# CAS Planning Grid

Over the course of the 2 years of your IB Diploma Programme course, you are required to meet all the CAS outcomes by undertaking a series of CAS experiences in each of the strands as well as completing a project. This guide and planning grid helps you identify how you will meet these outcomes.

At the end of the course, you need to demonstrate that you have met each of the outcomes. You show that you have met these through the accumulation and presentation of good quality evidence for each of your experiences.

The outcomes you need to meet are:

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| **LO 1** | **Identify own strengths and develop areas for growth** |
| **Descriptor** | 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** |
| **Descriptor** | 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** |
| **Descriptor** | Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process. |
| **LO 4** | **Show commitment to and perseverance in CAS experiences** |
| **Descriptor** | Students demonstrate regular involvement and active engagement in CAS. |
| **LO 5** | **Demonstrate the skills and recognize the benefits of working collaboratively** |
| **Descriptor** | 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** |
| **Descriptor** | Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally. |
| **LO 7** | **Recognize and consider the ethics of choices and actions** |
| **Descriptor** | Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences. |

As part of your CAS experiences, you are required to demonstrate how you have met these Outcomes using evidence. This document helps you map your proposed CAS experiences and strands to meet your responsibilities.

Instructions for completing this document.

For each of the CAS outcomes, you need to

* Nominate the CAS experiences.
* Identify the strand(s) for each experience

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| CAS Experience | CAS Strands | Outcome 1Identify own strengths and develop areas for growth | Outcome 2Demonstrate that challenges have been undertaken, developing new skills in the process | Outcome 3Demonstrate how to initiate and plan a CAS experience | Outcome 4Show commitment to and perseverance in CAS experiences | Outcome 5Demonstrate the skills and recognize the benefits of working collaboratively | Outcome 6Demonstrate engagement with issues of global significance | Outcome 7Recognize and consider the ethics of choices and actions |
| Playing football  | A | Poor touch and ball skillsGood passing and off the ball | Aiming to play in 1sts/2nds, so the trainings are more difficult with a higher intensity, helping to develop my skills in general. | X | Turning up to all the training sessions (which are in the morning) and not arriving late. | As football’s a team sport, you learn pretty quickly that if you don’t work well as a team, you’ll get beaten every week | X | X |
| Trying to make the athletics team | A | My fitness level is quite high, but my top speed will have to increase to be able to make the team | Have previously competed as a shot-put thrower, but I now want to try and compete as a runner, namely in the 400m. | X | Going to the training sessions and the invitational carnivals. | X | X | X |
| John Waterhouse Society | C | Can formulate different philosophical ideas, but actually verbally communicating them is a weakness. | Completely new experience for me to look at thing philosophically so will be able to develop skills in an area that I’ve never worked on before. | X | X | The presentations will be done in groups, so we’ll have to work with our other group members to get it done. | Many of the philosophical ideas and ethical dilemmas covered are related to the world, not just Australia, and can give us a better understanding of what’s going on around the globe. | Ethics is a huge part of philosophy, so being able to critically analyse why and how we make our decisions then allows us to consider the ethics and choices of our actions |
| New Enigma Editing | C | Creativity is not my strong point, but I do enjoy the classics (Latin literature and philosophy), which is what we’re hoping to implement into part of the New Enigma this year. | Considering creativity is a weakness of mine, helping in creating the New Enigma for this year will certainly help to develop my creativity and also shows that I’m happy to undertake challenges that will extend me. | Although it isn’t a new CAS experience in itself, editing for the New Enigma, we basically get to make the New Enigma our own, designing it and determining what goes in it. | X | There are a group of boys working on the New Enigma, and it wouldn’t be possible to get it all done by yourself, so you have to collaborate and work with other people. | X | X |
| Volunteering at HOOSH | S | I love working with kids, however I think I need to be able communicate with them better. | Being exposed to young kids on a regular basis will certainly help develop my communication skills with them. | This experience was not organised through the school in any way, and was something that I thought of and initiated myself. | X | X | X | X |
| ANZAC Day Services (Project Rosemary & Catafalque Party) | S | X | X | X | X | In the catafalque party, you have to march in unison, which would be very difficult if you don’t work together in the rehearsals and on the actual ANZAC service. | By being more involved in the ANZAC day service, you get a much greater appreciation for the sacrifice that men made; both Australians and those of all nationalities. | By getting a better appreciation for the war, you also get to consider the huge impact that one decision can have and whether that decision is ethical or not. |
| Group Project | GP |  |  | Although not yet planned, my group project will contribute significantly to fulfilling this outcome. |  |  |  |  |