Exercise walk-through

1.2
The CAS project and reflection

International Baccalaureate · IB Diploma · Creativity, Activity, Service

The CAS project and the portfolio

- The **CAS project** is **collaborative** : you work with others, you plan it yourselves, and it lasts at least one month.
- The repair café is a project in two strands at once (service and creativity).
- Your portfolio holds the evidence: plans, photos, records and reflections.
- Evidence is better than claims: show the attendance list and the moved posters, not just "I learned to work in a team".

Reflection

- **Reflection** is thinking about what you did and what you learned.
- Do it during an experience, straight after it, and later, when you can see how it changed you.
- **A second example.** A student runs a weekly reading scheme for younger students.
- Attendance falls from nine readers to five.

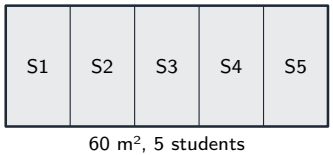
Key terms (2)

- **CAS project**: a **collaborative** experience, planned by students, that lasts at least one month.
- **Portfolio**: the collection of plans, photos, records and reflections that is evidence of your CAS.
- **Reflection**: thinking about what you did and what you learned, during, after and later.

Exercises 2.1·2.2

2.1 Name the **five CAS stages** in order. [2]

2.2 A team of 5 students plans to paint a 60 m^2 wall mural. Each student can paint 1.5 m^2 per hour. Calculate the hours needed, and explain why the plan should include extra time. [3]



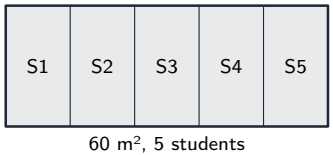
Exercises 2.1·2.2

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2.1

investigation, preparation, action; reflection, demonstration

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2.2

$60/(5 \times 1.5) = \mathbf{8}$ hours; preparation (cleaning, priming, design transfer) and drying time are not included; weather, absences and mistakes may slow work, so a realistic plan has spare time

Exercises 2.3·2.4

2.3 Rewrite this goal as a **SMART** goal: “Our project will help old people.” [4]

2.4 Rewrite this weak reflection so that it shows learning: “We went to the beach and picked up rubbish. It was hot. It was fun.” [6]

Exercises 2.3·2.4

2.3 Rewrite this goal as a **SMART** goal: “Our project will help old people.” [4]

2.3

specific: what will be done, e.g. teach phone video calls; measurable: e.g. 12 residents, 4 sessions; achievable and relevant: agreed with the care home staff; time-bound: by a date

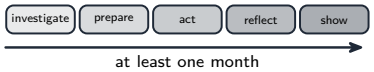
2.4 Rewrite this weak reflection so that it shows learning: “We went to the beach and picked up rubbish. It was hot. It was fun.” [6]

2.4

specific detail, e.g. amount collected, what kind of rubbish; feelings explained; analysis: why the rubbish was there, e.g. plastic bottles near a stall; link to a learning outcome, e.g. 6 global significance; what the student learned about themselves or others; next step, e.g. talk to the stall owner about a bin

Exercises 3.1·3.2

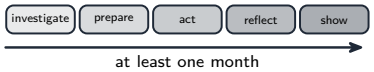
3.1 *(CAS project plan.)* Plan a CAS project for your school using the five stages. Include the need (and how you found it), SMART goals, roles, a timeline of at least one month, risks and how you will reflect and demonstrate. [10]



3.2 Explain why reflection should happen **throughout** a project, not only at the end. [5]

Exercises 3.1·3.2

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3.1

Mark the reflection as a whole: [top] specific, honest, links experience to a learning outcome, shows what the student will do differently; [middle] some detail and some link to learning; [bottom] a list of what happened, no learning. Points that may be included: investigation: a real need found by asking the people affected; SMART goals; roles shared in a team: collaborative; timeline of at least one month; risks and safety; reflection and demonstration planned

3.2 Explain why reflection should happen **throughout** a project, not only at the end. [5]

3.2

problems can be noticed and fixed during the project; memories are more accurate soon after an experience; learning is shown as a process; it supports the learning outcomes, e.g. perseverance; gives evidence for the portfolio over time

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