

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

CAS HANDBOOK
2024-2025

CREATIVITY



ACTIVITY



SERVICE



CONTENTS

Topic	Page Number
IB mission statement	1
School Mission & Vision	2
IB Learner Profile	3
The nature of CAS	4
CAS and the Diploma Programme	5
CAS within the IB continuum of International education	6
Aims Of The CAS programme	7
Requirements of the CAS programme	8
Seven CAS learning outcomes	9
The responsibility of the CAS student	10
CAS experiences	11
CAS stages	11
CAS strands	12
CAS project	19
Reflection in CAS	20
CAS Portfolio	22
CAS interviews	23
Ideas for CAS experiences	24
Profile - form and guiding questions	27
Tentative Dates And Cas Experiences Over The Academic Year 2024 - 2025	31
Bibliography	32

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

SCHOOL MISSION & VISION

GICLM Mission

Engaging Minds, Changing Futures

GICLM Vision

We seek to provide a happy, caring and an inspiring environment where children will grow physically, mentally and holistically to recognize and live up to their fullest potential, and become responsible global citizens.

The Guiding Principles of Garodia Education

- To enable all students to realize their potential and dreams in the fields of academics, art and play.
- To provide a safe, caring, stimulating and innovative learning environment that embraces all community members as active partners.
- To provide a Values Education that enables students to develop a sense of respect, compassion and equality, and a sense of social responsibility.
- To maintain a strong commitment to community service and learning, celebrating our diversity, and developing respect for the environment.
- To enable students to become lifelong learners and responsible citizens in the future.

The School Mission and Vision have been reviewed at authorization and every subsequent evaluation thereafter and they have been found to be in line with the IB philosophy. Hence, there has been no change in the Mission and Vision since the inception of the school.

THE IB LEARNER PROFILE

INQUIRERS: They develop their natural curiosity, acquire the skills necessary to conduct inquiry and research and show independence in learning. enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

THINKERS: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

COMMUNICATORS: They understand and express ideas and information confidently and creatively in more than one language. They work effectively and willingly in collaboration with others.

PRINCIPLED: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

OPEN-MINDED: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.

CARING: They show empathy, compassion and respect towards the needs and feelings of others. They act to make a positive difference to the lives of others and to the environment.

RISK-TAKERS: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

BALANCED: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

REFLECTIVE: They give thoughtful consideration to their own learning and are able to assess and understand their strengths and limitations in order to support their learning and personal development.

THE NATURE OF CAS

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 complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

A CAS programme is, therefore, individualized according to student interests, skills, values and background.



CAS AND THE DIPLOMA PROGRAMME

CAS experiences can be associated with each of the subject groups of the Diploma Programme. Each subject group of the Diploma Programme can contribute towards CAS. The examples below are suggestions only; teachers and students can create their own authentic connections where possible.

Group 1 students could engage in creative writing, produce audiobooks for the blind or write a movie and produce it.

Group 2 students could provide language lessons to those in need, develop language guides using technology or raise awareness of the culture of the language being studied through a website or other forms of communication.

Group 3 students could record the oral histories of people living in elderly residential facilities and create family memoirs, create a social enterprise addressing a community need or collaborate on a community garden.

Group 4 students could form an astronomy club for younger students, help maintain a nature reserve or promote physical participation in “walk to school” groups.

Group 5 students could teach younger children to overcome mathematical challenges, maintain financial accounts for a local charity or plan a mathematics scavenger hunt at school to highlight the importance of mathematics in everyday life.

Group 6 students could take dance lessons that lead to a theatrical performance, participate in a community art exhibition or community initiatives (such as performances or photo exhibits) for hospitals or aged-care facilities.

All IB programmes address students' cognitive, social, emotional and physical well-being and offer opportunities for students to become active and caring members of local, national and global communities. CAS represents part of the Diploma Programme's ongoing commitment to the IB learner profile.



CAS WITHIN THE IB CONTINUUM OF INTERNATIONAL EDUCATION

All IB programmes address students' cognitive, social, emotional and physical well-being and offer opportunities for students to become active and caring members of local, national and global communities.

CAS represents part of the Diploma Programme's ongoing commitment to the IB learner profile.

AIMS OF THE CAS PROGRAMME

- 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.



REQUIREMENTS OF THE CAS PROGRAMME

- 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**.
- All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.
- Completion of CAS is based on student achievement of the **seven CAS learning outcomes**. Through their CAS portfolio, students provide the school with 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.
- Further, students undertake a **CAS project of at least one month's duration** that challenges students 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.
- Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.
- There are **three formal documented interviews** students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme.
- CAS emphasizes **reflection** which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

SEVEN CAS LEARNING OUTCOMES

Student completion of CAS is based on the achievement of the seven CAS learning outcomes realized through the student's commitment to his or her CAS programme over a period of 18 months.

Commonly, the evidence of achieving the seven CAS learning outcomes is found in students' reflections.

In CAS, there are seven learning outcomes.

LO 1 Identify own strengths and develop areas for growth

Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.



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

A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.



LO 3 Demonstrate how to initiate and plan a CAS experience

Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants.



LO 4 Show commitment to and perseverance in CAS experiences

Students demonstrate regular involvement and active engagement in CAS.



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

Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.



LO 6 Demonstrate engagement with issues of global significance

Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.



LO 7 Recognize and consider the ethics of choices and actions

Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.



THE RESPONSIBILITY OF THE CAS STUDENT

CAS students are expected to:

- Approach CAS with a proactive attitude.
- Develop a clear understanding of CAS expectations and the purpose of CAS.
- Explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement.
- Determine personal goals.
- Discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser.
- Understand and apply the CAS stages where appropriate.
- Take part in a variety of experiences, some of which are self-initiated, and at least one CAS project.
- Become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme.
- Maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes.
- Understand the reflection process and identify suitable opportunities to reflect on CAS experiences.
- Demonstrate accomplishments within their CAS programme.
- Communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings.
- Ensure a suitable balance between creativity, activity and service in their CAS programme.
- Behave appropriately and ethically in their choices and behaviours.

CAS EXPERIENCES

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands.

CAS experiences may incorporate one or more of the CAS strands. For example:

- Going for a mountain hike could be a singular experience within the “Activity” strand.
- A student plans a number of visits to a nursing home resulting in a series of CAS experiences within the “Service” strand.
- A group of students plan and stage a basketball tournament for the local community, resulting in a series of CAS experiences involving the strands of “Activity” and “Service”.

While it is not necessary for each CAS experience to address a CAS learning outcome, upon completion of the CAS programme, CAS students are required to present evidence demonstrating achievement of all CAS learning outcomes.

CAS STAGES

The five CAS stages are as follows.

1. **Investigation:** 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.



CAS STRANDS

CREATIVITY

Exploring and extending ideas leading to an original or interpretive product or performance

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. Students may continue in this as part of their creativity; however, students could also be 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 in which the students can engage. These creativity experiences could be part of the school's service CAS projects, a school club, timetabled creativity sessions, or other opportunities.

Community-based creativity: Participating in creativity within the local community advances student awareness and understanding of interpersonal relationships with others, particularly if the creativity experience involves the local community. 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 could be encouraged to join a community-based theatre group, contribute towards a community art gallery, create a sculpture for the community park, 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 can be 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



ACTIVITY

Physical exertion contributing to a healthy lifestyle

Approaches to activity

There are many approaches to activity, such as:

Ongoing creativity: 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 curriculums, a school sports club, or timetabled sports sessions. 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. However, single events of activity can lack depth and meaning. 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, bicycling, 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

Collaborative and reciprocal engagement with the community in response to an authentic need

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. However, single incidents of engagement with individuals in a service context can lack depth and meaning. 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. Typically, they quickly attempt to assess the need and devise a planned response. Later, the students can be reminded and encouraged to further investigate the issue to better understand underlying causes. This provides greater context even if the service action has already taken place. With increased knowledge, students may commit to ongoing assistance, for example, such as joining with prevention or community resilience initiatives regarding an environmental issue.

Fundraising: The preferred approach is for students to 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. Ideally, students directly communicate with the organization and establish accountability for funds raised.

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. Students do benefit from serving in an international context when able to make clear links to parallel issues in their local environs and they understand the consequences of their service. Schools must ensure that commercial providers, if used, act in accordance with the aims of the IB mission statement and CAS requirements. Additionally, schools must undertake risk assessment to ensure the safety of students.

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. Utilizing the CAS stages prior to volunteering is highly recommended.

Service arising from the curriculum: Teachers plan units with service learning opportunities in mind, students may or may not respond and act. For example, while studying freshwater ecology in environmental systems and society, students decide to monitor and improve a local water system.



Service arising from the curriculum: Teachers plan units with service learning opportunities in mind, students may or may not respond and act. For example, while studying freshwater ecology in environmental systems and society, students decide to monitor and improve a local water system.

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. However, single incidents of engagement with individuals in a service context can lack depth and meaning. 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. Typically, they quickly attempt to assess the need and devise a planned response. Later, the students can be reminded and encouraged to further investigate the issue to better understand underlying causes. This provides greater context even if the service action has already taken place. With increased knowledge, students may commit to ongoing assistance, for example, such as joining with prevention or community resilience initiatives regarding an environmental issue.

Fundraising: The preferred approach is for students to 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. Ideally, students directly communicate with the organization and establish accountability for funds raised. 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.



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.**

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.

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

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 backpacks 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 retirement home

A minimum of one month is recommended for a 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.

REFLECTION IN CAS

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

Elements of reflection

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.
- **Time for reflection:** Purposeful reflection is about quality rather than quantity. The appropriate occasion, amount and method is the student's decision. Students are not expected to reflect on every CAS experience; they should identify moments worthy of reflection. Reflection is most meaningful when recognized as a personal choice. If the emphasis is on quantity with a required number of reflections or with a requirement such as “students must complete a reflection for every CAS experience”, reflection becomes an obligation, which is contrary to the purpose of reflection in CAS. The preferred emphasis is for the student to determine key moments during CAS experiences that inspire reflection. The following approaches may be helpful.
- Students choose significant moments as the basis for 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 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.

Students engage in group reflection with their peers to discover shared insights.

Students reflect at the beginning, during, and at the end of a series of CAS experiences. This enables students to deliberate on such elements as planning, opportunities, expectations, challenges, progress, and personal growth.

Reflection offers students opportunities to understand the concept, process and value of CAS experiences.

With experiences that add meaning and self-knowledge, students can adapt, adopt and integrate reflection into a lifelong practice.

Forms of reflection

Reflection can appear in countless forms. Student reflection may be expressed through a paragraph, a dialogue, a poem, a comic strip, a dramatic performance, a letter, a photograph, a dance, or other forms of expression.



CAS PORTFOLIO

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

While the IB does not require any particular format for the CAS portfolio, a three-part portfolio may appeal to students and CAS coordinators and could include the following sections: “Profile”, “Experiences”, and “Evidence”.

Profile: In this section, students include their interests, skills and talents, plans and goals for their CAS programme. At the start of CAS, students map their interests against the three strands of CAS to identify possible CAS experiences.

Experiences: This section chronicles the student's journey in CAS, incorporating a variety of reflections, learning moments, personal achievements, and how they have utilized the CAS stages.

Evidence: In this section, students collect the evidence of their involvement and achievements in CAS. Evidence could include, but is not limited to, planning documents, letters, emails, certificates, acknowledgments of participation and achievements, photographs, videos, and so on.



CAS INTERVIEWS

There must be a minimum of three interviews between a student and the CAS coordinator/adviser where student progress is discussed and appropriate encouragement and advice is given.

The initial interview:

This interview is conducted at the beginning of the Diploma Programme. The CAS coordinator/adviser ensures the student understands the requirements for CAS, explains the CAS learning outcomes and how the student might achieve these outcomes, discusses the student's interests and ideas for CAS experiences, determines what form the student's CAS portfolio should take, and reviews the CAS stages. If students are already aware of CAS, the CAS interview can be an opportunity to confirm their understandings and assist with any plans and ideas.

The second interview:

This interview is normally held towards the end of the first year of the Diploma Programme. The main purpose of the interview is to assess the progress of the student in CAS. Of real interest in this interview is that the students have committed to a range of CAS experiences and they are achieving the CAS learning outcomes. Students at this stage may have completed or are planning to carry out a CAS project. The student's CAS portfolio is used as a reference in this interview and reviewed for gathered evidence including achievement of any of the seven learning outcomes.

The third interview:

This is the summative interview for CAS. It may well be just before the Diploma Programme finishes. In this interview the student outlines how they have achieved the learning outcomes for CAS. In addition, they discuss and evaluate their overall CAS programme and reflect on personal growth. The student's CAS portfolio is used as reference in this interview. This third interview may provide the opportunity for discussion on development of the CAS programme for future CAS students based on this student's personal experience.

IDEAS FOR CAS EXPERIENCES

Activity Ideas:

1. Team sport (on-campus or off-campus) – all practice and games count
2. Individual sport (bowling, golfing, rodeo, swimming, mountain biking, running etc.)
3. Cheerleading, Dancing
4. Martial arts classes
5. Yoga, Pilates, Zumba
6. Marathon or fundraising run (need to train for it)
7. Join a gym, set up a workout plan and stick to it!
8. Hiking expedition
9. Learn to ski or snowboard this winter
10. Teach sports to kids who don't get an opportunity to learn (A/S)



Creativity Ideas:

1. Band, choir, robotics, art, etc.
2. Take driver's license lessons to earn your license
3. Singing in church choir or teaching Sunday school
4. Learn a musical instrument or extend what you are already doing
5. Debating or public speaking competitions, write for a magazine or newspaper
6. Participate in a school musical, play, lip sync battle
7. Design and create a mural at school (C/S)
8. Learn an especially challenging piece of music/ dance routine (C/A, if dance)
9. Choreograph and participate in a dance routine for dance production (C/A)
10. Perform music or dance in a new or especially challenging context (public audience, competition)
11. Plan a musical program and perform for hospital patients. (C/S)
12. Teach art/music/dance to another person/group of people. (C/S)
13. Design a website for a school/non-profit/charity organization. (C/S)
14. Design a series of after school tutoring sessions. (C/S).
15. Create a mini photography portfolio with a clearly defined theme, objective, and goal.
16. Design video games, coding, set up video game competition to raise funds/awareness.

Service Ideas: (Need to find a variety of Service types)

1. Tutor at a local elementary school
2. Work as a teacher's aide in a local elementary school
3. Volunteer to help play with orphans at local orphanage
4. Teach singing/piano/guitar as a lunchtime or after school club (S/C)
5. Visit the hospital and chat to the residents, or teach them a new craft/skill
6. Volunteer to teach a workshop at a local internet café on writing a resume (S/C)
7. Organize a beach clean-up with your friends.
8. Campaign the local government on an issue you feel strongly about
9. Become certified in CPR/First Aid at local Red Cross.
10. Serve as a translator for school activities as and when needed.
11. Design and perform a creative skit about healthy eating habits for lower school
12. Design a poster campaign for healthy eating (S/C)
13. Work Experience/Internship (unpaid work in a hospital, kindergarten) (C/A/S)

GUIDING QUESTIONS

GENERAL

1. What are you really good at?
2. Name one skill you have always wanted to develop in your life but that you haven't yet.
3. Name one activity that you would like to try but that you haven't yet. Why would you like to try this?
4. Think of a person you admire right now. What qualities does this person have that you don't?

ACTIVITY

1. List any clubs, organizations, sports, or other teams in which you are currently involved: (Varsity or club sports, dance team, etc.) If you are not involved in any athletic activities what would you like to join/ learn?
2. What goals have you or will you set for yourself in terms of your performance and endeavours in activities? Are these goals realistic and achievable? For each of the goals, what challenges do you think you might face? What new skills or new skill levels will you develop? Will these goals “stretch” you?
3. How will achieving the goals for any of the activities result in your growth? How will it make you more aware of yourself as a global citizen? How will it make you more aware of the ethical considerations?

CREATIVITY

1. Are you or will you be involved in any creative or artistic endeavors (orchestra, band, yearbook, Model UN, theater, choir, Debate, etc.)? Do you use your creativity in helping to plan events/activities?
2. What gifts or talents do you contribute?
3. How committed are you or will you be to an activity? Is it a substantial, significant commitment? Do you take an active role in participation?

4. What goals have you or will you set for yourself in terms of your performances or creative endeavours in different activities? Are these goals realistic and achievable? For each of the goals, what challenges do you think you might face? What new skills or new skill levels will you develop? Will these goals “stretch” you?
5. How will achieving the goals for any of the activities result in your growth? How will it make you more aware of yourself as a global citizen? How will it make you more aware of the ethical considerations of your actions?

SERVICE

1. List community/national/global issues that concern you the most.
2. What issues would you like to learn more about?
3. Consider all your current responsibilities. How much time can you realistically commit to service on these?
4. What skill(s) would you like to develop or learn in your service endeavour?
5. How do you anticipate “stretching” yourself in your service endeavour?
6. Do you want to work directly with people? If yes, would you prefer to work with children, adults, or peers?
7. How long do you plan on carrying out your commitment - three months, six months, one year?

Tentative Dates And Cas Experiences Over The Academic Year 2024 - 2025

TENTATIVE DATES	CAS EXPERIENCE
26 th , 27 th and 28 th July 2024	CAS Camp
August 2024	CAS Evening 1 st & 2 nd CAS Interview
September 2024	Lit. Fest & Tuck shop
October 2024	Diwali fair
November 2024	Social Evening
December 2024	Joy of giving - Party for Support staff (19 th or 20 th) Blood donation camp (on PTM 13 th)
January 2025	Kite Flying with NGO kids (on 18 th) Marathon
February 2025	Social Evening (1 st Week (Gr_11))
March 2025	Holi event
May 2025	CAS showcasing event
June 2025	Painting a school (Proposal)

BIBLIOGRAPHY

1. <https://www.scuc.txed.net/site/handlers/filedownload.ashx?moduleinstanceid=68&dataid=253&FileName=cas%20activity%20ideas%20paul%20gallager.pdf>
2. <https://lanterna.com/blog/50-cas-project-ideas/>
3. <https://www.scribd.com/document/524321895/CAS-PLANNING-FORM>



Engaging Minds, Changing Futures

At GICLM, we believe that education is all about the possibilities of curiosity, learning, discovery and achievement.

Join us to create
endless possibilities
for your child's education



**Garodia
International**
Centre for Learning Mumbai

Garodia International Centre for Learning Mumbai
Plot No. 55 , 90 Feet Road, Ghatkopar (East).
Mumbai - 400077.