files where desired. Make sure learning outcomes are referenced. Seek advice if needed
July to August	Make appointment with CAS adviser to check progress and ensure that all learning outcomes have been met. You should have done at least 50 journal reflections and have a CAS Project
August	Final check in ManageBac that you have linked the appropriate journal entries to the seven learning outcomes
September (end of term 3)	CAS program should be complete

#### Remember

- **Journal entries must be written during the experience**
- **The final overall reflection must be completed within three weeks of the end of the experience**
- **If journal entries are not completed regularly and on time, the experience will be removed from your plan and you will need to complete an additional experience**

#### Monthly:

- Meet with your CAS adviser or CAS coordinator as necessary to ensure that your CAS program is running to schedule. Check that your reflections are up to date

## Appendix 1: Letter to supervisor



St Leonard's College

Dear Experience Supervisor

### RE: The IB CAS Program

The International Baccalaureate is a comprehensive, pre-university educational program that develops students' self-organizational and study skills, and reflects international standards of education. Students undertake a Creativity, Activity and Service program (CAS), an integral part of the International Baccalaureate Diploma Course, which is a non-academic component aiming to extend students' personal talents and social commitment through major projects of community worth.

The CAS program aims to provide the individual student with a challenge in three areas:

**CREATIVITY:** This aspect of CAS covers a wide range of arts and other activities outside the normal curriculum, which include creative thinking in the design and carrying out of service projects.

**ACTIVITY:** This aspect of CAS can include participation in expeditions, individual and team sports, and physical activities outside the normal curriculum; it also includes physical activity involved in carrying out creative and service projects.

**SERVICE:** Aims to nurture and mould the global citizen, which involves interaction, such as the building of links with individuals or groups in the community. The community may be the school, the local district, or it may exist on national and international levels. Service activities should not only involve doing things for others but also doing things with others and developing a real commitment with them.

An adult supervisor is required for all experiences a student undertakes. St Leonard's College is compliant with the Victorian Government Child Safe Standards and requires the parent(s) of the student to complete an External CAS Experience Approval Form and submit it for approval before starting any out of school experience. If the parent(s) is not to be in attendance during the experience, the supervisor is required to have a current Working with Children Check or teacher registration and must provide registration details.

The role of the supervisor is to monitor the student's attendance and performance and let me know if there are any problems. If possible please provide the guidance and support to help the student be successful with this experience, by assisting with the setting of personal goals. Once the student has completed the activity you will be emailed or given a completion form to sign.

Thank you for agreeing to be an experience supervisor and supporting the CAS program. If you have any questions please contact me on 9909 9597 or by email at [cameron.mckenzie@stleonards.vic.edu.au](mailto:cameron.mckenzie@stleonards.vic.edu.au)

Mr Cameron McKenzie  
**IB Coordinator and CAS Coordinator**

# Appendix 2: Sample 2017 External CAS Experience Approval Form



St Leonard's College

This form needs to be submitted ONLINE by a parent at <https://link.stleonards.vic.edu.au/survey/intro/553>

Student name: \_\_\_\_\_

### Child Safety and Protection

St Leonard's College is committed to the safety and well-being of students in all elements of school life. The College has zero tolerance to child abuse and is compliant with the Victorian Government Child Safe Standards.

This form is to be completed when a student undertakes a CAS experience that is not a College Cocurricular activity eg Sport, Musical, House Music, Community Sport, Peer Support, Year 11 Committee or an activity supervised by a College staff member eg Sacred Heart Mission, Weetbix TRY-athlon or Noble Park English Language School.

Title and description of experience:

\_\_\_\_\_

Organization running the activity (if applicable): \_\_\_\_\_

Supervisor's name: \_\_\_\_\_

Supervisor's contact email or mobile number: \_\_\_\_\_

**In accordance with the Child Safe Standards, adults who are in direct supervision of students are required to have a current Working with Children Check or be a registered teacher. If the supervising adult holds neither of these, the parent of the student must be present during the activity.**

Does the supervisor have a current Working with Children Check (WWCC) or teacher registration? Yes / No  
WWCC Number / Teacher Registration Number: \_\_\_\_\_ Expiry date \_\_\_\_\_

If the supervisor does not have a current Working with Children Check (WWCC) or teacher registration:  
Is the parent present during the experience? Yes / No

**If the proposed CAS experience does not meet the criteria for supervision, it cannot be approved as a CAS experience.**

### Insurance

Students undertaking school sanctioned volunteer community work eg Sacred Heart Mission, Weetbix TRY-athlon, Noble Park English Language School are covered under Worker's Compensation. For all other CAS activities parents need to review their own personal insurance cover.

I have read and understood the Child Safe Requirements for CAS Experiences

Parent's Name: \_\_\_\_\_

Date: \_\_\_\_\_

NB This form must be submitted for approval prior to commencement of the CAS Experience

## Appendix 3: CAS Interview Checklist

To be taken with you when you have your interview with your CAS adviser.

### Semester 1 Year 11

CAS Adviser:

Date of interview:

<i>Event</i>	<i>Comment</i>
Have I an acceptable CAS plan with a range of experiences/projects across all 3 areas of CAS	
Have I around 10-15 reflections	
Are my reflections evenly distributed across all 3 Areas of CAS	
Have I got a sustained project that involves collaboration and has a duration of at least one month?	
If so: Name of Project(s)	
Does the project address the five CAS stages: Investigation, Preparation, Action, Reflection & Demonstration?	
Have I been involved in around 50 hrs of CAS	
Number of Learning Outcomes addressed	
Outcomes that need attention	

### Semester 2 Year 11

Date of interview:

<i>Event</i>	<i>Comment</i>
Has my CAS plan got a range of experiences/projects across all 3 areas of CAS – make sure all are started	
Have I around 35-40 reflections	
Are my reflections evenly distributed across all 3 Areas of CAS	
Have I got a sustained project that involves collaboration and has a duration of at least one month?	Name of major project: Time Commitment (rough):
Does the project address the five CAS stages: Investigation, Preparation, Action, Reflection & Demonstration?	
Have I been involved in around 100 hrs of CAS	
Number of Learning Outcomes addressed	
Outcomes that need attention	

## Appendix 3 contd: CAS Interview Checklist

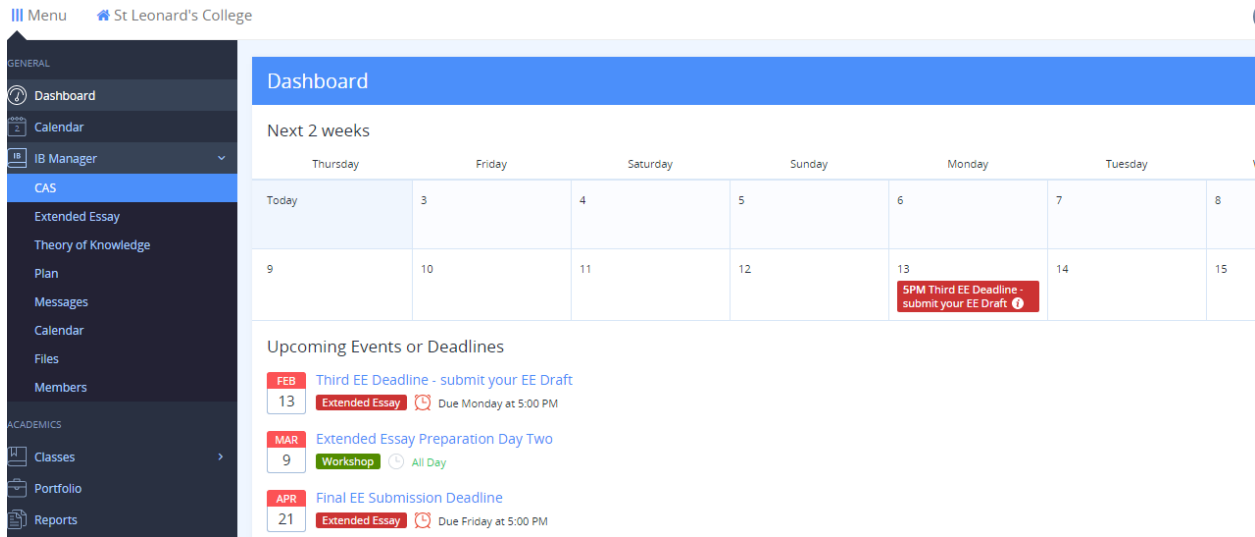
### Semester 1 Year 12

Date of interview:

<i>Event</i>	<i>Comment</i>
Has my CAS plan got a range of activities/projects across all 3 areas of CAS – make sure all are started	
Have I at least 50 reflections	
Are my reflections evenly distributed across all 3 Areas of CAS.	
Before requesting a supervisor review each activity should have a final concluding reflection about my overall experience and personal learning	
Have I got supervisor reviews from each experience that has now been completed?	
Have I fulfilled the requirements of a sustained project that involves collaboration and has had a duration of at least one month?	
Have I been involved in around 150 hrs of CAS (not formally counting but should be able to roughly account for time)	
Number of Learning Outcomes addressed	
Outcomes that need attention	

# Appendix 4: Getting started with ManageBAC

## Adding CAS Experiences



This is your Home Page and any upcoming deadlines will appear here.

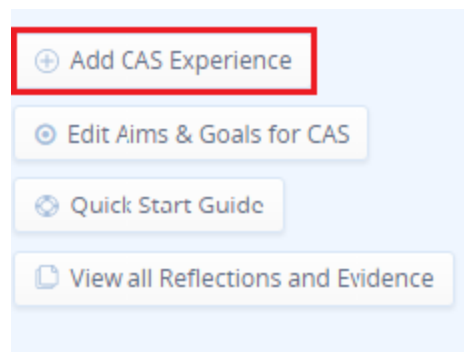
Go via IB Manager > CAS



To get started:

You can add CAS experiences to your CAS worksheet by clicking Add CAS Experience in the sidebar.

## Appendix 4 contd: Getting Started with ManageBac



**Add CAS Experience**

Experience Name \*   CAS Project

Strands  
 Creativity  Activity  Service

Type of Service Action  
 Direct  Indirect  Advocacy  Research

Approaches  
 Ongoing  School-based  Community-based  Individual

Start date \*

Supervisor Name  Supervisor Title

Supervisor E-mail  Supervisor contact number

Description and Goals

If this is an external CAS experience not supervised by a College staff member then you need to ask your parents to login and complete an External CAS Experience Approval Form through the STL Link. Have you done this?

Please select your targeted learning outcomes

<input checked="" type="checkbox"/> Strength & Growth	<input type="checkbox"/> Challenge & Skills
<input type="checkbox"/> Initiative & Planning	<input checked="" type="checkbox"/> Commitment & Perseverance
<input type="checkbox"/> Collaborative Skills	<input checked="" type="checkbox"/> Global Engagement
<input checked="" type="checkbox"/> Ethics of Choices & Actions	

or

Complete all the appropriate boxes including:

- Experience Name & Description
- Experience Strands, Approaches & Type of Service Action, if applicable Location (In-School or Out-of-School)
- Start and End dates
- Experience supervisor information (when you request review, an e-mail will be sent to the address shown, prompting the supervisor to submit a review on ManageBac)
- Targeted learning outcomes

## Appendix 4 contd: Getting Started with ManageBac

**Make sure your parents have also completed a CAS External Experience Approval Form online if it is an experience not supervised by a member of the College staff.**

Click Add CAS Experience and it will be automatically submitted to the CAS coordinator for approval.

You can always edit the experience later if you need to amend something. Be very careful about deleting an experience, particularly if you have made reflections.

## Completing Reflections

Once your CAS experience has been approved, you can start uploading reflections by clicking Add Reflections and Evidence in the sidebar. You can also add journals, websites, YouTube videos, photos, and files to your reflections. Reflections must be linked to one or more of your targeted learning outcomes. Click Add New Entry when finished

← Reflections & Evidence

Summary Reflections & Evidence

Add New Reflection & Evidence

Journal Website Video Photos File

**B I**

Today I went to Sacred Heart Mission Meals Program in St Kilda. I didn't know what to expect from this experience. My father even cautioned me and told me to be careful around some of the other people at the mission (the people on CBO's). On the car ride to Sacred Heart I was really anxious to see what it would be like.

By the time we reached the mission I walked in and straight away questioned whether this was going to be a good experience for me. I had my doubts. Would it be too confrontational? Would I be in danger? .....

One of the ladies serving lunch to the homeless people called me over at one stage and told me to go over to this old frail man who was sitting down and ask him whether he had already received his food. He was not able to get his food by himself. I went over to him and asked whether he had received it and he said "no but they are going to send it to me". I told him I was going to get it for him. When I went back and got his food, the same lady told me that his name was Paul and that he was a holocaust survivor from Auschwitz. I served him his plate and looked back amazed, thinking about the history this person had experienced.

The rest of the day went on for a short while after this and before I knew it we were packing up tables and chairs and sweeping floors. Paul though had stayed behind. I walked over to the other students who were talking to him. My eyes looked toward his skin which was now uncovered by his rolled up sleeve. Tattooed on his skin was "A9325". He had explained to the girls how he had survived because of a broken nose. Unfortunately the mission had to finish packing up and cleaning so we had to say goodbye to Paul.

Once we had finished while we were waiting outside to be picked up, we ran into Paul again. He was sitting down with some of the other people we had just served lunch to. We came over and spoke to him. He told us his appreciation for what we were doing and how he preferred coming to the mission instead of the synagogue because he gets to see young people like us who are volunteering to help out others in need because we are good people. The lady who told me originally who Paul was told us that Paul believed that if teenagers back in his time were more like us the holocaust would never have happened and it was because of this he liked to see us helping out.

This experience was a great one. It opened my eyes to see how lucky we are and what we can do to help out others in need. The experience of meeting someone like Paul was indescribable and the fact that someone like Paul who has been through so much looked up to us and thanked us for what we were doing was also quite moving and meaningful. My experience at the Mission was a good one. Initially I was a bit unsure of what this was going to be like. The people who were volunteering there were some of the nicest and most kind hearted people I have met. It was a confrontational experience as I got to see a whole different side to Melbourne that I had never seen before. We worked collaboratively and without the help of one another and the donations this lunch would not have been possible and would have meant that over 400 people would have been left hungry.

Overall this experience has been so positive for me that I wish to do this on a regular basis from now on.

Outcomes

Identify own strengths and develop areas for growth

Show commitment to and perseverance in CAS experiences

Recognize and consider the ethics of choices and actions

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

Demonstrate engagement with issues of global significance

Add New Entry or Cancel

For each of your activities, you will want to show evidence of:

- planning and organisation
- effort and commitment
- active reflection
- personal development and achievements

To guide your reflection, you may consider the following at different stages of an activity (prior to starting, during, and after completion):

- What do you perceive and notice?
- How you feel being involved?
- What do you think and feel about the activity itself?
- What does the activity mean to you?
- What value does the activity have?
- What did you learn from this activity and how might you extrapolate from this to apply any lesson to your life more generally?



## Appendix 4 contd: Getting Started with ManageBac

### Viewing Your Reflections

The screenshot shows the 'CAS Worksheet' interface. At the top, there are buttons for 'Add CAS Experience', 'Edit Aims & Goals for CAS', 'Quick Start Guide', and 'View all Reflections and Evidence' (highlighted with a red box). Below this, the 'CAS Experiences' section shows 'Sacred Heart Mission Meals Program' with status 'Ongoing', 'Community-based', and 'Direct', and '1 reflection'. A description of the program is provided. The 'Outcomes' tab is selected, showing a progress bar for various skills: Strength & Growth (1), Challenge & Skills (1), Initiative & Planning (1), Commitment & Perseverance (1), Collaborative Skills (1), Global Engagement (1), and Ethics of Choices & Actions (1). On the right, the 'OVERALL CAS PROGRESS' is 'To Be Determined', and the 'CAS ADVISOR' is Helen Taylor (helen.taylor@stleonards.vic.edu.au). A 'LEGEND' section shows 'Approved' and 'Complete' icons.

On the CAS Worksheet::

- Click on View all Reflections and Evidence

. This simply allows you to view your reflections but not edit them.

**To edit a reflection:**

- In the CAS Worksheet

The screenshot shows the 'CAS Worksheet' interface. The 'CAS Experiences' section is highlighted with a red box, showing 'Sacred Heart Mission Meals Program' with status 'Ongoing', 'Community-based', and 'Direct', and '1 reflection'.

- Click on the Experience you wish to edit

The screenshot shows the 'Reflections & Evidence' interface. The 'Reflections & Evidence' tab is highlighted with a red box. Below this, the 'Sacred Heart Mission Meals Program' is shown with status 'Ongoing', 'Community-based', and 'Direct'. The reflection entry is dated 'February 15, 2017 12:36 PM' and has tags 'Challenge & Skills', 'Global Engagement', and 'Strength & Growth'. The reflection text is: 'Today I went to Sacred Heart Mission Meals Program in St Kilda. I didn't know what to expect from this experience. My father even cautioned me and told me to be careful around some of the other people at the mission (the people on CBO's). On the car ride to Sacred Heart I was really anxious to see what it would be like. By the time we reached the mission I walked in and straight away questioned whether this was going to be a good experience for me. I had my doubts. Would it be too confrontational? Would I be in danger? ..... One of the ladies serving lunch to the homeless people called me over at one stage and told me to go over to this old frail man who was sitting down and ask him whether he had already received his food. He was not able to get his food by himself. I went over to him and asked whether he had received it and he said "no but they are going to send it to me". I told him I was going to get it for him. When I went back and got his food, the same lady told me that his name was Paul and that he was a holocaust survivor from Auschwitz. I served him his plate and looked back amazed, thinking about the history this person had experienced'. On the right, there are icons for 'Edit', 'Delete', and 'Mark as Favourite' (highlighted with a red box).

- Click on the Reflections and Evidence Tab
- At the RHS you will get the choice of Edit, Delete or Mark as Favourite.
- Edit your reflection/outcomes and then hit Save Changes

### Obtaining Supervisor Reviews

Once the student has finished an experience and added all evidence, he or she can click Request Supervisor Review. This will send an e-mail to the activity supervisor to complete the activity review online. Alternatively, the student can click CAS Completion Form. This will create a PDF of the experience information which can be printed and taken to be signed by the experience supervisor.

**NB:** Once the experience has been marked Complete, the student will not be able to add additional evidence or update any of the details, so the student will only want to click Request Supervisor Review once he or she has finished documenting the experience. If this is done accidentally the student should contact Mrs Taylor and she will un-check the **Completed** checkbox. Once this is done you will be able to update your experience and add reflections.

CAS Worksheet

Summary Reflections & Evidence

Sacred Heart Mission Meals Program

Ongoing Community-based Direct

April 2, 2017 - September 13, 2017

Description and Goals

The Sacred Heart Mission provides free meals for anyone who turns up. It is mostly made by volunteers and all the food is donated. I will volunteering at the mission several times to hopefully see people and organisations that I wouldn't often see in my own community. St Kilda, where the mission is, is only 20 minutes from my home, but the people that go to the mission would never be seen around my home. Many of them are either homeless or struggle to make ends meet. I hope to be able to talk to other volunteers and customers about the mission and why they come to it. I think it will be a great way to be pushed out of my comfort zone with people I don't often interact with.

If this is an external CAS experience not supervised by a College staff member then you need to ask your parents to log in and complete an External CAS Experience Approval Form through the STL Link. Have you done this?

Yes

Learning Outcomes:

1. Identify own strengths and develop areas for growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process

EXPERIENCE STATUS

Approved

Add Reflections & Evidence

Edit Experience

Delete Experience

NEXT STEPS

Once you have completed your experience and submitted reflections or CAS questions, you can request that your Experience Supervisor complete your review online.

Request Supervisor Review

Or you can turn in your signed CAS Completion form to your Coordinator.

CAS Completion Form

### Accessing useful files

Under IB Manager>Files you can find any of the forms you may require and also the CAS Handbook.

Menu St Leonard's College

15 Test (Test) Student Help & Support Logout

GENERAL

Dashboard

Calendar

IB Manager

CAS

Extended Essay

Theory of Knowledge

Plan

Messages

Calendar

Files

Members

Files

Name	Size	Modified
External_CAS_Experience_Approval_Form_Hard_Copy_Final.pdf by Helen Taylor in CAS	300 KB	Feb 15, 2017 at 1:40 PM
Letter_to_Experience_Supervisor.pdf by Helen Taylor in CAS	500 KB	Feb 15, 2017 at 1:40 PM

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SEARCH

Search by file or author name

Search or Cancel

CATEGORIES

All

No category

CAS

TOK

Extended Essay

Revision

You may also find that other areas of the curriculum will be added here as well.