

# CAS HANDBOOK

All the information you need about your CAS experience

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## CONGRATULATIONS!

Dear IB DP student,

"The desire to create is one of the deepest yearnings of the human soul." -Dieter F. Uchtdorf

"Lack of activity destroys the good condition of every human being, while movement and methodical exercise save and preserve it." -Plato

"Life's most persistent and urgent question is, 'What are you doing for others?'" -MLK

Within your educational journey, academic process alone cannot nurture and support human ingenuity. Creativity and passion must be added to develop a well-rounded learner. Thinking and academics must be balanced by the body's need for movement; thinking and ingenuity without heart can lead to misadventures.

Creativity, activity and service is more than just a project. It is a representation of your passions, originality, and individuality.

All the information you need to know about CAS project can be found on the following pages.

*Grace Mary Sprockett, CAS coordinator*

# CAS Guidebook

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# Mission Statements and Ideologies

## I. International Baccalaureate Organization: Mission Statement

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

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

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

## II. Spojená Škola Pankúchova 6: Mission Statement

The mission of Spojená Škola Pankúchova 6 reads as follows:

**We aim to share and apply a common philosophy - a commitment to a high quality, challenging, international education founded in the principle of linking theory, practice, and real-life situations. We promote international mindedness whilst respecting and supporting the development of students' needs and their unique personalities and supporting them to become multilingual lifelong learners who help to create a peaceful and better world.**

## III. Spojená Škola Pankúchova 6: Vision & Philosophy

The vision & philosophy of Spojená Škola Pankúchova 6 reads as follows:

**The aim of the school is to create and implement a comprehensive system of language education from the first year of primary school through to graduation. By implementing the International IB Program, we can improve the quality of teaching through the standards and procedures used in the IB Program. The IB offers a continuum of three international educational programs that support students' personal and academic achievements that they experience in both learning and personal development.**

**We believe that the formation of positive attitudes of pupils towards language education and their active involvement in the practical use of acquired language skills will be reflected in the knowledge and abilities of graduates of Spojená Škola Pankúchova 6 in Bratislava.**

## IV. The IB Learner Profile

Through the IB Programmes, Spojená Škola Pankúchova 6 strives to develop learners who exemplify all attributes of the IB Learner Profile, attributes which mesh well with the mission statement, vision, and

philosophy of our school. When students are able to develop and deepen their understanding and practice of the IB Learner Profiles, our goal is to create internationally-minded learners.

The IB Learner Profile attributes are listed below.

***Inquirers***

Students develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

***Knowledgeable***

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

***Thinkers***

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

***Communicators***

Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

***Principled***

Students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

***Open-minded***

Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

***Caring***

Students show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

***Risk-takers***

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

***Balanced***

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

***Reflective***

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

# What is CAS at Spojená Škola Pankúchova 6?

“The desire to create is one of the deepest yearnings of the human soul.” -Dieter F. Uchtdorf

“Lack of activity destroys the good condition of every human being, while movement and methodical exercise save and preserve it.” -Plato

“Life’s most persistent and urgent question is, ‘What are you doing for others?’” -MLK

Within your educational journey, academic process alone cannot nurture and support human ingenuity. Creativity and passion must be added to develop a well-rounded learner. Thinking and academics must be balanced by the body’s need for movement; thinking and ingenuity without heart can lead to misadventures.

Creativity, activity and service is more than just a project. It is a representation of your passions, originality, and individuality.

**Our CAS motto at Spojená Škola Pankúchova 6: Find your passion and act on it.**

1. **Creativity:** the arts and other experiences that involve creative thinking, whether it is making music, art, lesson plans for teaching English to children or recipes to form an international cookbook. This aspect of CAS involves you creating something new or challenging yourself by learning something outside the school curriculum.
2. **Activity:** physical exertion contributing to a healthy lifestyle. Sports teams, yoga class, surfing, hiking or walking, if you get out and get physical in some way, you are satisfying the action aspect of CAS.
3. **Service:** an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected. Build on what you learned in Service & Learning in MYP, and serve others in our community and the world.

CAS should involve

- Real, purposeful experiences with significant outcomes;
- Personal challenges;
- Thoughtful consideration, revealing planning, reviewing progress, and reporting;
- Reflection on outcomes and personal learning.

CAS Experiences should

- Offer experiential learning: planning, doing, reflecting;
- Have a clear goal or outcome;
- Be planned and evaluated;
- Vary in length and the amount of commitment required from the student.

## **I. Aims of CAS**

The CAS Programme aims to develop students who are

- Reflective thinkers who understand their own strengths and limitations; identify goals and develop strategies for personal growth.
- Willing to accept new challenges and new roles.
- Aware of themselves as members of communities with responsibilities towards each other and the environment.
- Active participants in sustained, collaborative projects.
- Balanced students who enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.

## **II. CAS as part of the IB Core**

The CAS Programme continues for the 18 months of the DP course, starting in the Summer of Year 11 and typically completing in the Spring of Year 12.

**\*Successful completion of CAS is a requirement for the award of the IB Diploma.**

**CAS is not only part of the DP Core (along with TOK and your Extended Essay) and essential for holistic learning; CAS also connects to the mission statement and vision of Spojená Škola Pankúchova 6 and the IB Learner Profiles.**



### III. The IB Learner Profile and CAS

There are 7 learning outcomes within the CAS project, of which you must showcase your completion.

CAS at Spojená Škola Pankúchova 6 activities directly link to the Learner Profile through the 7 Learning Outcomes.

#### 7 Learning Outcomes of CAS

1. Identify own strengths and develop areas of growth	Reflective Balanced Thinkers
2. Demonstrate that challenges have been undertaken, developing new skills in the process.	Risk-taker Open-minded Balanced
3. Demonstrate how to initiate and plan a CAS experience.	Inquirers Communicators Risk-takers
4. Show commitment to and perseverance in CAS experiences.	Caring Reflective Principled
5. Demonstrate the skills and recognize the benefits of working collaboratively.	Principled, Knowledgeable , Open-Minded

6. Demonstrate engagement with issues of global significance.	Thinkers Caring Reflective
7. Recognize and consider the ethics of choices and actions.	Balanced Inquirers Risk-takers

# How to meet my DP CAS Requirement

## I. The CAS Stages

### *Investigation / Preparation / Action / Reflection / Demonstration*

1. Create your individual CAS programme by choosing from a variety of experiences, covering the 7 CAS Learning Outcomes and satisfying a minimum of ONE of the CAS Strands (Creativity, Activity, Service) (Investigation/Preparation)
2. One of your experiences must be a CAS project (Preparation): please see Appendix 1
3. For any out-of-school experiences or projects, you must gain prior approval from the CAS coordinator with your CAS proposal form (Preparation): please see Appendix 2
4. You will keep track of your progress with Summaries, Reflections and Evidence through a means approved by your CAS advisor and coordinator, creating your CAS Portfolio. (Action/ Reflection/ Demonstration)
5. You will have regular check-ins with your CAS Advisor (once a month) and semi-regular meetings with your CAS Coordinator to check the progress of your CAS portfolio, culminating in FOUR official interviews to collaborate on your CAS goals and progress. (Reflection/Demonstration)

## II. CAS Experiences

CAS experiences can be initiated by students or the school. When thinking about a new experience, consider: Is the experience safe and secure, given the local circumstances? Is it an experience that will cause, or worsen, social divisions? Where are the learning opportunities for the students involved?

Use the lists on the following pages as your starting point, but you are responsible for creating your own individual CAS Project that covers a minimum of ONE strand and the seven Learning Outcomes in a way that is meaningful and purposeful to you personally. You are expected to follow the CAS Stages to carefully investigate and prepare before you take action; to reflect and demonstrate your learning once an experience is completed.

Make it meaningful. Make it real.

### Suggestions to link to your DP subjects

- Create News story for the International Mindedness board. News stories can be translated into Slovak.
- Entrepreneur award and using micro funding for charities [www.kiva.org](http://www.kiva.org)
- Collection of bottle caps for UNICEF immunization programme
- Flipped classroom videos for younger students, (e.g Maths: statistics, probability and trigonometry)
- Peer tutoring
- Mural painting on stairway or outside of school building
- Design an IB T-shirt for students or homerooms
- Create artwork relating to and responding to current events/issues, cultural events.

### III. CAS at Spojená Škola Pankúchova 6: Creativity

Art Club	Choreography
Broadcast/Theater Technology	Creative writing - poems, short stories, plays, etc.
Brass Band	Wood-work/ Design
Chorus	Writing original songs
English Drama Club	Learn a new musical instrument.
Handbell	Learn an especially challenging piece of music/dance routine
IB Band	Choreograph and participate in dance routine for sports events
English/Slovak Chess Club	Perform music and dance in a new or especially challenging context (public audience, large audience, competition context)
Orchestra	Do a world map mural project with younger students and teach about geography.
Robotics Club	Teach art/music/dance to another person/group of people.
Yearbook	Design a website for a school/non-profit/charity organization.
Take a ceramics class.	Design an awareness campaign for an environmental issue. This could include creating posters, creative announcements, creative presentations.
Start a photoblog or join new photographers' groups on Flickr where you can share your photography and improve your photography.	Create a mini photography portfolio with a clearly defined theme, objective, and goal.
Design Programmes for UN Day/World Spelling Day/World Maths Day/International Literacy Day/Any other Day--be in charge and make it creative.	Write a poem or short story for the Yearbook.

#### IV. CAS at Spojená Škola Pankúchova 6: Activity

Aerobics	Dance classes
Archery	Fitness training
Badminton	Jogging/running
Baseball	Hiking
Basketball	Yoga classes
Cheerleader	Climb a mountain
Gymnastics	Train and compete in a running race
Football	Help out in a community garden
Golf	Organize an activity such as mountain biking
Judo	Softball
Kendo	Swimming
Volleyball	Tennis
Skiing	Track and Field

## V. CAS at Spojená Škola Pankúchova 6: Service

Thanks to our MYP Programme, Service and Learning Opportunities, there are many relationships already built in our larger community with opportunity for service. Please check Appendix 3 for a list of service organizations in the Bratislava region.

Below is a list of some of the most popular Service experiences our Spojená Škola Pankúchova 6 students have participated in.

Forest Clean Slovakia	Volunteer to help play with orphans at local orphanage
Volunteer to walk dogs and help out at the local animal shelter	Teach singing/piano/guitar as a lunchtime or after school club
Volunteer within the Deaf community of Slovakia	Campaign the local government on an issue you feel strongly about.
Volunteer at local embassies within Bratislava	Serve as a translator for school activities as and when needed.
Second Harvest/Food Banks	Help a lower school club set up a website.
Unicef House	Design and perform a creative skit about healthy eating habits for lower school.
Camps International	Research healthy eating options and change Hungry Hideout food offerings.
Start a Model UN team	Design a poster campaign for healthy eating

## **VI. What is not a CAS experience?**

1. An experience you already do as part of your DP academic curriculum -- for example, part of your EE.
2. Religious devotion/worship service attendance
3. A passive pursuit, such as a visit to a museum, the theater, concert, or sports event unless it clearly inspires work in a related activity in which a student is already engaged.
4. Fund-raising with no clearly defined end in sight.
5. An experience that lacks meaning, is trivial, or unauthentic. Walking your dog or watering your plants can not be action nor service unless you have authentic reasons why.
6. Any experience which you are paid for, financially or with other benefits.
7. A required experience for an existing organization. For example, you may take dance lessons for your activity element of CAS, but you cannot add the annual dance recital as a special creativity or service experience if it is already required by the organization that you attend.
8. An experience that lacks meaning or authenticity to you as a whole.

## Frequently Asked Questions:

**1. I only have one activity experience, but many service and creativity experiences. Is this okay?**

It is up to you how you construct your CAS program; the IB requires that you cover one strand of CAS within your CAS project, but Spojená Škola Pankúchova 6 recommends you participate in all strands at least ONCE within your experiences. Remember, experiences can be on-going or a one-day event.

**2. I want to create t-shirts and sell them as a fundraiser to raise money for a local seniors' club. What do I need to do?**

Any experience that involves money must be approved by your CAS Advisor and then the CAS Coordinator.

**3. I am running a road race in February. No one is helping me with my training. Who do I put down as my supervisor?**

For any questions about supervisors, please see your CAS coordinator. If your experience fits CAS, we will find a supervisor for you.

**4. I heard there are overseas programs for service learning that can count for CAS. Does Spojená Škola Pankúchova 6 help pay for those programs?**

No. There are many great overseas organizations, and travel can be a great teacher and experience in itself. However, there are many local organizations that are just as needy and rewarding, and do not involve the cost of international travel.

**5. Does Round Square, MUN, Student Council, Yearbook, etc. count for CAS?**

There are many Spojená Škola Pankúchova 6 groups that can be considered CAS. Merely being a member of a group is not CAS, however. You must write up the specific experience and relate that experience to CAS. Please see your CAS coordinator with any questions.

**6. When must I complete CAS?**

Although the IB requires your CAS to be completed within a year of graduation, Spojená Škola Pankúchova 6 students complete their CAS by Spring of their senior year, before their IB External Exams.

### **7. I have a great Service and Learning MYP activity -- may I use it for CAS?**

Using the connections, you made with Service & Learning in MYP is one of the advantages of our great MYP Service Program, but it must be a new experience. For example, if you completed a Forest Clean-up in MYP 4, you may participate in a new Forest Clean-up in your DP1 year for a CAS Experience.

### **8. What is the difference between a CAS Project and a normal CAS Experience?**

Like all accepted CAS experiences, the Project must be meaningful - meaningful to you personally, but in the case of the Project, meaningful in a larger context. The project is your chance to connect with a global issue of importance, or to make the adage 'think globally, act locally' a reality. Your project may be concerned with such issues as education, poverty, discrimination, health -- so you may organize on-going, free English lessons for children, plan, fundraise and donate goods to an orphanage, raise awareness on discrimination or a global health issue in an on-going project.

### **9. Are there any special time requirements or other considerations?**

The CAS Guide says: "A CAS Project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity and service." One key is "series of sequential experiences." Although there is no set time limit, the CAS guide encourages that all projects be of 'significant duration'. As the project is a special part of your CAS requirement, you should devote adequate time and preparation into fully completing a Project. As the name implies, a project is **not** a one-off event.

### **10. Do I create a CAS Project alone?**

It is up to you—but we encourage working with others. In fact, one important aspect of the CAS Project is the chance to collaborate with others in order to create a project that is mutually meaningful and authentic. You can create a CAS Project with a group of students or with members of your wider community.

# Appendices

## Appendix 1: The CAS OUTLINE FORM

### International Baccalaureate Diploma Programme Subject Brief

**Creativity, activity, service**  
For students graduating in 2017 and after



The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints. Approaches to teaching and learning (ATL) are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. In the DP, students develop skills from five ATL categories: thinking, research, social, self-management and communication.

To ensure both breadth and depth of knowledge and understanding, students must choose six courses from six distinct groups: 1) studies in language and literature; 2) language acquisition; 3) individuals and societies, 4) sciences; 5) mathematics; 6) the arts. Students may choose to replace the arts course with a second course from one of the other five groups. At least three, and not more than four, subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

These DP subject briefs illustrate four key course components.

I. Description and aims  
II. Programme overview  
III. Learning outcomes  
IV. Sample projects



### I. Description and aims

Creativity, activity, service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the Primary Years Programme (PYP) and Middle Years Programme (MYP).

CAS is organized around the three strands of creativity, activity and service defined as follows.

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance.
- Activity—physical exertion contributing to a healthy lifestyle.
- Service—collaborative and reciprocal engagement with the community in response to an authentic need.

CAS aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events. A CAS project is a collaborative series of sequential CAS experiences lasting at least one month. Typically, a student's CAS

programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than just a series of unplanned/singular experiences. Students must be involved in at least one CAS project during the programme.

### II. Programme overview

The CAS programme formally begins at the start of the DP and continues regularly for at least 18 months with a reasonable balance between creativity, activity and service.

A CAS experience must:

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student's DP course requirements.

CAS students have guidance at the school level through a variety of resources including the school's CAS handbook, information sessions and meetings. In addition, students have three formal interviews with the school's CAS coordinator/adviser.

Typically, students' service experiences involve the following stages.

- Investigation, preparation and action that meets an identified need.
- Reflection on significant experiences throughout to inform problem-solving and choices.
- Demonstration allowing for sharing of what has taken place.

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and student reflections; it is not formally assessed.

A school's CAS programme is evaluated as part of the school's regular programme evaluation and self-study process that assesses the overall implementation of the DP.

### III. Learning outcomes

Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome. Some learning outcomes may be achieved many times, while others may be achieved less frequently. In their CAS portfolio, students provide the school with evidence of having achieved each learning outcome at least once through their CAS programme.

Learning outcome	Descriptor
<b>Identify own strengths and develop areas for growth.</b>	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
<b>Demonstrate that challenges have been undertaken, developing new skills in the process.</b>	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 new experiences or through increased expertise in an established area.
<b>Demonstrate how to initiate and plan a CAS experience.</b>	Students can articulate the stages from conceiving an idea to executing a plan for individual or collaborative CAS experiences. Students may show their knowledge and awareness by building on a previous experience or by launching a new idea or process.
<b>Show commitment to, and perseverance in, CAS experiences.</b>	Students demonstrate regular involvement and active engagement in CAS.

<b>Demonstrate the skills and recognize the benefits of working collaboratively.</b>	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
<b>Demonstrate engagement with issues of global significance.</b>	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.
<b>Recognize and consider the ethics of choices and actions.</b>	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

### IV. Sample projects

- Creativity: A student group plans, designs and creates a mural.
- Activity: Students organize and participate in a sports team including training sessions and matches against other teams.
- Service: Students set up and conduct tutoring for people in need.
- Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.
- Creativity, activity and service: Students rehearse and perform a dance production for a community retirement home.

## Appendix 2: CAS Proposal Form

### IB Programme

CAS Activity Proposal Form: to be completed BEFORE starting any outside activity.

Student Name:			
Purpose/Grade:	Creativity Service	Action	11 12

#### PART I: Overview of Activity

Activity name/ brief description/ :			
Duration:	Start: going	End:	On-

#### PART II: Charity/ Organization/ Club or NPO Information

Organization's Name			
Organization's Address			
Contact's Name			
Telephone Number			
E-Mail Address			

#### PART III: Contact Information

Student Contact:	Cell Phone Number:	Cell Phone E-Mail:
Parent Contact:	Cell Phone Number:	Cell Phone E-Mail:
	Home Phone Number:	Home E-Mail:

#### PART V: Signatures and Approval

____/____/____ Mo/Day/Year	_____ CAS Coordinator's Name	_____ Signature
____/____/____ Mo/Day/Year	_____ Student's First and Last Name	_____ Signature
____/____/____ Mo/Day/Year	_____ Parent's First and Last Name	_____ Signature

____/____/____ Mo/Day/Year	_____ Head of Programme's Name	_____ Signature
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### Appendix 3: Service Learning in the Greater Bratislava Region

Within Bratislava, we have an unique and valuable resource for all Slovaks pertaining to volunteering and service work. Visit the website: [www.dobrovolnictvoba.sk](http://www.dobrovolnictvoba.sk) for the full list of current and available services and resources.

### Appendix 4: A Model Summary

**Goal for this CAS Experience:** I will be making posters/videos and put on Youtube for "dialog in the dark" and other events that "Children Environment Association" hold on. For videos, I will be making it for Japanese version and English version so that more people can watch my video and understand. This CAS project is related with "Children Environment Association" like my another CAS project called "sending postcards to children in Fukushima who got affected by disaster 3.11" However, this time, this project is not related with any disaster.

**Identify own strengths and develop areas for growth:**

I always liked designing things. Not just posters, but I also made commercial video during English class in grade 9. And that was quite successful. So, in this CAS activity, I will be using my skill to make posters and videos to let many people know about the activity called "dialog in the dark" and also other events that "Children Environment Association" hold on. This is a good chance for me to grow my skill as well because I think this is my first time to create posters or videos about something related with society for society.

**Demonstrate that challenges have been undertaken, developing new skills:**

It is challenging for me because this activity is something that I planned from the beginning, and I have to contact all the staffs from the association to process my project.

**Demonstrate how to initiate and plan a CAS experience:**

Actually, this CAS project will be processed simultaneously with another CAS activity called "sending postcards to children in Fukushima who got affected by disaster 3.11" because when I have meeting with staffs from there, I would have to talk about both things. But they are different project. As I wrote above, I would be making posters and videos, and I would have to have a meeting with staff and get permission.

**Demonstrate the skills and recognize the benefits of working collaboratively:**

This project cannot be done just by myself because the process before I actually make posters and videos is much longer and important. I could even say that I am more focusing on communicating with members of society to succeed my own project. I would have to contact

them with nobody's help to set a date for meeting and I would also have to keep contacting them while processing this project.

**Show commitment to and perseverance in CAS:**

I'm going to show perseverance and commitment throughout the left school time by having presentations at the IB assembly occasionally. I would present the posters I make and suggest students to try the activity called "dialog in the dark" because I think this is really suitable for IB students. Also, I would present videos as well.

**Demonstrate engagement with issues of global significance:**

The association I am planning to help is related with global issue and is managed in a social act as well, so there is some regulation. Therefore, I cannot process this project just by myself in a way that I want to. I have to contact Mrs. Eva Jarná and talk with her how I will be processing this activity.

**Recognize and consider the ethics of choices and actions:**

I believe that the project I'm planning to do is very ethical to the environment and people both because I am trying to spread information about events that are definitely good for people and environments both. By this project, people would be more aware of that kind of activities or events and learn how to communicate with people more. And that would help the society or the world.

**Demonstrate that challenges have been undertaken, new skills:**

I strongly believe that this project will be a big chance to develop my new skills for example, contacting with a group or person who is outside of school without any body's help. Also, I planned this project by myself, so I think I could develop planning a new thing at the first part of this project. Moreover, I will be able to develop my communication skill, designing skill, and making appointments.

## Appendix 5: A Model Reflections and Evidence

### On-going Experience:

Starting in July of 2023, the student continued this activity until December 2024, when she wrote her concluding entry to finish the activity. The student posted a total of 12 times for this on-going experience, posting photos and updates and consistently referring to her Learning Outcomes. Here is her final post, labeled Conclusion.

### CONCLUSION

**Identify own strengths and develop areas for growth:** I was able to use my strength which is communicational skill while having a meeting with the advertisement staff and a representative of DID. Also, I like creating advertisements, so I was able to use my strength and grow my strength at the same time.

**Demonstrate that challenges have been undertaken, new skills:** Through this activity, I faced many new challenges. First of all, it was my first time to have a formal meeting with advertisement staff and also a representative of a group. I experienced many professional things. Also, it was my first time to create an activity and cooperate with a NPO group. I was able to develop my skills of thinking creatively through having a meeting with an advertisement staff. Also, I learnt how to make a formal proposal paper.

**Demonstrate how to initiate and plan a CAS experience:** When I first started this activity, I had to have a clear plan, so sent a proposal to the group. This activity needed a careful planning.

**Demonstrate the skills and recognize the benefits of working collaboratively:** Through this activity, I worked collaboratively with the advertisement staffs of Dialog in the Dark and also the representative of the group.

**Show commitment and perseverance:** I could show perseverance and commitment by continuing this activity for a long time and continuously making poster advertisements.

**Demonstrate engagement with issues of global significance:** I was able to spread the activity of Dialog in the Dark and spread the importance of thinking from diverse perspectives such as from a visually impaired people's perspective.

**Recognize and consider the ethics of choices and actions:** I considered ethical implications by spreading the importance of DID activity. I believe that the activity DID holds helps people to think a thing from many different perspectives and realize that there is not only one way to think about a thing.

**Model 2: For a one-time CAS experience:**

For this activity, the student posted twice over a span of one week. The first post included photos and a general description of what happened on the day of this event, with some reference to her learning outcomes. The second post acted as her conclusion, copied here:

### **Conclusion**

Through Second Harvest, I was able to know the reality of poverty issue in Slovakia which is a developed country. Slovakia still having a poverty issue means that there are much more poverty issues going on in less developed countries, which made me get shocked. Even though I attended this activity only once, I was able to help other staffs and also use my strength, communication skills. Moreover, I learnt how to cook a large amount of food which was a precious experience because I have never seen or tried it before. I would like to attend Second Harvest again and also spread the information to the others.