Modern Knowledge Schools



**Creativity, Action, and Service Student Handbook**

“The aim of all IB programs 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.”

**2012-2014**

CAS Handbook

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MKS INTERNATIONAL BACCALAUREATE – CAS PROGRAM

CAS stands for Creativity, Action, and Service, and is at the heart of the Diploma Program. It is one of the three essential elements in every student’s diploma program experience. The CAS requirement takes seriously the importance of life outside the world of scholarship. It is the IB framework that involves students in new roles in their communities. Emphasis is placed on learning by doing activities that have real consequences in everyday life and reflecting on those experiences over time. CAS allows students to extend what they have learned in the classroom and apply that knowledge to service activities for other people while improving the living conditions for a person or an entire community. CAS encompasses an interesting variety of activities that students find intrinsically worthwhile and rewarding and which are mutually beneficial to students and their communities.

The Nature of Creativity, Action, and Service (CAS)

In order to reinforce the International Baccalaureate (IB) philosophy that there is more to education than what occurs in the classroom, students pursuing the IB diploma are required to complete the CAS requirement of the IB Diploma Program (DP). The emphasis of CAS is on experiential learning. Students learn by doing real tasks that have real consequences and then reflect on these experiences over time.

Students will be engaged in a combination of creative, aesthetic, athletic, and community service activities. Students should select activities that they find intrinsically worthwhile and rewarding, as well as mutually beneficial to themselves and their communities. While students are required to earn 150 hours of CAS activities during the duration of the Diploma Program (DP), it is not an “hour counting” exercise.

Students should select activities that are congruent with their own interests, skills, passions, and abilities. The activities should represent a good balance of creativity, action, and service, while enhancing students’ personal and interpersonal skills. These activities are to be done gradually, to be appropriately adapted to situations, and to take into account the students' aptitudes and interests. When carried out well, CAS projects should build self-esteem, self- confidence, autonomy, and self-reliance.

\*The CAS Coordinator assists students in selecting activities that are in the ‘spirit of CAS.” **All proposed CAS activities must involve:**

* **real, purposeful activities with significant outcomes**
* **personal challenge - tasks must extend the student and be achievable in scope**
* **thoughtful consideration, such as planning, reviewing progress, reporting**
* **reflection on outcomes and personal learning**

All proposed CAS activities need to meet these four criteria. It is also essential that they do not replicate other parts of the student’s Diploma Program work. CAS activities should continue on a regular basis for as long as possible throughout the program, and certainly for at least 18 months.

Successful completion of CAS is a requirement to earn the IB diploma. Students are expected to document all CAS activities according to the school’s CAS procedures and provide evidence that they have met all eight of the CAS learning outcomes to earn credit for the CAS component of the IB Diploma.

International Baccalaureate Mission Statement

* The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
* To this end, the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.
* These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Mission Statement of Modern Knowledge Schools

**Modern Knowledge Schools Mission And Vision**

***Making Kids Successful***

**Our children diligently discovering their dreams through**

**an**

**American Curriculum**

* Connecting learners to the world with personal,civic and academic integrity
* Through inspiration,empowerment,knowledge-building and quality decision making
* Provide the foundation for lifelong learning through determination,diligence and respect
* Introducing the foundation and necessary tools in a nurturing environment

**Modern Knowledge Schools Philosophy**

Students are be placed in an educational environment that challenges and enables them to explore, develop, and apply their intellectual, social, physical and creative abilities as well as critical thinking skills in order to function and interact in a dynamically oriented global society.

This, formal integrated program assists students in becoming lifelong learners who can positively and constructively contribute to a rapidly changing world.

Belief Statements We believe that:

All students can succeed

* Everyone has value and deserves respect
* Everyone has the right to a safe,clean environment that is conducive to learning
* Arabic culture and heritage is important
* Learning is a priority
* family and community are important for success
* Learning is fun

The Learning Outcomes of CAS

IB has identified eight outcomes to be achieved through the CAS program. The emphasis is on the quality of the CAS. As you are planning your CAS program, reflect on where you are positioned on the following eight outcomes.

**1. Increased their awareness of their own strengths and areas for growth**

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

**2. Undertaken new challenges**

A new challenge may be an unfamiliar activity, or an extension of an existing one. Identify new challenges that you would like to take on. Reflect on these challenges from creative, action and service perspectives.

**3. Planned and initiated activities**

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

**4. Worked collaboratively with others**

Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.

**5. Shown perseverance and commitment in their activities**

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

**6. Engaged with issues of global importance**

Students are required to act on at least one issue of global significance. Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally.

**7. Considered the ethical implications of their actions**

Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, include journal entries and conversations with CAS advisers.

**8. Developed new skills**

As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

**All eight outcomes must be present for a student to complete the CAS requirement.** Some may demonstrated many times, in a variety of activities, but completion requires only that there is some evidence for every outcome. The guideline for the amount of CAS activity is approximately the equivalent of half a day per school week (three to four hours per week), or approx. 150 hours minimum in total, with a reasonable balance between creativity, action, and service.

What is CAS?

**CAS is experiential learning, involving students in new roles with set goals and ongoing reflection.**

**The goals behind the philosophy of Creativity, Action, and Service are to...**

1. Share talents with others in a community

2. Experience education beyond the classroom

3. Develop positive attitudes and values

4. Serve the community as a complement to intellectual development

5. Develop the ability to work with others

6. Promote international understanding

7. Encourage the development of new skills and interests

8. Develop links with local, national, and international communities

9. Develop a sense of responsibility and discovery

**Creativity**

Creativity is interpreted as imaginatively as possible to cover a wide range of arts (dance, theatre, music, art), including creative thinking in the design and carrying out of service projects. This covers the performances of music, dance, choir, theatre, debate, the creation of art, and activities that may include creative planning or design. An ideal CAS project is one that a student creates, designs or plans. Creative experience must involve creative thinking. One could make a documentary over a serious topic or make something for sale to raise funds for a charity. Other examples include the creation of websites, brochures, or bulletin boards; the development of agendas, programs, or signs for events; or the designing or developing of plans for activities with senior citizens or children. Of course, students may also be creative in coming up with their own ideas for creativity in CAS!

**Action**

This category involves physical activity that results in personal growth. Key words are doing and moving. MKS will focus on hours where the participant is involved in a new role. Action includes projects involving physical exertion such as hikes, individual and team sports, or the activity involved in carrying out creative and service projects. This can include coaching, planting trees, or organized cleanup projects. Other examples include team sports and fine arts.

**Service**

Service is the essence of CAS; it involves interaction, such as the building of links with the individuals or groups in the community (school, local community, or on a national or international level). Service activities involve doing things for others in school, community, national or international projects. It should also involve interaction with others. Service does not mean exclusively social service, but can include environmental and international projects as well. Service includes any activity where a contribution is being made without any form of compensation. This category involves actions on the part of the student that benefits others and improves their existing situation. Service activities may also be incorporated in other categories. Some examples include preparing and serving food in a homeless shelter or tutoring students before/after school or on the weekends, and the possibility of a CAS trip.

What CAS is NOT:

**CAS is not a checklist of tasks to complete the IB diploma requirements. Students must remember the “spirit of CAS” (see the Nature of CAS section, p.3) at all times.**

Below is a list of examples of inappropriate CAS activities:

* Anything for which money is paid or other credit is given, personal reward or benefit-in- kind.
* Doing simple, repetitive or tedious activity, such as filing, club meetings and routine activities.
* Activities that cause division amongst different groups in the community.
* Passive pursuits such as visits to sports events, exhibits, concerts, theatre, conventions or museums.
* Fund-raising attempts with no clearly defined end in sight or purpose.
* Work experience (internship) that benefits the student only and Individual learning,
* Bookkeeping, Logistics, Self promotion, Boring, Indifferent, Neutral is not CAS.
* Activities where there is no responsible adult on site to evaluate and confirm the candidates performance
* Any activity/project that is part of your IB Diploma Program.
* Working in an old people’s home or children’s home when you:
  + Have no idea of how the home operates, 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.

Guiding Questions:

Students may ask themselves the following questions to determine whether or not an activity qualifies as CAS:

* **Is it a real task that I am going to undertake?**
* **Does it have real consequences for other people and for me?**
* **What do I hope to learn from doing this activity?**
* **How can this activity benefit other people?**
* **How does this CAS activity address the Learning Outcomes of CAS? (see p. 6)**

IB students at Modern Knowledge School are expected to seek appropriate CAS activities. The CAS Coordinator, and the DP Coordinator, are available for advice. The three areas of CAS described are designed to assist students in classifying their activities. All students need to propose activities to the CAS coordinator who will then approve or disapprove the activity.

It is the student’s responsibility to have parent permission and an adult supervisor at all CAS endeavors that take place outside of school.

Responsibilities of Students

The relevant section of the IB Program standards and practices document states that students should have opportunities to choose their own CAS activities and to undertake activities in a local and international context as appropriate. This means that, as far as possible, students should ‘own’ their personal CAS programs. With guidance from their mentors/ advisers, students should always have the opportunity to choose their own CAS activities in the local and international environments.

**“Students are required to:**

* Self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS program.
* Plan, do and reflect (plan activities, carry them out and reflect on what they have learned) Undertake at least one interim review and a final review with their CAS Coordinator.
* Take part in a range of activities, including at least one major project, some of which they have initiated themselves.
* Keep records of their activities and achievements, including a list of the principal activities undertaken.
* Show evidence of achievement of the eight CAS learning outcomes”

IBO Creativity, Action, Service Guide, for students graduating in 2010 and thereafter

**For Modern Knowledge School IBDP CAS, students’ responsibilities include:**

1. Students must complete a minimum of 150 hours before March of their senior year. Students are

strongly urged to complete 75-100 hours by the end of the junior year. For the summer of junior year, students may complete up to 30 hours in June and July.

1. CAS activities must be pre-approved by the CAS Coordniator in order to confirm that the experience will qualify as a CAS activity. It is the student’s responsibility to find, select, and organize your CAS activities during the two-year program.
2. Reflection and signatures for CAS hours follows completion of the activity, preferably within one

week so that the impressions made will be fresh in your mind. Forms cannot be written up in advance.

4. For each of your CAS activities, reflect in your journal focusing on one or more of the Learning

Outcomes of CAS (p.5).

5. Students are responsible for maintaining a well-organized and up-to-date CAS Notebook for

documentation and reflection. It is the student’s responsibility to keep up with all of his or her CAS

activities and to make sure that he or she completes the CAS requirement for the IB Diploma. See

the Documentation Guidelines on p. 9 for specific information.

6. It is the student’s responsibility to have parent permission and adult supervision at all CAS

endeavors that are not school-sponsored activities.

Documentation Guidelines for CAS

Students should meet with the CAS Coordinator, throughout the year as they propose their CAS activities and receive advice and approval. Coordinator will be available during orientation and will also plan individual meetings with students. Students should make appointments with the CAS Coordinator or email whenever they need approval or advice.

Students should complete the Proposed CAS Project Proposal forms or meet with the CAS Coordinator to discuss proposed events. Students will then embark on their CAS activities, keeping in mind the 8 learning outcomes of CAS (p. 5). Whenever possible please take pictures for your CAS journal.

Your CAS Notebook is the key for reflection, for planning, and for keeping up with your CAS hours. It is your responsibility to keep a well-organized and accurate CAS Notebook.

Reflect upon your CAS activities as soon as possible. Ideally, it would be within one week. Students may reflect in their journals and should address one or more of the 8 Learning Outcomes in their reflections. Students will also have opportunities to reflect and share with others on structured Advisement discussion times, and through CAS presentations.

CAS Timeline

1. Junior Year: Propose, complete, document, and reflect on CAS activities. Your goal should be to complete 75- 100 hours by the end of your junior year.

2. Prior to summer before Senior Year: Present your plan of summer activities and turn in project proposals to the CAS Coordinator in your end-of-year CAS meeting. Continue adding to your journal and portfolio throughout the summer.

3. Senior Year: Much of your CAS time will be accumulated in grade 11, but you must continue your commitment to CAS during grade 12. Complete your CAS journal and documentation file before March 1 of Senior Year.

4. Spring of Senior Year: You will meet individually with the CAS Coordinator for a final discussion about your CAS journey and to complete final documentation for IB.

Keep in mind the best CAS projects are organized and implemented by students. If you see an opportunity or need, seek the advice and approval of the CAS coordinator and put your own project together.

Specific Guidelines for the MKS – IBDP CAS Program

1. CAS hours should be distributed among the three areas (Creativity, Action, Service) as much as possible. Activities frequently involve more than one category. For instance, if a 20-hour activity includes creative and action components, hours would be accurately divided between those two components.
2. CAS hours should be earned through a variety of activities. Students may work in groups on CAS projects. Try to find one or more projects with an international focus.
3. Playing on a sports team: all hours on the field/court/match count; sitting on the bench does not. A total of 20 hours of practice time counts per sport. Students need to take on a new role or set goals within their sport that reflect the CAS learning outcomes (see CAS Learning Outcomes on p. 5).
4. Playing an instrument: All hours playing as a formal group count. (A total of 20 hours of practice time per instrument count.) Students need to take on a new role or set goals within his/her musical talent (instrument already learned) that reflect the CAS learning outcomes (see p. 5).
5. Participating in a drama production: This includes on and off the stage. Offstage activities may involve other categories, but only the hours spent in the process of drama performance or practice count. Sitting and waiting does not. (A total of 20 hours of practice time counts.) Students need to take on a new role or set goals within that reflect the CAS learning outcomes (see p.4).
6. Participating in a group art activity: All hours working on the group project can count. Up to a total of 20 hours of individual development can count. Students need to take on a new role or set goals within their artistic talent that reflect the CAS Learning Outcomes (see p. 5).
7. Participating in an outdoor/exercise activity: Walking, running, hiking, biking, kayaking, or horseback riding with an organization or in a supervised activity can count. Students need to take on a new role or set goals that reflect the CAS Learning Outcomes (see p. 5).
8. Religious activities that have a purpose of helping others MAY qualify as CAS. However, if such activities primarily devote time to the advancement of the religion, they do not qualify as CAS.
9. After students’ submit their CAS documentation on March 1 of their senior year, the CAS Coordinator evaluates each candidate’s CAS activities with the candidate in a final individual meeting. The activities are evaluated based on evidence that all eight of the CAS learning outcomes (see CAS Learning Outcomes section on p. 5) have been met and hours have been verified. Inadequate hours or inadequate performance will prevent awarding of the IB diploma.

Some Ideas for Potential CAS Activities at MKS

CAS Activity Supervisors at MKS

Mr Patrick Mahony CAS Coordinator

Mr Mark Treska CAS Advisor

Mr Ben Offerman CAS Advisor

Ms Laura Stryle CAS Advisor



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Year -1 CAS Activities Proposal Plan

(To be filled by considering CAS Calendar)

Name of student: ………………………………… Candidate No: ……………………

Name of CAS Coordinator/ CAS Advisor

|  |  |  |
| --- | --- | --- |
| Activity | Learning Outcomes | Explain the activity and goal related to the activity. |
|  |  |  |
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|  |  |  |
|  |  |  |

**Candidate Signature: CAS Coordinator Signature:**



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Year -2 CAS Activities Proposal Plan

(This form is to be completed prior to the summer break after Year 1, by considering the CAS Calendar)

Name of student: ………………………………… Candidate No: ……………………

Name of CAS Coordinator

|  |  |  |
| --- | --- | --- |
| Activity | Learning Outcomes | Explain the activity and goal related to the activity. |
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**Candidate Signature: CAS Coordinator Signature:**



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CAS Progress Form

(To be filled in together with the CAS Advisor)

**Name of Student: ………………………………………….. Candidate No:…………………………………………………**

**Name of CAS Advisor:……………………………………. Signature of CAS Advisor:………………………………….**

|  |  |  |  |
| --- | --- | --- | --- |
| **Event** | **Date** | **Signature** | **Comments** |
| Student has declared an acceptable plan for CAS Activities | Nov. 2012 |  |  |
| First consultation between CAS advisor and student | End of Nov. 2012 |  |  |
| Second consultation between student and CAS advisor. | Jan. 2012 |  |  |
| Student has submitted reflective work. | Feb 2013 |  |  |
| Third consultation between CAS advisor and student | Feb 2013 |  |  |
| Student has submitted final reflections | March 2013 |  |  |

**Name of CAS Coordinator:……………………………………………….**

**Signature of CAS Coordinator:…………………………………………..**



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CAS Individual Student Completion Form

There is evidence that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has:

|  |  |  |
| --- | --- | --- |
| Learning Outcomes | Achieved? (x) | Nature/location of evidence (for example, website [date], journal [page xx], progress form [date]) |
| Increased their awareness of their own strengths and areas for growth |  |  |
| Undertaken new challenges |  |  |
| Planned and initiated activities |  |  |
| Worked collaboratively with others |  |  |
| Shown perseverance and commitment in their activities |  |  |
| Engaged with issues of global importance |  |  |
| Considered the ethical implications of their actions |  |  |
| Developed new skills |  |  |

**Name of CAS advisor:………………………………………………………..**

**CAS advisor’s signature:……………………………………………………. Date:……………………………**



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CAS Activity/Project Proposal Form

Please complete, and return to the CAS Coordinator BEFORE beginning any CAS project/activities. **All projects/activities are subject to approval, and any project started before approval may not be counted.**

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

I would like to propose the following activity:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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This fits into the category of (check): o Creativity o Action o Service

Write the number(s) that represent the CAS Learning Outcome(s) you will demonstrate in this activity:

**Describe the activity:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**List the goals related to the activity:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**I expect to complete approximately \_\_\_ hours per week or month (*circle one*) in this activity from \_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_ (dates) and the sponsoring adult who will document my activity is Mr./Mrs. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and his/her business phone number is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

*I will produce authentic evidence for my project/activity in the following form: Photos/ videos, Certificate, Copy of program schedule, Letter of Certification from consent authority, any other documentary evidence.*

Parent Signature Adult Supervisor Signature Student Signature

………………………………………………………………………………………………………………………….....

**To be completed by the CAS Coordinator**

**This activity is approved: [ ] This activity is not approved until the following changes are made: [ ]**

**Signature of CAS Coordinator:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_**



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CAS: Activity Self-Evaluation Form

Candidates must complete a copy of this form at the end of each activity. Type the information or write legibly using black ink only.

**Submit to: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (IBDP CAS COORDINATOR)**

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

**CANDIDATE SELF-EVALUATION**

**CANDIDATE NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CANDIDATE NO:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**NAME OF ACTIVITY:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ NO. OF HOURSE (APPROX.):\_\_\_\_**

**ACTIVITY LEADER:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**LEARNING OUTCOMES ACHIEVED:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Summarize what you did in this activity and how you interacted with others.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Explain what you hoped to accomplish through this activity.

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3. How successful were you in achieving your goals? What difficulties did you encounter and how did you overcome them?

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4. What did you learn about yourself and other through this activity?

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5. Did anyone help you to think about your learning during this activity? If so, who helped and how did they help?

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6. How did this activity benefit others?

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7. What might you do differently next time to improve?

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8. How can you apply what you have learned in other life situations?

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Candidate Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

**Below this to be completed by the Activity Leader:**

Punctuality and attendance:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Effort and commitment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Further comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* The activity was (*circle the desired response*) satisfactorily completed, Not satisfactorily completed

Activity Leader’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Activity Leader’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Activity Leader’s phone no.:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ e-mail:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_

**CAS Coordinator Comments:**

**CAS Coordinator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**