



The Sultan's School

CAS

HANDBOOK

for students

— 2026-28 —



CREATIVITY



ACTIVITY



SERVICE

Be the change. Make a difference.

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Welcome

Dear Student,

This is your handbook for the Creativity, Activity, and Service programme here at TSS. Within this booklet, you will find all the information you need to carry out your programme successfully during your IB Diploma. Please read this handbook carefully.

Your CAS journey will be designed by you, with the support of your homeroom advisor and the CAS Coordinator. You will develop your portfolio using a programme called Managebac.

Your portfolio must include the following:

- ✓ A variety of experiences that show a mix of creativity, activity, and service opportunities. This includes experiences offered by the school, experiences that are NEW for you and take you out of your comfort zone, ones within the local community and some that are self-initiated (that you organise for yourself).
- ✓ A relevant supervisor that will guide your progress for each experience. This could be your coach or instructor outside of school or a teacher at TSS that has some experience with the chosen topic. You must speak with your chosen supervisor and decide on suitable goals together before you start the experience. These will be written on ManageBac. The supervisor CANNOT BE A RELATIVE or friend and must be over 18!
- ✓ Monthly reflections that you write during morning homeroom sessions. They describe your progress towards achieving the CAS Learning Outcomes. Remember to take photos and videos of your participation as evidence. You can also include emails to organisers, meeting minutes, screenshots of workouts, etc.
- ✓ A self-initiated CAS project in collaboration with one of your peers.

CAS homeroom advisors:

13O – Mr Trevor
13M – Ms Maurine
13A – Mr Ali
13N – Mr Jason

12O – Ms Kim
12M – Mr Andrew
12A – Mr Cristian
12N – Mr Darryn

Your homeroom adviser will monitor your CAS portfolio on Managebac during morning homeroom sessions. It is especially important during IB that you are in school by 7.50am for important announcements, be available to work on your CAS portfolio and speak with your homeroom advisor / Ms Megan regularly.

Ms Megan would like you to visit her monthly with updates on how you are getting on in CAS, any questions you have about what counts as CAS, for guidance on writing reflections and most importantly to discuss ideas for your CAS project.

I wish you an inspiring year!

Ms Megan (Your CAS coordinator)

What is the significance of CAS?

- Enables you to enhance your personal and interpersonal development by learning through experiences.
- Provides opportunities for self-determination and collaboration with others, leading to a sense of accomplishment and enjoyment from your efforts.
- To push you out of your comfort zone allowing you to develop skills through experiential learning.
- Gives you a head start on building your résumé by adding service experiences, which can be helpful for university applications.
- Counterbalances the academic pressures of the DP.
- Provides challenging but enjoyable experiences that are profound and life changing, allowing for a personal journey of self-discovery.



What is the Creativity, Activity, Service programme?

Is there a sport you love? Do you like drawing? Do you enjoy filmmaking? Do you volunteer somewhere?

Would you like to raise awareness of global issues? Do you enjoy photography? Do you want to learn a new language? Do you want to be part of a change? Do you attend conferences and summits that bring out ethical dilemmas in today's world? Do you do anything other than study your academic course?

If you answered yes to any of the above, then you are already doing CAS!

CAS is the heart of the IB Diploma Programme. It is one of the three core elements and gives you the chance to learn by doing, while exploring your interests and building your skills and talents.

The three CAS strands are:

Creativity	Exploring and extending ideas leading to an original or interpretive product or performance. The arts and other experiences that involve creative thinking. EXAMPLES: playing an instrument to perform for an audience, singing or performing in a show, making a photography portfolio, coding to create an app, learning a language and recording yourself teaching others, draft some poems and recite one for your homeroom, Creative project ideas: Lead an art specific ECA, design and make an artwork/mural/painting for the school or a local organisation, draft a short story for children and illustrate the book to give to the school library. Try to produce your own idea. Remember you must create an original piece, product or performance. You should have one school-based experience, one community-based experience, and one new skill.
Activity	Physical exertion that contributes to a healthy lifestyle. Sports, exercise, and outdoor adventures. EXAMPLES: Play a team sport, workout in a gym, try trampolining, join a fitness / yoga / Pilates / martial arts / kickboxing / dance class Join an action-based activity like the International Award expedition. Go on regular hikes. Compete in a marathon / ocean swim / triathlon / cycling – train regularly for the competition. NOTE: If your heart is not racing or your muscles are not hurting, it is not an activity. To have a varied portfolio, aim to have a fitness experience, one team sport, and something new.
Service	Reciprocal engagement with the community, in response to an authentic need, collaborating with people outside of the family and not for profit. An unpaid or volunteering experience that helps your local community. EXAMPLES: Volunteering at a children's hospital / early prevention centre / down syndrome school / orphanage / non-government organisations. Help those in need like the homeless / elderly / people coming out of traumatic experiences or suffering some difficult conditions. Be part of Model United Nations, create your own ECA to run for younger students, volunteer as a teacher's assistant in the lower school. **Volunteering for a family run event DOES NOT COUNT as a CAS experience! To have a varied portfolio, try to include school-based experiences, community-based volunteering and research/advocacy.

Types of service

Direct service: This type of service involves interaction directly with people, the environment, or animals. Examples, one-on-one tutoring, running an art workshop at the Down Syndrome school, developing a garden/mural in partnership with a local school/organisation, volunteering in an animal shelter.

Indirect service: You do not work directly with people or in the environment, but your work still makes a difference to others. Examples, re-designing a non-profit organization's website, writing original picture books to teach a language.

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

Research: Collecting information through varied sources, analysing data, and reporting on a topic of importance to influence policy or practice. Examples, conduct environmental surveys to influence your school / local government, compile effective means to reduce litter in public spaces, conduct social research by interviewing people on topics such as homelessness or unemployment.

Try to do one of each style of service over the next 18 months.

CREATIVITY

Ongoing creativity: You may already be engaged in creativity as part of a school group or club, or through some other form of sustained creativity. You may continue with this; however, your goals must be to further extend a specific skill. Create your own SMART goal to achieve.

School-based creativity: You can participate in meaningful creativity sessions organised by your school. You should aim to explore your own sense of original thinking and expression. You might decide to organise your own ECA offering creativity sessions in an area you feel confident to teach with younger students in the school. Speak to Mr Wissam with your idea.

Community-based creativity: Participating in creativity sessions within the local community can help build interpersonal relationships with others, particularly if the creativity experience involves the local community. Creativity experiences best occur with regularity that builds and sustains relationships while allowing the growth of your talents, interests, passions, emotional responses, and imagination. Examples, community-based theatre group, contribute towards a community art gallery, create a sculpture for the community park, take cooking/baking classes and create a cookbook, art classes, creative writing classes, etc

Individual creativity: You can 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, painting a series of portraits. Such creativity experiences are of most benefit when they take place over an extended duration of time. Always set personal goals and work towards these in a sustained manner. Risk assessment of these solitary creativity experiences should be discussed with your parents and supervisor.

To be varied include one experience from each of the above

ACTIVITY

Ongoing activity: You may already be engaged in a sports team or club, or enjoy going jogging, cycling, walking, gym workouts weekly. To set your CAS goals, you must further extend your skills. Examples, I want to improve the power and accuracy of my overhead serves. Can you make a SMART goal?

School-based activity: You can participate in meaningful activities offered by the school that will benefit your physical well-being. Examples, volleyball / football / basketball team. Padel / tennis club. You may elect to initiate a school-based activity to help engage other students to play a sport / do an activity that you love. Speak to Mr Jay and Mr Wissam with your ideas.

Community-based activity: Participate in an activity within the local community. Single events of activity does not count as CAS. Activity experiences should be regular to allow time to build on your personal growth and time to build relationships with members of your local community. Examples, join a community-based running club, dance classes, aerobics classes, an out-of-school sports group.

Individual activity: You may wish to engage in solitary activity experiences. Examples, attend a gym, cycling, roller-skating, swimming, strength conditioning. Such activity experiences are of most benefit when they take place over an extended duration of time. Please set personal goals and work towards these in a sustained and correctly applied manner. Risk assessment of the activity experiences should be discussed with parents and supervisors.

To be varied include one experience from each of the above



CAS Requirements

1. Engage in a range of experiences within each strand (C, A, S) over the 18 months (your CAS portfolio on Managebac must be finished by February IB2).

Aim to do a minimum of 3 experiences per STRAND (minimum of 9 experiences total)

2. Each experience must relate to at least one of the 7 CAS learning outcomes (LOs).

3. The experiences must be varied. To be classified as excellent please do one experience from each category. There are some examples below, but do not feel limited, there are many options available both in school and in the local community. Try to be original and produce your own ideas.

CREATIVITY		
School-based	Community based	New skill
School production Presenting at CAS Fair Arts based ECA Ceramics	Pottery classes Mural for a local school Guitar/piano lessons Drama school Dance lessons	Knitting Crochet Write a poetry book Cookbook Write and record a song

ACTIVITY		
Team sport	Fitness	New skill
Volleyball Football	Gym workouts Jogging Cycling Yoga	Skating Hiking Bowling Archery

SERVICE		
School-based	Community-based	Research/advocacy
Eco club Peer mentoring Assistant teacher in primary	Beach clean-ups Volunteer at Down Syndrome school	MUN Run a campaign

4. **Managebac** - all experiences must be added on Managebac during your planning phase. You should write your description and have your supervisor approve it BEFORE you start your experience. Complete monthly detailed REFLECTIONS on Managebac to outline how you are working towards reaching your goals and the Learning Outcomes. You are supposed to write these during morning homerooms.

5. Provide **EVIDENCE** that you have engaged in your CAS experiences e.g. keep meeting minutes during planning sessions, website links when researching, screenshot of email exchanges, take photos, use a smart watch during training sessions, research training programmes online to use. The best evidence are videos of you in action.

6. Plan one SELF-INITIATED **project** with your peers (that takes at least four weeks to plan)

7. You will have 3 official **interviews** with your CAS advisor over the 18 months to discuss the progress of your journey.

 **Self-development plan** - After the CAS Induction and CAS Fair, complete a [self-development plan](#). List the types of experiences and think about a project you would like to pursue based on your interests, skills, and talents.

 **First CAS Interview** - Meet with your **CAS Advisor** for the [First CAS Interview](#) to discuss your CAS plans and how you can achieve your CAS learning outcomes.  Remember to upload the audio recording of your interview on **ManageBac**.

 **Get started on your experiences** - avoid overwhelming yourself by doing a maximum of 3 experiences at any one time.

To be considered eligible as CAS, an experience must:

- ✓ Fit within one or more of the CAS strands (Creativity, Activity, Service);
- ✓ Be based on a personal interest, skill, talent or opportunity for growth;
- ✓ Allow you to achieve one or more of the [seven learning outcomes](#)
- ✓ Provide opportunities to develop the attributes of the [IB learner profile](#)

CAS is NOT:

- ✗ an activity for which you receive payment,
- ✗ an activity that is unethical or harmful
- ✗ a family responsibility/event
- ✗ included in your Diploma course requirements
- ✗ an experience where you attend an event eg art exhibition, musical/play, conference.

Year 12 CAS at TSS Timeline:

TICK OFF EACH SECTION WHEN COMPLETED

Date	Activity	Completed
August - September	Introduction to CAS: Attend the CAS induction sessions and read this handbook!	
	Investigate types of short-term and long-term experiences available in Muscat that are of interest to you. Write these in your development plan .	
	Attend the CAS Fair: Gain inspiration and ideas from the Y13s about CAS experiences on offer.	
	Create your profile on ManageBac – include a current picture of yourself to help your supervisors know who you are.	
	Sign up to assist a teacher on an ECA or contact a primary teacher to be a teacher assistant for their class during term 1 or term 2.	
	Start your ongoing experience. Something you are passionate about and will do weekly for the next 18 months.	
	Morning homerooms – use this time to decide on your timeline of experiences for the first 9 months. Understand the 7 learning outcomes. Brainstorm ideas with your peers. Research and plan. Write up your experience descriptions. Write your reflections and share with your peers.	
October - November	First CAS Interview—discuss your ideas, interests and how you plan to achieve the CAS learning outcomes.	
	Pursue your CAS interests regularly and every week during homeroom write up reflections in Managebac.	
	Add evidence to each experience, minimum once per month.	
	Take part in a maximum of 3 experiences at one time.	
	CAS project meetings. Only Ms Megan can approve your CAS project.	
December	Any CAS experiences that are finished write your final evaluation, add your final product or video. Ask your supervisor to complete your review.	
	CAS report home to parents.	
January - June	Continue regular involvement in three CAS experiences. Regular reflection in Managebac. Collect and upload evidence of your participation each month. For self-initiated experiences, show evidence of your planning, eg emails/messages/meeting minutes.	
	Creativity experiences should be presented to an audience.	
	Self-initiated collaborative CAS Project must be done this academic year. Your group must do their demonstration presentation at an IB assembly.	
	You should have at least 4 experiences signed off as COMPLETED by your supervisors. One creativity, one activity, one service and your project.	
	CAS report home to parents.	
Summer break	Have concrete plans for CAS over the summer. Continue ongoing experience every week.	

	Check over Managebac portfolio TWICE over the summer.	
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Year 13 CAS at TSS Timeline

TICK OFF EACH SECTION WHEN COMPLETED

Month	Activity	Completed
August - September	Review this handbook!	
	Prepare for CAS Fair: Represent a club / ECA / committee / organisation that you worked with last year to help the new year 12's with ideas for their CAS experiences. Deliver a short presentation to the students as they stop at your booth. Answer questions and encourage students to sign up.	
	Start your new experiences. Remember to do a maximum of three at any one time.	
	Use morning homeroom time to improve your Portfolio on Managebac.	
	Regularly speak with your supervisors about your progress and your goals for individual experiences.	
	When you have completed an experience, write your final evaluation. Make sure you have a variety of evidence, and you outline examples of achieving the learning outcomes selected.	
October - December	Second CAS Interview – Review your progress. Is your portfolio balanced with experiences covering the three strands. Have you included a variety of approaches? Have you been reflecting on the learning outcomes?	
	Continue writing up reflections for your current experiences. Maximum of three at one time. Have you covered all the learning outcomes? What is missing? Have you had a variety of service experiences? Direct, indirect, advocacy, and research.	
January - February	Make sure you have a final video or final product for each experience. Write your final evaluation for all experiences.	
	If any supervisors have not completed your review send an email to them with a link to your ManageBac portfolio.	
	Once your portfolio shows all experiences are completed message Ms Megan to confirm all is in order.	
	When your portfolio is all signed off by Ms Megan then you can book your final CAS Interview—Look back, demonstrate, reflect and celebrate what you have achieved. How can these experiences help with your future?	

The IB Learner Profiles

The goal of the IB Programme is to help students become open-minded individuals who care about others and the world we live in. It encourages us to work together to make the world better and more peaceful. The IB learner profiles describe ten important qualities that IB schools want their students to develop.

TSS believes that these attributes, and others like them, can help you become responsible members of local, national and global communities. When deciding on CAS experiences you may want to think about activities that will help improve some of these qualities below. When reflecting on CAS experiences you could include how you are improving in some of these areas:

Inquirers	We nurture curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-Minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-Takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives; intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and limitations in order to support our learning and personal development.

The Seven CAS Learning Outcomes (LO)

In your CAS Portfolio provide evidence that you have met all the LOs at least once by the end of the 18-month period. Your evidence comes from your journal entries on Managebac where you reflect on your weekly progress.

LEARNING OUTCOME	What is it about	What can you reflect on
LO1: Identified your own strengths and areas for growth :	To see yourself as an individual with various abilities and skills, of which some are more developed than others.	When you move out of your comfort zone, you learn stuff about yourself. For example, when you organized an event, were you patient with other people? If not, how can you do better next time?
LO2: Demonstrated that you have undertaken new challenges , developing new skills in the process	This might be an unfamiliar experience or an extension of an existing one.	What have you done to push yourself? What was unfamiliar about it? What skills do you think you developed?
LO3: Demonstrated that you can initiate and plan a CAS experience	You will follow the 5 CAS stages and complete your reflections as you go along. Your self-initiated project can be done in partnership with friends. You can build on previous experiences or launch a new idea or project. Look at the UN Sustainable development goals to research global issues. https://sdgs.un.org/goals	What exactly did you do to organise the experience/event, keep emails, take meeting minutes. What did you discuss? How did you contact people for help in planning?
LO4: Shown commitment to and perseverance in CAS experiences	You must demonstrate regular involvement and active engagement in CAS.	How often you spend time on each experience? What motivates you to keep going?
LO5: Demonstrated the skills and recognised the benefits of working collaboratively	You can identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.	What roles each of you had during the planning process, what you discussed in planning meetings, were you able to work effectively together? What are some things that went wrong? Any conflict or confusion? How did you overcome this?
LO6: Demonstrated engagement with issues of global significance	You will be able to identify and demonstrate your understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally. There are so many global issues right now it's hard to know which one to support most. Global warming, the refugee crisis, homelessness, cancer research? Pick one and think what you can do to help from where you are. Plan it, initiate it, and do it. That's CAS, folks!!	Explain which global issue your experience relates to, how it makes you feel to help others in need.
LO7: Recognised and considered the ethics of choices and actions	You need to show awareness of the consequences of your choices and actions in planning and carrying out CAS experiences.	The things you do and the choices you make have consequences. How does your actions affect others? If you are helping younger students talk about the way you speak with them, the choice of words you use, the way you act younger students will copy. If you do a clean-up discuss how this will help the local community.

** Check out this website for more information on the 7 learning outcomes:

<https://www.castrips.org/7-learning-outcomes/>

Verifying CAS Experiences

Step 1 – Choose an appropriate supervisor

When you decide on a CAS experience, you need to choose a supervisor. This is someone who helps to guide you through your journey of one specific experience. The adult that is coaching you/guiding you or someone that sees you regularly that you can update verbally on how it is going.

If you want to write poetry, you could look for classes in the community to attend and guide you through the process. Ask the teacher to be your supervisor. If your experience is self-initiated, ask your homeroom teacher to be your supervisor.

Please approach the adult in person (avoid email/text message) and talk to them about your idea. Be prepared and take a copy of this CAS handbook with you. Explain what CAS is about, show them the page outlining the CAS learning outcomes. When they agree to be your supervisor ask for their email address and add it on ManageBac.

Step 2 – Write up your experience and get approval

Add the experience onto Managebac. Write the description, decide on two to three personal goals and choose the appropriate learning outcomes (you may need help from your homeroom teacher for this). Put your supervisor's name and email (leave phone number blank). Once you have saved this, show what you have written to your supervisor the next time you see them.

If the supervisor is a teacher at TSS, they can immediately APPROVE your experience.

If the supervisor is not a TSS teacher, have them complete this form [BLANK External Supervisor Agreement Form.docx](#) and upload it to the experience on ManageBac - the Reflections and evidence tab. Then contact the CAS coordinator and they will approve it for you.

PLEASE NOTE: Each CAS experience should be supervised by an adult that is not a family member.

Step 3 – Collecting evidence and journal entries

Add emails you have sent as evidence. Add meeting minutes to your portfolio. Ask your teacher/supervisor/peers to take regular photos of your involvement. Try to take a video once a month showing you taking part. If your supervisor does not see you regularly taking part in the experience, make sure to tell them about how you are progressing and write regular reflections on Managebac. Show them your videos of your progress when you see them.

Step 4 – Final evaluation

You have completed an experience when you have met the learning outcomes selected and your personal goals. You may need to extend your final date if you need more time. A final evaluation is important to reflect on how you have grown by taking part in the experience. Please outline how you have met the learning outcomes set, use examples, and refer to the evidence you have uploaded. Also, choose an IB Learner Profile to discuss. Write about things that went wrong, how you overcame issues, and what you would do differently next time. Has this helped build character traits for your future?

Step 5 – Supervisor review

Click request supervisor review. See your supervisor in person and email them with the link of the review page from ManageBac to help them. They need to verify that you have fulfilled the requirements of the CAS learning outcomes that you selected. If your supervisor's first language is not English, they can write in the language they are comfortable with, and we can have it translated.

Remember you must cover all 7 learning outcomes at least ONCE by the end of your CAS journey (February in year 13).

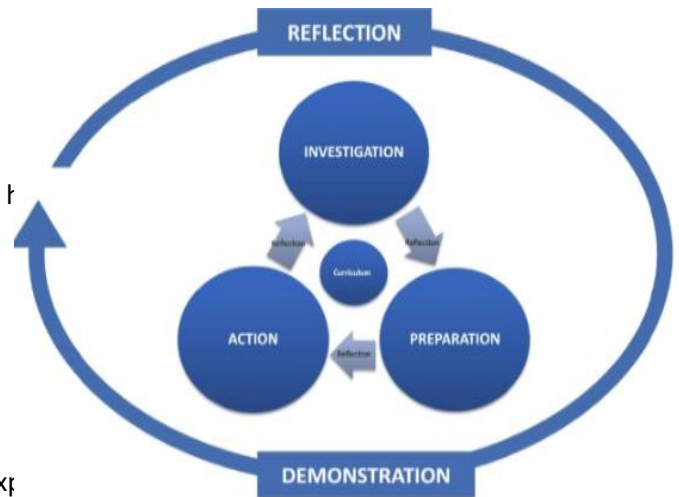
Spend time in homeroom writing your journal entries, talk to others about their experiences.

CAS Stages!

The 5 CAS stages offer a helpful and supportive framework to help you plan your CAS experiences.

Reflection is the most important part of your portfolio. What you learn from organising and planning will help to set you up for your future career. We expect things to go wrong and for the process of planning to be challenging. When you make mistakes or things do not go your way write about it on your reflective journal on Managebac. Teachers expect challenges every day in class, poor behaviour, interruptions, etc. We go home, reflect and try to come back with fresh ideas for the next lesson.

When planning your experiences, write about each stage in Managebac.



Stage 1: Investigation

Identify your interests, skills, and talents, as well as areas for personal growth and development. When you have decided on an experience, write up the description on Managebac and decide on the learning outcomes you would like to reflect on. What are your personal goals? How will you and others benefit?

Stage 2: Preparation

Do you need any special equipment for the experience? An app / smart watch / trainers / bicycle / gym clothes, etc. Do you need to call anyone to organise / plan? Include emails / What's app messages as evidence of planning. How will you get to and from the class? What evidence will you collect each week when you attend? Who will take photos / video of you taking part? Take a video of yourself in the first session to show what you were like before you started. This will help with writing your final evaluation as you can see how far you have come. Make sure to write your preparation journal entry on ManageBac outlining the planning that went into organising the experience.

Stage 3: Action

You should be taking part in your experience regularly each week. This often requires decision-making and problem-solving. You may work individually, with partners, or in groups to provide motivation. Take photos/videos each time you are involved in the experience.

Stage 4: Reflection

You must write a monthly journal entry summing up how often you did the experience each month and discussing the learning outcomes you selected on Managebac. Reflect on all of the challenges you faced leading up to the experience and during the experience. Explain your feelings, write new goals for the next month. What can you do differently next month? Look over the IB Learner Profiles, reference these in your reflection. Remember to add evidence of your participation and leadership.

Stage 5: Demonstration

For all creativity experiences, present your final product to an audience. You could read a poem to one of your classes or perform a song at Flag. To have each experience signed off as COMPLETED you need to write a final evaluation describing your growth from the experience. If the experience did not change you or take you out of your comfort zone, then it is not classed as a CAS experience. Explain how you and others have benefited and refer to the learning outcomes you selected when providing examples. Make clear what you learned, how you learned it, and what you have accomplished. Through demonstration and communication, you solidify your understanding and evoke a response of pride from others. Include a final video showing improvement from your initial video.

CAS Interviews

Over the two years of the IB diploma you will have three interviews relating to CAS with a CAS advisor.

CAS Interview 1 – October, Year 1 (IB1)

This first interview is about getting to know you. We will talk about your interests, what you enjoy, and how CAS can help you grow. We will go over the CAS requirements together, so you know what is expected — like the 7 learning outcomes, reflections, evidence, and the project. By the end, you should have some ideas for possible CAS experiences and feel ready to get started.

CAS Interview 2 – September, Year 2 (IB2)

This second interview is a check-in to see how you are doing. We will look at the experiences you have already started, make sure you have a good balance of creativity, activity, and service, and talk about what you have been learning along the way. We will reflect on your CAS project and check that you have completed your final evaluation successfully. We will talk about the Demonstration phase of the CAS STAGES.

CAS Interview 3 – February, Year 2 (IB2)

This final interview is a chance to reflect on your whole CAS journey. We will go through your experiences and make sure all the requirements are complete — especially your reflections, evidence, and project. Most importantly, you will get to think about how you have grown through CAS and how you can use these skills and experiences in the future.



PREPARING FOR YOUR FIRST CAS INTERVIEW

The first CAS Interview is designed to check on your understanding of the three CAS Strands, the Seven Learning Outcomes and, for you to share how you plan to meet these expectations.

STEP 1: Create a personal development plan.

Look through these guiding questions and write yourself some notes (bullet points) in preparation for your upcoming interview. Do not answer each individual question. Just write notes under each subheading to get you thinking about what you will say.

Sample questions:

CAS Goals & Planning

- What goals do you have for your future? (think about university, what skills will you need, personal growth, consider the [IB Learner Profiles](#))
- What issues of local significance concern you most?
- When planning your experiences you should use the five [CAS stages](#). How can these stages help to guide you?

My interests:

- What are your main interests, talents, or hobbies?
- What would you like to do for your future career?
- What skills will you need to get into this degree at your choice of university?
- What do you already do outside of school that could count as CAS?
- Are there any new things you would like to try?

Practical Guidance

- Which of the seven CAS Learning Outcomes do you think will be the hardest for you to achieve, and what kind of experience could you do to help achieve it?
- What do you think ethics of choices and actions means? What types of experiences could help you explore and demonstrate this learning outcome?
- What does engagement with global issues mean? What types of experiences could help you explore and demonstrate this learning outcome?
- What ideas come to mind for your self-initiated CAS Project yet?
- Who might be good supervisors for your planned experiences?

Reflection & Support

- What do you hope to learn about yourself through CAS?
- How do you usually reflect best — writing, photos, talking?
- What types of evidence will you collect as proof that you are regularly engaging in your chosen experiences?
- When will you write your reflections on Managebac?
- What support will you need from your CAS advisor along the way?

What to bring to the interview?

Please bring a device to record your interview —you should create an audio recording. Your teacher will upload this file to Managebac.

Bring this booklet with your notes and timeline.

The interview is not a test. There is no pass or fail.

Your teacher is there to listen to you and guide you.

They want to know what you understand and to fill in any gaps or confusion.

Be open to talk about what you do not understand and have some questions prepared.

My PERSONAL DEVELOPMENT PLAN

	Notes for my interview
My interests	
CAS goals & Planning	
Practical guidance	
Reflection & Support	
Questions for my advisor:	1. 2. 3.

After the interview, please remind your teacher to upload the audio recording onto NOTES & INTERVIEWS. Tick **record as interview note** and title CAS interview 1. Students cannot upload an interview note.


Notes & Interviews

Your note will be automatically delivered via e-mail. Interview notes are visible to both teachers and students.





Start typing here...

☒ Record as Interview Note

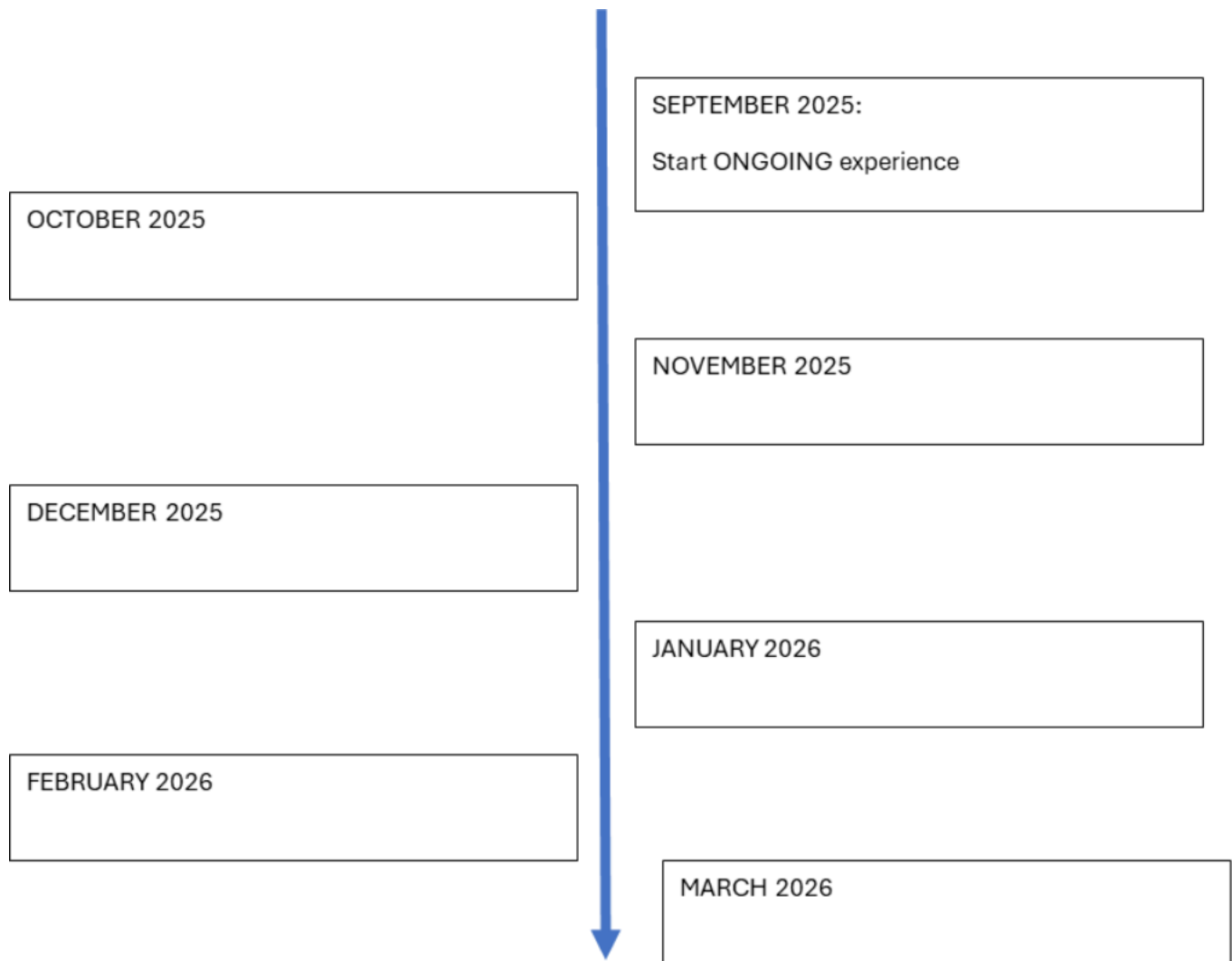
March 8, 2026
 

Interview Title
 CAS Interview 1

STEP 2 – MY TIMELINE

Create a timeline for starting and ending experiences. Avoid having more than 3 experiences occurring at one time.

Edit the timeline below. Think about summer vs winter when would be appropriate to start certain experiences. Write in when your exams are.

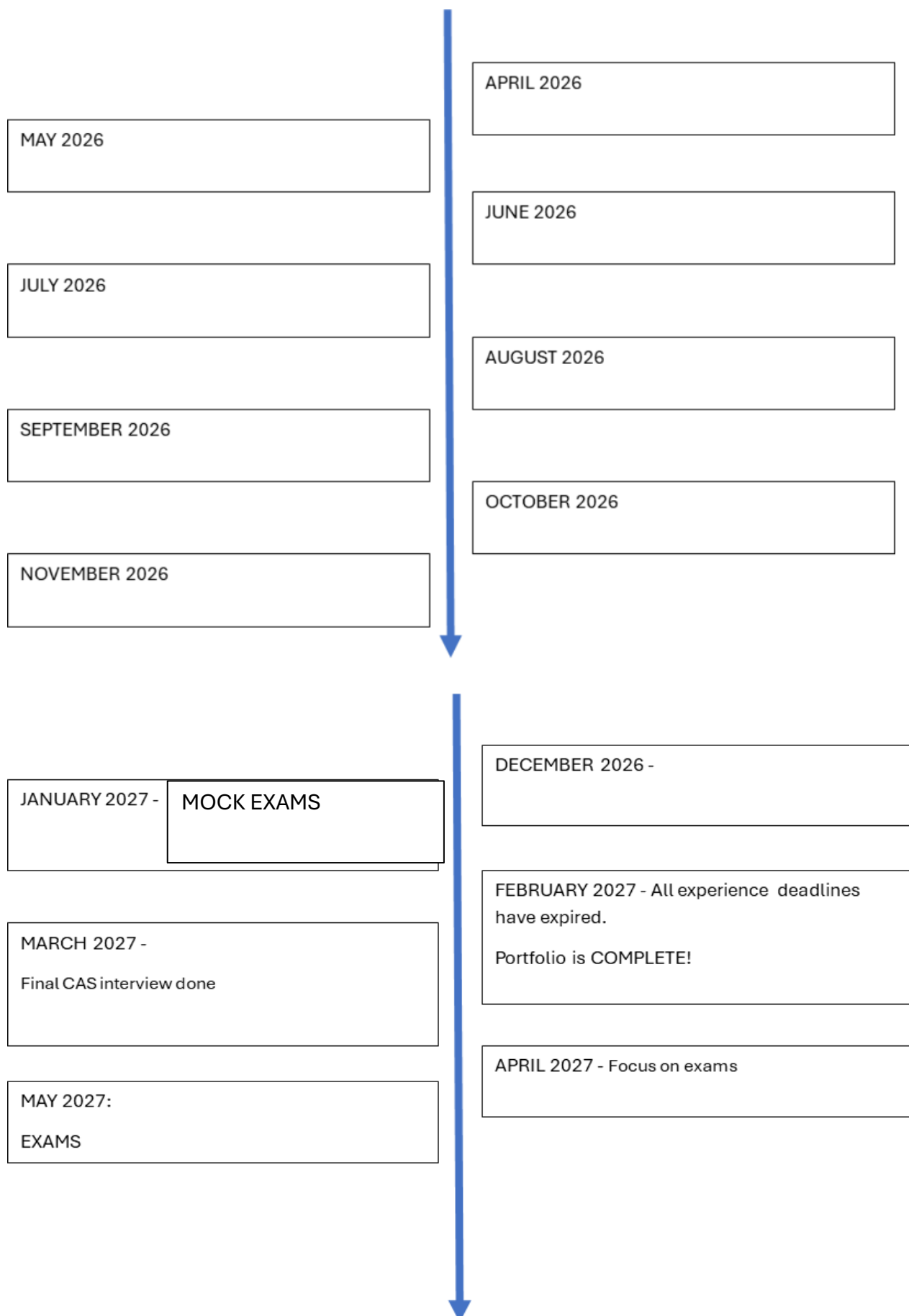


In the first 6 months you should aim to do your ONGOING experience – something you are really passionate about.

Plus:

ONE Creativity experience, ONE activity experience and ONE service experience. These should last about 6 months each.

When you finish the first creativity experience, then start the next creativity experience.



CAS INTERVIEW 2

The purpose of this interview is for you to reflect on your progress and growth. Check over your Managebac portfolio reflections – what do you need to improve? Discuss the CAS project – how it went? Outline what you need to do for the next 6 months.

Prior to this official meeting, write yourself some notes on what you will say using these guiding questions.

Looking Back

- What CAS experiences have you enjoyed the most? Why?
- Which CAS experience has pushed you out of their comfort zone? Explain.
- What challenges have you faced? How did you deal with them?
- What have you learned about yourself through these experiences?

Balance & Growth

- Do you feel you have a good balance of Creativity, Activity, and Service?
- Explain which of the 7 Learning Outcomes you think you have shown the most growth in so far?
- Which learning outcome are you having difficulty to show growth in?

Reflection & Evidence

- Tell me about your Managebac portfolio (encourage them to talk about reflections).
- How often are you writing reflections in Managebac?
- Read out your best reflection.

CAS Project & the future

- Tell me about your CAS project.
- What did you do for the demonstration stage?
- Are there any exciting new experiences you have planned for the next few months?
- Do you have ideas in mind that will push you further out of your comfort zone?
- What support do you need from teachers, peers, or your community?
- Remember to write reflective entries for all your current experiences during homeroom time.

What to bring to the interview?

Please bring a device to make an audio recording of your interview. Your teacher will upload this recording to Managebac.

Bring this booklet with your notes.

Be open to talk about what you do not understand and have some questions prepared.

PREPARATION NOTES FOR MY SECOND CAS INTERVIEW

	Notes for my interview
Looking Back	
Balance & Growth	
Reflection & Evidence	
CAS project and the future	
Questions for my advisor:	1. 2. 3.

After the interview, please remind your teacher to upload the audio recording onto NOTES & INTERVIEWS. Tick **record as interview note** and title CAS interview 2. Students cannot do this.

Notes & Interviews

Your note will be automatically delivered via e-mail. Interview notes are visible to both teachers and students.

Start typing here...

☒ Record as Interview Note

Interview Title

CAS Interview 2

CAS INTERVIEW 3

The focus of the final interview is to look back and consolidate your learning. Connect CAS to life beyond IB.

Your CAS portfolio on ManageBac must be COMPLETED prior to this interview.

Be ready to talk about how you achieved the learning outcomes with examples from your project and experiences. We want to know how you have grown in character traits (IB learner profiles) by helping others. Write notes for each subheading about what you will say. Do not answer each individual question. Let these questions guide your thoughts.

Guiding Questions

Looking Back on CAS

- Looking back, how have you changed since starting CAS?
- What experience had the biggest impact on you and why?
- What was your most challenging moment?
- What was the best creativity product that you designed and made?
- Which activity do you hope to continue in the future and why?
- Looking at your portfolio, do you feel it reflects the whole of your CAS experience? Anything missing?
- What advice would you give to year 11 students about to start CAS next year?

Learning Outcomes

- What experience caused you to step outside your comfort zone? Explain your answer.
- Tell me about a time you showed real perseverance.
- When did you demonstrate leadership or initiative?
- How did your service experience affect others?

CAS Project Reflection

- What did you like about your CAS Project?
- What was your role throughout the project?
- If you could redo your CAS project, what would you change?
- How did the group resolve disagreements?

Beyond IB

- What skills from CAS will you carry into university, work, or life after school?
- Which skills have you developed that you are most proud of?
- How has CAS influenced your future goals or career ideas?

What to bring to the interview?

Please bring a device to make an audio recording of your interview. Your teacher will upload the audio recording to ManageBac. Bring this booklet with your notes. Be open to talk about what you do not understand, any issues or concerns you have.

PREPARATION NOTES FOR MY FINAL CAS INTERVIEW

	Notes for my interview
Looking Back on CAS	
Learning Outcomes	
Reflection & Evidence	
Beyond IB	
Questions for my advisor:	1. 2. 3.

Please remind your teacher to upload the interview onto NOTES & INTERVIEWS. Tick record as interview note and title CAS interview 3.

Experiences (8)

Documents (2)

Notes & Interviews (6)

Notes & Interviews

Newest First ↓

Your note will be automatically delivered via e-mail. Interview notes are visible to both teachers and students.

B I T U L Link Image List Bulleted List Numbered List Indent Outdent Undo Redo Bold Italic Underline Strikethrough Font Color Background Color Text Color Clear All Insert Comment

Start typing here...

☒ Record as Interview Note

March 8, 2026

Comment

Interview Title

CAS Interview 3

CAS Reflection Guidelines

Reflection on your work will lead to improved problem-solving, higher cognitive processing and greater depth of understanding. Think about how these experiences can influence your future career.

Reflecting allows you to:

- ✓ Explore your personal values.
- ✓ Identify your strengths and limitations to help you grow.
- ✓ Gain a greater understanding of yourself and others.
- ✓ Consider how to make improvements in your choices and actions
- ✓ Give and receive constructive feedback
- ✓ Develop the ongoing habit of thoughtful, reflective practice

Watch this video: [Reflective Writing 6m.mp4](#)

**** For each experience, write a minimum of three reflections ****

When writing your reflection, write in paragraphs. Only select the learning outcomes that you will reflect on. Give examples of how you are developing that learning outcome.

Use the guiding questions below to help you complete your reflection. You can complete each reflection differently – rather than always writing your reflections you could upload an audio file / video / add emojis for your feelings / interview style, etc

Reflection 1 = investigating and planning

How did you organise this experience? Who did you contact/email?

What equipment or experience do you need before starting the experience?

Was there anything in particular you had to do in the planning process?

What are you expecting? What do you hope to accomplish?

Evidence = screenshot of email/messages to organisation/teacher, screenshot of signing up to ECA. Screenshot of meeting minutes with your group to plan.

Reflection 2 + = what happened?

Summarise what you did, what was your role each month. How many times did you do the experience that month?

How many hours? Discuss your interaction with other people involved.

What difficulties did you encounter and how did you overcome them? How did this experience benefit you / others?

What IB Learner Profiles did you develop that month?

Evidence = screenshot of smart watch, photo of you in action. Video of you teaching/performing a skill.

****Every month of action requires one journal entry****

Final evaluation

Discuss each learning outcome that you selected and summarise how you progressed in these areas with examples.

What did you learn about yourself and others through this experience? What abilities, attitudes and values have you developed? What might you do differently next time to improve? How can you apply what you have learned in other life situations?

Overall, your CAS portfolio should be reflective, rather than descriptive. Outlining your thoughts and feelings relating to the Learning Outcomes.

If the experience lasted 3 months = 1 planning entry + 3 monthly entries + final evaluation = 5 reflective journal entries and

4 pieces of evidence – one starting video plus some evidence each month and one final video showing progress.

Planning your CAS project

An important part of your CAS programme is to plan and carry out a project that you instigate.

Your CAS project should be a real and meaningful experience, not just something to tick a box. It should respond to a real, authentic need. You need to show that you were deeply involved and responsible for what happened.

You need to take the lead on a project with a partner.

It is recommended that you be a collaborator on at least one other project. Try to be involved with at least one community-based project. This looks the best for your university applications.

Your self-initiated project must:

- ✓ Take place over a minimum of four weeks, starting with your planning meetings.
- ✓ Qualify under one or more of the three strands of CAS – it must include Service.
- ✓ Demonstrate that **you** have taken on a leadership role.
- ✓ Be approved by Ms Megan before you begin.
- ✓ Must complete the project proposal form.

It **must NOT** be...

- an activity that is divisive (cause disagreements), unethical (not morally correct) or harmful.
- a family responsibility
- included in your Diploma course requirements
- an activity for which you receive payment
- an internship

Please go through the planning steps in the correct order. Before moving onto your STEP 3: ACTION, you must complete the [CAS project proposal form](#) and show it to Ms Megan for approval.

After your project is approved then you can finalise dates for the IMPLEMENTATION

Make sure to speak with the relevant authority figures (e.g., the Head of Secondary to confirm dates in the calendar; the head of boarding if it relates to the boarding house, etc.).

Check this link for [CAS Project Ideas.docx](#)

5 Stages of Planning for your PROJECT

Stage 1: Investigation – brainstorming ideas

Start brainstorming ideas.

Investigate local issues: look at the [UN sustainable development goals](#)

Decide on a purpose for your project. Who will benefit?

Is there a genuine need here in Oman?

How could this project make a positive difference in my community?

Will this project challenge me and help me grow in new ways?

What new skills or knowledge could I develop?

Is the project realistic in terms of time, resources, and skills?

How might this project push me outside my comfort zone?

Are there any risks, and how could they be managed?

Every meeting that you have, one person should take notes on what is said. Clarify everyone's role before your next meeting. Every meeting update this proposal form and ManageBac.

Stage 2: Preparation – make a concrete plan.

Set goals, outline steps, assign roles, and identify resources required. Create a timeline. You also need to think about any skills you might need to engage in the experience.

How will we communicate and make decisions together?

Who can we go to for support?

Do I need any training, skills, or approvals before starting?

Do we need sponsorship to cover any expenses?

Remember to write regular journal entries on Managebac outlining exactly what you have done. All the obstacles/challenges, conflict resolution, what you have learnt about yourself and your peers.

You must provide proof of your leadership role. Emails, meeting minutes, photos, etc

Stage 3: Action - Implement your plan.

Before the day of the event, make sure everyone knows what they need to do and bring. Double-check everyone's expectations and what they are supposed to be doing on the day of the event.

Call all volunteers / organisations to check they know where to go and when.

Have you asked other students and teachers for help? Contact them to make sure they know their role on the day.

Set up early for the event, double check you have everything running smoothly.

Stage 4: Reflection

Straight after the event write a reflection on Managebac. Describe what happened, outline your feelings – what went well and what could have been better. What did you learn about yourself – both positive and negative.

Meet as a group to reflect on the event.

Stage 5: Demonstration

After the event, you need to present your project at an IB assembly outlining the impact you had and what you achieved. Do you also want to speak at an all-school Flag? Or at the middle school or iG assembly to update them on how it went? Do you need to invite a representative from the charity you raised money for to receive a cheque?



CAS Project Proposal 2026-27

For your project you must get approval from Ms Megan before you start

Name of project leaders:	
Names of volunteers/collaborators	
Title of Project:	
Describe the focus of the project. Include how it relates to Creativity / Activity / Service.	
How we are following the CAS stages:	For each stage below outline what you have done or intend to do:
INVESTIGATION:	
Organisation you are working with: If you are not working with an organisation leave this blank. If you are doing a school-based event you can put TSS.	Organisation: Name: Email: Phone:
Proposed Date(s) for actual event:	
Proposed start and End Time:	
Venue / location:	
Name of teacher Supervisor:	
PREPARATION:	
What resources do you need?	
What are your expected expenses? How will you pay for these expenses?	
Who will attend / watch? How many participants / attendees / viewers are expected?	
How will you promote your project / event?	
Jobs to be done before the event and by whom: all group member names must be included.	Scroll to the next page to help with this.
ACTION:	
Outline the schedule on the day of the event. Include timings:	
Jobs to be done on the day and by whom	Use the next page to help you
REFLECTION	
Outline your biggest challenge and what you would advise future students to do differently if they took on a similar project to yours.	
DEMONSTRATION:	
Date of your demonstration presentation at an IB assembly.	

Link of your demonstration presentation:	
CAS supervisor signature:	



CAS Project Checklist

Depending on your project you may need to remove some of the items below or add some extras.

✓ Before the Event

Things to do:	Who will do it?
Conduct weekly meetings with your team and keep meeting minutes in a folder.	
Book a meeting with Ms Megan for Project approval.	
Decide on an adult supervisor for guidance and advice.	
Keep making additions to your Project Proposal form as decisions are being made.	
Confirm venue booking (date, time, location, permissions).	
Promote your event.	
Create timeline of what needs to be done by when.	
Create a schedule of times and locations for the event.	
Arrange transport if needed	
Confirm volunteer/student/helper roles and responsibilities	
Print/prepare any resources (schedules, flyers, name tags, sign-in sheets)	
Test technology (microphones, speakers, laptops, projectors)	
Check equipment and materials are available (tables, chairs, sound system, decorations, posters, supplies)	
Brief the team on the schedule and expectations	
Have emergency contacts and first aid arrangements in place	

✓ During the Event

What to do:	Who will do it?
Arrive early for setup	
Set up venue (tables, signage, displays, registration area, donation boxes, etc.)	
Assign someone to welcome/guide participants or guests	
Keep track of time — follow the planned schedule	
Take photos/videos for evidence (with permission)	
Ensure safety and wellbeing of all participants	
Communicate with the team — adapt quickly if problems arise	
Keep energy positive and encourage participation	

✓ After the Event

What to do:	Who will do it?
Thank all participants, volunteers, and supporters.	
Pack up equipment and leave the venue clean.	
Collect donations, feedback forms, or attendance records	
Debrief with the team (what went well, what could improve)	
Upload reflections and evidence (photos, notes, videos, feedback) to CAS portfolio	
Share results/impact with supervisor, coordinator, or community	

Please note some things you cannot do within your event:

You cannot give cash as a prize – vouchers or trophies are ok.

You cannot invite external vendors onto campus without permission from Mr Yahya.

DEMONSTRATION PHASE OF CAS PROJECT



CAS Project Presentation Outline

Once you have completed your CAS project you will showcase your awesomeness by presenting what you learned to the IB students during an IB assembly.

The aim being to share the process, impact and your personal growth.

When presenting you should have practiced what you will say in advance. Do NOT read off the slides.

The slideshow should be full of pictures and bullet points. Avoid full sentences.

Here is a suggested structure for your presentation.

1. Introduction (1 min)

- Introduce the project title and team members.
- Briefly explain *what the project was about* — the issue, cause, or need that you addressed.
- Mention *why* you chose the project (personal interest, community need, inspiration, etc.).

2. Planning & Action (2 mins)

- Describe the *planning process*: what goals you set, what roles each person had, and how you organized yourselves.
- Talk about the *action phase*: what you actually did, key activities, challenges faced, and how you overcame these.
- Highlight any collaboration with the community, teachers, or external organizations.

3. Impact (2 mins)

- Discuss *the impact on others*: who benefited and how.
- Describe *the impact on you*: what they learned, skills developed (leadership, communication, empathy, organization, creativity, etc.).
- Share any *unexpected outcomes* or lessons learned.

4. Reflection (2 mins)

- Reflect on how the project connected to CAS learning outcomes (e.g., initiative, global engagement, perseverance, collaboration).
- Mention how it may have changed / influenced your perspective on planning events or future plans.

5. Advice for Others (1 min)

- End with tips or encouragement for other IB students starting their own CAS project — what worked, what would you do differently, and how to make the most of the experience.



CAS Projects

Advice for future students



01 Start Early



Don't underestimate how long logistics take. Give yourself plenty of runway — especially if exams are nearby.

02 Promote Aggressively



A great project with poor promotion won't reach its potential. Plan your advertising campaign as carefully as the project itself.

03 Seek a Sponsor



Prizes and incentives attract more participants. Approach local businesses or the school parent community for support early on.

04 Assign Clear Roles



Knowing exactly who is responsible for what eliminates confusion. Don't assume — write it down and agree upfront.

05 Involve Staff Early



Getting teacher and leadership buy-in early (like our meetings with Ms. Shandrea & Mr. Simon) opens doors and adds credibility.

06 Reflect as You Go



Don't wait until the end. Keep notes on what's working and what isn't — your CAS journal will write itself.



Start with a real need

The best CAS projects solve something that actually matters. Look around you — what's missing in your community or school?



Divide roles clearly

Assign responsibilities based on each person's strengths early. It avoids confusion and makes sure everything gets done.



Promote early & widely

Don't underestimate the power of a good poster and a teacher willing to share it. Reach out — people want to help.



Communicate constantly

With teammates, supervisors, and participants. Assumptions are the enemy of a smooth project.



Reflect as you go

Don't leave reflection to the end. Note what works and what doesn't after each session — it makes your final write-up so much easier.



Enjoy it!

CAS is a chance to do something you actually care about. Lean into it — you'll learn more than you expect.

Challenges faced when organising the meetings



It was challenging to find a suitable time for everyone due to busy schedules meaning most of our meeting were during break which resulted in us missing a meeting. This slowed down the process of making decisions which caused a delay in our planning.



We would suggest to plan way ahead of time even if your project is much later so you can be more prepared and will lead to less stress.



Plan smart. Work together. Make an impact.





ADVICE FROM PREVIOUS STUDENTS

Insights and tips from students who've been there!



TIPS FOR SUCCESS

- **Plan Early** – Have clear goals, and draw a required timeline or roadmap to make planning smoother and less stressful.
- **Maintain Communication** – Stay in contact with teachers and supervisors to avoid misunderstandings and stay on track.
- **Be Proactive** – Unexpected changes can happen, so always be quick to react.
- **Make the Most of It** – Choose a project you care about and use it as a chance to learn new skills and make an impact.



KEY REMINDERS

01

Document everything from day one, the large details to the small and pad for later.

02

Pick a project/exhibit you are curious about – that's where the real growth happens.

03

Have a backup plan. Out fits appear, delays occur. Adapt calmly to avoid stress.

04

Use your group time when you can – meeting with lots as saving during exam season.

05

Give yourself more time than you think you need – no one ever wished they bag the event would take.

ADVICE FOR OTHERS:



TEAM UP:

Find teammates who are committed and share similar values, skills, and work ethics. It makes a big difference!



TIME MANAGEMENT:

Plan your timeline, set deadlines, and stick to them. Don't wait until the last minute!



BE POSITIVE & FLEXIBLE:

Challenges will come up. Stay positive, be open to learning, and adapt when things change.

Be the change. Make a difference.



CREATIVITY



ACTIVITY



SERVICE

INDEX

WHAT TO INCLUDE IN YOUR DESCRIPTION FOR A CAS EXPERIENCE

1. **What the experience is:** Clear explanation of what you hope to be doing.
2. **CAS Strand(s):** Briefly explain why it fits under the strands you have selected (activity/creativity/service).
3. **Purpose / Aim:** Why have you chosen to do this? What do you hope to achieve? Who will benefit?
4. **Your Role and Responsibilities:** What you will personally be responsible for? Any leadership role? Are you organizing, participating, teaching, coordinating?
5. **Planning Required:** Do you need permission from parent/school/organisation? Do you need any specific equipment or resources to take with you/have access to at home? How will you get there?
6. **Duration:** How often each week do you hope to do this experience? Approximate timeline.
7. **Goals for Personal Growth:** What skills you hope to develop (e.g., leadership, confidence, communication, resilience). How will this experience challenge you? Please include 2 – 3 goals. Try to write some measurable goals – I would like to run 10km in less than... mins by the of.....(month),

What to write for your final evaluation.

All your experiences require a final evaluation. This is where you sum up how you achieved each learning outcome you selected at the start for the experience with examples. Make sure you include at least one sentence for each learning outcome.

Here are some sentence starters to help you:

LEARNING OUTCOME	Sentence starters
LO1: Identified your own strengths and areas for growth :	My strengths throughout this experience were.. I was proud of my ability to... Taking part in this activity confirmed that I am capable of... I struggled with..... which showed me that... In the future, I want to become better at... This activity pushed me outside my comfort zone by... Comparing the beginning and the end of this activity, I can see growth in... This experience changed the way I see my abilities because...
LO2: Demonstrated that you have undertaken new challenges , developing new skills in the process	My biggest challenge during this experience was... I overcame it by.. A new challenge I undertook during this experience was... Initially, I struggled with..., but over time I learned how to... By committing to this unfamiliar task, I expanded my skills in... This challenge helped me realize that I can... A significant obstacle I faced was..., which I overcame by... **Think about HPL terms and include an IB Learner profile.
LO3: Demonstrated that you can initiate and plan a CAS experience	I decided to start this experience because.. I created a detailed plan that included... I recognised a need for... and decided to... The idea for this project emerged when... I initiated this experience in response to... We divided responsibilities by... One challenge I encountered during planning was...
LO4: Shown commitment to and perseverance in CAS experiences	I took part in this experience a week. My worst month was... where I only attended... because... My best month was... I felt particularly motivated because.. There were moments when I felt..., but I chose to... Over time, I maintained my motivation by... My perseverance was evident when... Through sustained effort over..., I was able to...
LO5: Demonstrated the skills and recognised the benefits of working collaboratively	One key benefit of collaboration was... Through teamwork, I was able to... Collaborating with others enhanced... Each team member contributed unique strengths such as... I learned from others' perspectives by... Working collaboratively improved the final outcome because... Constructive feedback from peers helped me to... The diversity of viewpoints strengthened... Active listening played a key role in...

	Being part of a team motivated me to... This led to the success of.... because....
LO6: Demonstrated engagement with issues of global significance	One issue of global significance that I engaged with is... Although this issue is global, it affects my local community by... Engaging with this issue has changed my perspective on... This experience strengthened my sense of responsibility toward... A pressing global challenge that shaped my understanding is... This experience relates to the wider issue of... The global significance of this issue lies in... This topic is globally relevant because... I engaged with this issue through... My involvement included... I learned that addressing this issue requires... Perspectives on this issue vary depending on... This has influenced the way I think about my role in...
LO7: Recognised and considered the ethics of choices and actions	An ethical issue that emerged in this situation was... This experience raised important questions about... At the time, I was faced with a moral dilemma involving... The decision required me to balance... My actions had ethical implications because I believed that the most ethical course of action was... In weighing my options, I considered... I was guided by values such as... I had to consider the potential consequences of... I was mindful of how my actions might affect... I recognised that others might perceive my actions as... I considered the perspectives of... At the time, I did not fully appreciate... This experience has strengthened my understanding of... In future, I would approach a similar situation by...

SAMPLE EXPERIENCES

Experience Title: Home Baking: Developing Culinary Skills and Creativity

CAS Strand: Creativity

Description:

This CAS experience involves independently developing my baking skills at home by learning and preparing a variety of baked goods over a six-month period. I will research recipes, practice different baking techniques, and experiment with presentation styles to improve both the technical and creative aspects of baking.

The purpose of this experience is to enhance my creativity, precision, and patience while developing a practical life skill. Baking requires careful measurement, time management, and attention to detail, which will challenge me to work methodically and improve my consistency. I also aim to build confidence in the kitchen by working more independently.

My role in this experience is to independently plan, prepare, and evaluate each baking session. This includes selecting recipes, purchasing ingredients, managing my time, following food safety guidelines, and reflecting on the outcomes. I will document my progress through photos and written reflections.

At the end of each month, I will develop my own recipe based on the recipes I have attempted throughout the month.

Measurable Goal:

- Create **at least 6 different recipes** including:
 - Cookies
 - cakes
 - pastries
 - bread-based items
 - one advanced / decorated item (e.g., layered cake or piped cupcakes)
- Improve presentation quality by practicing **different decoration techniques** (e.g., piping, glazing, layering).
- Receive structured feedback from at least **5 different people** and use that feedback to improve future attempts.

Final Product: At the end of the 8 weeks, I will create:

- A **digital baking portfolio** including the ingredients list, method and photos of my recipes.
- A **final showcase bake**, such as a decorated layered cake, demonstrating the skills I have developed.

CAS Learning Outcomes (Expected):

- Identify own strengths and areas for growth (through evaluation of each bake).
- Demonstrate that challenges have been undertaken (advanced techniques).
- Show commitment and perseverance (every week for 6 months).
- Develop new skills (technical baking and presentation skills).

First reflective journal entry:

Before starting my baking journey, I have spent some time researching a range of recipes. I will try a particular dish three times using different recipes and then create my own slightly adjusted version based on feedback from friends and family.

I made a shopping list of the ingredients and tools I will need and went shopping with my Mum to get things that we were missing. I have been watching some instructional videos about safe food preparation and decorative techniques for cakes.

This month I decided to start with cookies. I wanted to make healthy style cookies. I found recipes for Healthy Banana Oat Cookies and Apple Cinnamon Cookies. After making these two batches my feedback was...

Creativity and Service Project idea

For my self-initiated CAS project I would like to visit children affected by cancer in the oncology ward of the Royal Hospital. Planning this activity will require: contacting the hospital and getting consent to go, designing an art activity to do with the children and purchasing the items for the session

This is a service because we will be providing the session for the children for free. It is also creativity as we will design the art activity ourselves.

I will be collaborating with Fatma and Reem. We would like to provide the children with a means to express their emotions and foster a positive, uplifting environment.

We are hoping to do some fundraising to purchase the supplies and provide gifts for the children. This will allow me to illustrate my leadership, compassion and communication skills.

Personal goals:

- Raise funds to purchase art supplies and gifts for the children, demonstrating financial management and initiative.
- Carefully plan and organize the visit, including the logistics of transporting art supplies and scheduling interactive sessions.
- Organize and conduct interactive art sessions that encourage children to explore and express their creativity without constraints.
- Demonstrate leadership by coordinating the project, managing volunteers, and overseeing the entire activity from planning to execution.

Indirect Service/advocacy and Creativity

Interact clubs are part of Rotary International and are designed to provide young people with opportunities to serve their communities, develop leadership skills, and build connections with peers around the world. These clubs engage in various community service projects and initiatives to make a positive impact. As the Head of Media for the Interact Club Djerba Flamingo, my primary responsibility includes promoting the club's activities, managing its online presence, and contributing to the club's mission of community service and youth development.

Goals and Objectives:

1. **Community Engagement:** I aim to increase community awareness and involvement in Djerba, Tunisia, by effectively advertising the Interact Club's activities and events.
2. **Digital Presence Enhancement:** I plan to develop and maintain an engaging website for the club, and improve the content quality on the club's Instagram and Facebook pages through creative videos and posts.
3. **Skill Development:** I am committed to enhancing my editing and graphic design skills to produce high-quality promotional materials for the club.
4. **Leadership Development:** I am committed to successfully handling the significant responsibilities associated with being a member of the executive board and the Head of Media within the club.
5. **Time Management:** I will effectively manage my time to balance my school commitments in Oman with my role in the Interact Club in Tunisia.

Reflection

Over the past few weeks, our Interact Club has been busy with activities as we organize a prom party scheduled for July 6th. This event aims to raise funds for UTEM, an organization dedicated to supporting mentally ill individuals. Our team has been meeting frequently to ensure every detail is meticulously planned.

We are currently focusing on finding the perfect DJs to create an unforgettable atmosphere and securing suitable venue that can accommodate our expected turnout. The excitement and energy within the club are palpable as we exchange ideas and collaborate to bring this event to life.

Through this process, I have had the opportunity to further develop my organizational and leadership skills. Coordinating with various team members, liaising with potential vendors, and managing promotional activities have all been challenging yet rewarding tasks. Additionally, balancing my school commitments in Oman with these responsibilities in Tunisia has tested my time management skills, but it has been a worthwhile endeavour.

One of the most fulfilling aspects of this project is knowing that our efforts will directly benefit UTEM. This cause is close to my heart, and it is gratifying to see our club members united in our mission to make a positive impact on our community.

In conclusion, the experience of planning this prom party has been a significant milestone in my CAS journey. It has allowed me to apply my skills in a real-world context, work collaboratively with my peers, and contribute to a meaningful cause. I look forward to seeing the fruition of our hard work on July 6th and continuing to support the club's initiatives in the future.