

CAS and Learner Profile Attributes

CAS is a journey of personalised, inquiry-based learning that should be relevant and meaningful for each IB learner. As part of this journey, inquiry questions therefore play an important role in enabling students to tailor their own experiences so that they are as personally relevant and meaningful as possible.

At different stages of their CAS journey, typically at the beginning, middle and end, students construct their own personal inquiry and reflective questions that allow them to build a CAS programme based on the IB Learner Profile attributes. A CAS Mentor and/ or CAS Coordinator guides student through this process, explicitly helping students to understand how they can best develop the attributes.

The questions below are examples of the types of questions that students might use.

Learner Profile Attributes	Nature of CAS: methods / pedagogy - the <i>How?</i>	CAS Inquiry Questions	CAS Reflective Questions
Open - minded	Students are guided in exploring their own and others' values, perspectives and traditions	What do you value and why? What is important to you? What values, traditions or perspectives do you see as being different to your own? What kinds of experiences would allow you the opportunity to learn about different values, perspectives and traditions?	So far, what have you learnt about the way you interact with others? How has this learning journey helped you to learn more about yourself and your relation with the community? Is this journey allowing you to learn from different cultures, perspectives and traditions? If not, how could you modify this.
Communicators	Students are supported in their ability to collaborate and communicate with others, particularly using different languages to do so	What linguistic skills do you have and in what ways could you use them in the school, local or global community? What skills do you have that you could bring to a group project? Who might be a suitable person to work with and why? Who do you know that might be able to add value to your ideas? Who do you work well with, or have a good relationship with? How could you try working with people you don't know as well?	How have you varied linguistic skills to allow you to engage with the people you have been working with? Has this path helped you to express what you feel and think in a more articulate way? Are you understood by the others? Are you transmitting the message you want? What else could you do to make this learning journey even more gratifying regarding the way you are communicating with people?

Principled	Students are guided in identifying genuine needs and reacting to them in an ethical way	<p>How can you find out what needs there are in your school, local and global community?</p> <p>How do you ensure that you are responding to a genuine need in your school, local and global community?</p> <p>How can you ensure that the help you offer is needed?</p> <p>How can you ensure that the relationships you have with other communities are reciprocal and mutually beneficial?</p> <p>How can you ensure that you are not imposing your ideas on others, without taking into account what is needed or culturally appropriate?</p>	<p>To what extent have the decisions you have taken will help the community while helping you grow?</p> <p>Are you open to modify a plan if you see that the outcome is not the best for the community or yourself?</p> <p>Is this a moment in which you have to consider a change of plans? If yes, which and why?</p>
Knowledgeable	Students are guided in their understanding of issues of local and global significance, and how they can act in order to address them / exercise their own agency in order to address them / respond to them	<p>What structures, forces, movements and events are happening in the world around us?</p> <p>How can you play a part in shaping the world around you?</p>	<p>How getting to know about this specific situation has helped you to make the best decisions for your journey?</p> <p>To what extent has your knowledge provided you with the capacity of generating a change in the community you are working with? Have you used this knowledge wisely? Could you have given it another twist?</p>
Reflective	Students are guided in their evaluation of their own strengths, limitations and areas for growth and are encouraged to work towards their own personal development	<p>What skills, talents and dispositions do you feel that you already have?</p> <p>What skills, talents and dispositions do you feel that you could get better at?</p> <p>What would personal development look like for you?</p>	<p>If you compare yourself with the person you were at the beginning of this journey, how much have you grown?</p> <p>When talking about your strengths, how have you used them to get to this point in your journey? Have you shared them with others? Were you able to accept help from others?</p> <p>To what extent have you used those areas of improvement as a way of challenging yourself to improve? Have you used that improvement in the community/ in your journey?</p> <p>Have you realized if you have been developing other Learner Profile Attributes that perhaps you did not consider at the beginning of the journey?</p>

Risk-takers	Students are challenged to explore new skills, situations and perspectives and to think outside of their comfort zone	<p>What kinds of experiences would be challenging for you and would take you out of your comfort zone?</p> <p>How might you put yourself in a situation that would be uncomfortable for you at first?</p> <p>What are you not so good at and would like to improve?</p> <p>What skill do you wish you could learn and how could you do it?</p> <p>How could you try out new things?</p>	<p>What have you learned so far from your journey that took you out of your comfort zone?</p> <p>How has this journey taught you to face your fears? or to overcome the situations you are uncomfortable with?</p> <p>Is there any other challenge you would like to overcome at this point of this journey?</p>
Inquirers	Students are guided in how to conduct research on topics of their choice, including how to pose questions that address their identified needs and challenges	<p>Which methods of research could you use to find out what needs exist in your school, local or global community?</p> <p>Who might be an expert on your areas of interest or your ideas for a project?</p>	<p>Is there anything you would like to modify now in your journey, based on what you have seen/lived so far? How would you do it?</p> <p>Is there anything that needs to be improved to reach the objectives / aims of this journey?</p>
Balanced	Students are guided in how to look after their own and others' wellbeing	<p>How might you look after your own physical and mental wellbeing over the course of your Diploma Programme?</p> <p>What strategies do you have in place / might you put into place to ensure that you do not become overwhelmed over the course of your Diploma Programme?</p> <p>How could you ensure that you find a balance between your academic studies and taking a mental and physical break for yourself?</p> <p>What could you do to support others in your school, local and global community?</p> <p>How could you make a positive contribution to the wellbeing of others?</p>	<p>To what extent has this experience helped you become aware of what is good for you and for the community?</p> <p>In which ways you have been able to keep a balance between your wellbeing and your academic performance? If not, how can you modify that at this stage?</p>
Thinkers	<p>Students are guided in making ethical decisions</p> <p>Students are guided in how to think critically and creatively</p>	<p>What would acting ethically look like?</p> <p>What kinds of experiences might you have that would involve having to make ethical decisions?</p>	<p>To what extent have the decisions you have made demonstrated an ethical perspective in this experience? Would you have done something differently? If yes, what and why?</p>

		<p>What things need to be taken into account when making decisions about what action to take?</p> <p>How will you ensure that the action that you take is in response to a genuine need?</p> <p>What underlying assumptions do you have that might impact how you choose to act?</p>	<p>Is there something innovative you could do also at this stage in this experience in order to make things better?</p> <p>How has creative thinking helped you overcome some difficulties that have arisen in this journey?</p> <p>What else could you do?</p>
Caring	<p>Students are treated with compassion and respect, and are guided in their understanding of how they can develop these attributes themselves</p> <p>Different paths towards developing empathy and compassion towards others</p> <p>Help them to realise what they might be capable of caring about</p>	<p>What makes you angry?</p> <p>What makes you sad?</p> <p>What makes your heart ache?</p> <p>Who could you learn to empathise with?</p> <p>What would make other people happy?</p> <p>What frustrates you about the world / school / other people?</p>	<p>Have you been able to turn those feelings into positive actions?</p> <p>How does this journey help you to feel compassion for yourself and others?</p> <p>Have you shown respect to others and/or to yourself?</p> <p>Is there anything you would like to modify at this stage of your journey?</p>