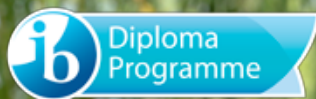




St. Gilgen
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AUSTRIA

Path of Excellence

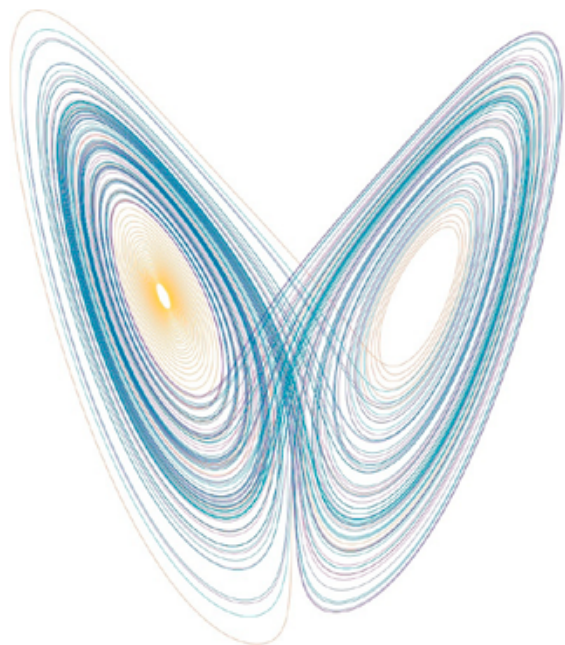


IBDP CAS Handbook



FOR IB STUDENTS, PARENTS AND STAFF





There are no small parts only smalls acts, they say
In other words some actors put pride in the way.
Success is not judged by the size of the deed.
Rather it is judged by the size of the need.

So, try to meet needs no matter how small
because even tiny acts beat no acts at all.
The butterfly effect is really a thing,
to change the world just flap a wing!

Carolyn Macintosh | IBDP CAS Coordinator

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CAS is for Life

NOT JUST FOR THE IBDP YEARS

During a student's IBDP years at St Gilgen International School much of their time will be filled with academic studies that are scheduled either in the classroom or during independent study time. CAS, however, gives them the time to indulge their passions, discover new skills and conquer challenges beyond the formal learning environment.

Simply put, CAS is the best part of the the IBDP!

During their time taking part in CAS, on or off campus, StGIS students have a chance to find

balance in their busy lives and to step away from their academics and be active, creative or spend time helping others, which in turn will teach them skills that they can take on to their lives once they leave our school - CAS will help them find balance inside themselves which, is fundamental for a healthy and successful life.

Carolyn Macintosh,
IBDP CAS Co-ordinator



The Overview and Spirit of CAS

CAS is at the heart of life at St Gilgen International School and the IB Diploma Programme. It enables students to enhance their personal and interpersonal development and helps them to become the best version of themselves. A meaningful CAS programme is a journey of self-discovery that can be profound and life changing. Each individual student has a different starting point for their journey with varying needs and goals.

CAS aims to develop students to be:

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

Students must give CAS as much importance as any other element of the Diploma Programme to ensure sufficient time is allocated for engagement in the programme. Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their experiences and provide evidence in their portfolio of achieving the seven learning outcomes on Managebac.

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

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

"I got so much more out of CAS than I ever anticipated, and that will be the last time I underestimate the power of intentional sacrifice for others. CAS is, to some degree, ingrained in my identity now, I love it!"

StGIS 2020 Graduate



"WE MAKE A LIVING BY WHAT WE GET,
BUT WE MAKE A LIFE BY WHAT WE GIVE."

Winston Churchill

CAS IS BASED 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.

IBO, 2015



ACTIVITY

Physical exertion contributing to a healthy lifestyle.

IBO, 2015

SERVICE

Collaborative and reciprocal engagement with the Community in response to an authentic need.

IBO, 2015



Completion of CAS is based on student achievement of the seven learning outcomes. Through their portfolio, students provide the school with evidence demonstrating achievement of each learning outcome. Students engage in CAS experiences involving one or more of the three strands. An experience can be a single event or maybe an extended series of events.

Students must also undertake a CAS project of at least 8/10 weeks duration. This project must challenge the students to show initiative, demonstrate perseverance and develop skill such as collaboration, problem solving and decision making.

Lastly each student must have three formal documented interviews with the CAS Coordinator each year of their IBDP.

"The most valuable thing I got from CAS as a person is the courage to try out new things. Before, I always felt uncomfortable doing something new because I was scared of failure but, now I feel more confident and comfortable accepting and doing something new and different."

StGIS 2020 Graduate



CAS Requirements

Expectations over 18 months :

Creativity: Minimum of 3 experiences each school year (6 in total). 2 based on the Arts (music, drama, dance, theatre or art and 1 showing creativity in your active participation/ involvement.

Activity: Minimum of 4 each school year (8 in total)

Service: Minimum of 4 each school year (8 in total)

Projects: Minimum of 2 projects over a period of 18 months
One project must be Service based.

- CAS is organised around 3 strands of experiences – Creativity, Activity and Service
- CAS experiences should be opportunities for self-determination, collaboration, accomplishment and enjoyment
- CAS is compulsory for the successful completion of the IB Diploma
- CAS should last a minimum of 18 months on an ongoing basis
- A CAS portfolio must be completed on Managebac, which must include sufficient evidence of learning in reflections and photos/videos.
- All seven learning outcomes must be fulfilled
- Projects must last at least 8/10 weeks
- All the CAS stages must be used in projects
- All CAS experiences should link to elements of the IB Learner Profile attributes
- Six formal interviews with the CAS Coordinator
- StGIS's final deadline for completion of CAS is the end of Term 2 in Grade 12.


The graphic features a large silhouette of a human head in profile, facing right. Inside the silhouette, various attributes of the IB Learner Profile are listed in different colors and orientations, including: INQUIRERS, KNOWLEDGEABLE, OPEN-MINDED, RISK-TAKERS, PRINCIPLED, INQUIRERS, COMMUNICATORS, THINKERS, CARING, KNOWLEDGEABLE, REFLECTIVE, BALANCED, and SK-TAKERS. To the right of the head is a circular logo with the text 'THE IB LEARNER PROFILE' around a central silhouette of a head.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p>INQUIRERS We nurture our 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.</p> <p>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.</p> <p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p>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.</p> <p>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.</p>	<p>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 the experience.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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CAS Experience and Strands

All strands of CAS should involve real and purposeful activities with significant outcomes, personal challenge, thoughtful consideration, reflection on outcomes and personal learning.

Creativity

This strand involves creative thinking and should work on personal growth and community benefit. It must end in a product, performance or presentation. Art based examples are : Music, Visual Arts and Design, Pottery, Theatre, Dance , Photography. Or you could be creative by coding, writing articles, taking part in a cooking course or organising events.

Activity

This involves physical exertion contributing to a healthy lifestyle. Any sport/athletic or Outdoor Education activity that you take part in as part of the StGIS activities programme can be

included for this strand so this gives a huge scope for variety and challenges.

Service

Includes experiences that benefit others and improves their existing situation with a collaborative and reciprocal engagement with the community in response to an authentic need. This must be unpaid and voluntary. The rights, dignity and autonomy of all those involved must be respected.

The two Annual StGIS Community Days can be included as well as any service work that is local to school, or in your home location. Service on a global and local level are encouraged and these activities can include Direct or Indirect Service, Advocacy or Research.

HOW TO DETERMINE IF AN EXPERIENCE IS CAS?

It is an experience if it :

- Fits in one or more strands
- Is based on interests and skills
- Gives an opportunity to develop the IB learner profile attributes
- Is enjoyable
- Allows reflection and growth
- Allows learning outcome(s) to be addressed

If in doubt whether an experience can be used for CAS or not, students should consult the CAS Coordinator.

It is not an experience if it :

- Is part of the student academic programme
- Is mundane and repetitive
- Is passive, such as visits to museums or the theatre unless to a relevant project
- Has anything to do with your family
- Is raising money with no particular aim
- Could cause friction between community groups

CAS PROJECTS

A CAS project must :

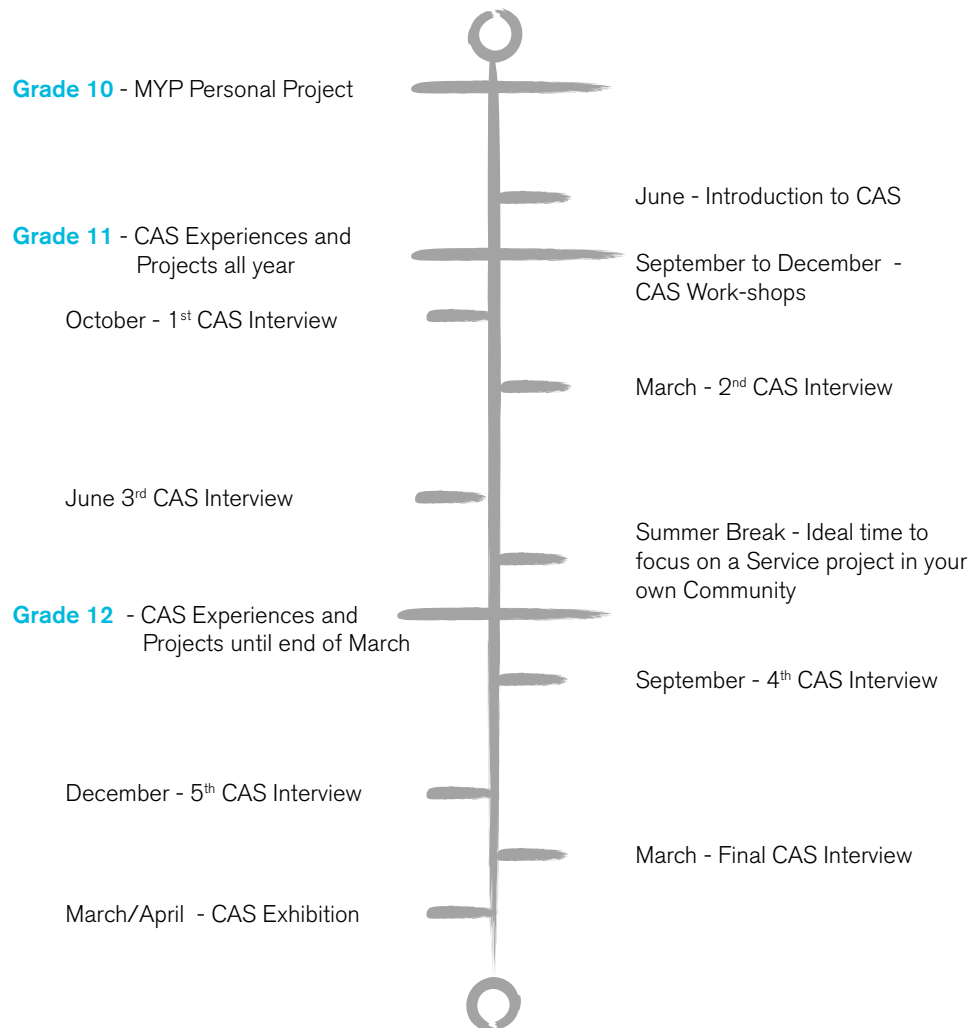
- Be a series of sequential CAS experiences
- Encompass at least one strand
- Have a defined purpose and goal
- Be collaborative
- Last at least 8 weeks from planning to completion
- Follow the 5 CAS stages with evidence of each



CAS Timeline

Below is a timeline that sets out the schedule that will be followed during the IBDP years and in the last term of Grade 10, highlighting when interviews and CAS based workshops will take place.

Engagement in 18 months of CAS related experiences and projects are an essential part of the the IBDP programme.



“BE THE CHANGE YOU WISH
TO SEE IN THE WORLD”

Mahatma Ghandi

The Five CAS Stages

The five CAS stages represent a process that can assist students in many aspects of their life. They follow a process whereby students investigate an interest that often raises questions and

curiosity, prepare by learning more, take some form of action, reflect on what they have done along the way and demonstrate their understandings of the process



"I learned that failing to plan is planning to fail... the importance of thinking ahead and setting things up for success is incredibly important!"

StGIS Graduate

Stage 1—Investigation:

Students identify their interests, skills and talents, as well as areas for personal growth and development, to be used in considering opportunities for CAS experiences. Students investigate what they want to do and determine the purpose for their CAS experience.

Stage 2—Preparation:

Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills needed to engage in the experience.

Stage 3—Action:

Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.

Stage 4—Reflection:

Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur any time during CAS to further understanding, to assist with revising plans, to learn from experience, and to make explicit connections between growth, accomplishment, and the learning outcomes for personal awareness. Reflection may lead to new action.

Stage 5—Demonstration:

Students make explicit what and how they learned and what they have accomplished for example, by sharing their CAS experience through an assembly or social media channels. Through this demonstration and communication, students solidify their understanding and evoke response from others.



*For singular CAS experiences, students may begin with investigation, preparation, or action.

The 7 Learning Outcomes

Grow - Learning Outcome 1:

Identify your own strengths and develop areas for personal growth.



- Aware of your own strengths and areas of challenge
- Open to improvement and growth opportunities
- Able to propose activities according to your own interests and strengths
- Willing to participate in different activities
- Able to undertake a thoughtful self-evaluation
- Able to see yourself as an individual with various abilities and skills, some more developed than others

Challenge - Learning Outcome 2:

Demonstrate that challenges have been undertaken, developing new skills in the process



- Participate in an experience that demands an appropriate personal challenge with new or familiar experiences
- Be willing to become involved in unfamiliar environments and situations
- Acquire new skills and abilities
- Increase your expertise in an established area
- Show newly acquired or developed skills or increase expertise in an established area

Initiate - Learning Outcome 3:

Demonstrate how to initiate and plan a CAS experience.



- Articulate the 5 CAS stages
- Demonstrate knowledge and awareness by building on a previous CAS experience
- Show initiative by launching a new idea or process
- Suggest creative ideas, proposals or solutions
- Integrate reflective thoughts in planning or taking initiative
- Be aware of your roles and responsibilities when designing an individual or collective CAS experience

Persevere - Learning Outcome 4:

Show commitment to and perseverance in CAS experiences.



- Demonstrate regular involvement and active engagement with your CAS experiences and CAS projects
- Be able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
- Demonstrate adaptability to uncertainties and changes.
- Be involved in long-term CAS experiences and CAS projects.

Collaborate - Learning Outcome 5:

Demonstrate the skills and recognize the benefits of working collaboratively.



- Share your skills and knowledge
- Listen respectfully to proposals from your peers
- Be willing to take on different roles within your team
- Show respect for different points of view and ideas
- Make valuable contributions within your team
- Readily help others in your team
- Be able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences.

Act Globally - Learning Outcome 6:

Demonstrate engagement with issues of global significance.



- Recognise the global implications of local issues
- Be able to identify global issues in the local or national community
- Show awareness of the issues of global importance and take concrete and appropriate actions in response to them either locally, nationally or internationally
- Get involved in a CAS project addressing global issues in a local, national or international context
- Develop awareness of and responsibility towards a shared humanity

Examples of global issues include environmental preservation, gender equality, race relations, child poverty, ageing population, the effect of pop culture on morality and traditional society, freedom of education, freedom of speech, fair trade, disparities in wealth

Act Ethically - Learning Outcome 7:

Recognize and consider the ethics of choices and actions.



- Recognise ethical issues
- Take into account the cultural context when making a plan or ethical decision
- Identify what you need to know in order to make the ethical decision
- Articulate ethical principles and approaches to the ethical decisions you may have to make
- Show accountability for your choices and actions
- Be aware of the consequences of the choices and actions regarding yourself, others involved and the community
- Integrate the process of reaction when facing an ethical decision
- Show awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences

Your ManageBac CAS Portfolio

The IBDP expects students to keep a CAS portfolio. This is a collection of reflections and evidence of experiences that demonstrate engagement with CAS and the achievement of the seven learning outcomes.

Students at StGIS use an online system, Managebac, to keep a record of their experiences and their reflections and evidence, which can be uploaded in a number of different ways. All StGIS students will have used Managebac

throughout their time in the school and will be given a tutorial on the CAS section of this during Grade 10.

Managebac has a message feature that allows students and the CAS Coordinator to communicate. All messages will appear in the feed at the bottom of the student's CAS portfolio. Students must use this feature to communicate with the Coordinator and not send normal emails.

HOW TO ADD AN EXPERIENCE/PROJECT

New experiences are added to Managebac in a simple process.

From the CAS tab of Managebac navigate to "Add CAS Experience" and then complete the table with the correct information, ensuring you complete a description, your goals and selecting your target learning outcomes. See Appendix 1 and 2.

A number of screen shots found in the Appendix (Appendix 3 -5) show example extracts of Grade 11 student portfolios at the beginning of Term 3.

Once your experience/s is/are added they will be approved or the CAS Coordinator will contact you with suggested alterations and you are free to add reflections and evidence.



Reflections and Evidence

CAS Reflection Guidance

Every experience must be reflected upon three times.

Rather like a scientific experiment your *1st reflection should be like a hypothesis*, your *2nd an "in the moment" commentary* how you feel about the experience whilst you are doing it or just after you have completed it and your *3rd and final should reflect in retrospect* what

you feel went well or could have been more successful. Ensure that you identify at least one learning outcome in each reflection. All learning outcomes that you select for your experience must be identified upon in reflections and evidence.

Every project must have *two reflections per learning outcome* and should be reflected on a weekly basis demonstrating commitment and engagement (See Appendix 6).

"It is the language of reflection that deepens our knowledge of who we are in relation to others in a community of learners"

Carole Miller and Juliana Saxton – University of Victoria

Reflection can take many forms, you must consider which one suits you, it is ideal if you use a number of formats.

- Written: ideally short, 2 to 3 sentences only, more like a Snap or Facebook update than long paragraphs
- Photographs with annotation

- Voice recordings – monologue or dialogue
- Videos (no longer than 3 minutes)
- Sketches / Paintings with annotation
- Dramatisations
- Songs
- Poems
- Mindmaps

"Follow effective action with quiet reflection. From quiet reflection will come even more effective action"

Peter Drucker

THE THREE A'S OF REFLECTION

Awareness

Recall the experience. What were your most memorable moments? How did you feel? What went well? What did not go as you had planned?

Analysis

What happened? Why was it like this? How did

your team work together / or not? What did you achieve? And how did you achieve it?

Application

What will you take away from the experience? How has it changed you? What difference do you think you have made?

“By three methods we may learn wisdom : First by reflection, which which is the noblest ; Second, by imitation, which is easiest ; And third by experience, which is the bitterest.”

Confucius



WHY REFLECT?

Reflection can improve self-awareness, self-management, thinking and well-being in a number of ways by supporting enhanced :

- Consciousness (mindful awareness)

- Understanding of ourselves and others (consciousness, flexibility and interdependence)
- Thinking (taken in its broadest sense to include cognitive and affective thought)

CAS Reflection is	CAS reflection is not
<input checked="" type="checkbox"/> Honest	<input checked="" type="checkbox"/> Just saying what you did
<input checked="" type="checkbox"/> Individual	<input checked="" type="checkbox"/> A description of the day
<input checked="" type="checkbox"/> Authentic	<input checked="" type="checkbox"/> A third person recall of the experience
<input checked="" type="checkbox"/> Sometimes creative	<input checked="" type="checkbox"/> Done so far after the fact it is useless
<input checked="" type="checkbox"/> Personal feelings	<input checked="" type="checkbox"/> Contrived
<input checked="" type="checkbox"/> Awareness of your state of mind	<input checked="" type="checkbox"/> Provided by a teacher
<input checked="" type="checkbox"/> Guided	<input checked="" type="checkbox"/> Formulaic
<input checked="" type="checkbox"/> Can take many forms	<input checked="" type="checkbox"/> Just providing a picture for evidence
<input checked="" type="checkbox"/> Meaningful	<input checked="" type="checkbox"/> Purely descriptive
<input checked="" type="checkbox"/> Critical thinking	<input checked="" type="checkbox"/> One sided
<input checked="" type="checkbox"/> Internalisation of learning	<input checked="" type="checkbox"/> Forced

“Time and reflection change the sight little by little ‘till we come to understand.”

Paul Cezanne

HOW TO WRITE CAS REFLECTIONS

When you write or record your CAS reflections focus on one or two learning outcomes. Use these questions to help structure your

thoughts. Use #LO4, #LO6 etc to tag your posts so it is easy for you to identify later.



#LO1 Learning Outcome 1:

Identify your own strengths and develop areas for personal growth.

- What previous experience have I had with an activity like this?
- What am I good at? What are my strengths?
- What would I like to improve?
- How has my involvement in this activity made me aware of my strength and areas for growth?
- Have I improved and in what areas? How do I know?
- Why have I struggled in some areas?

#LO2 Learning Outcome 2:

Demonstrate that challenges have been undertaken, developing new skills in the process.

- What was it about this activity that I found challenging/difficult?
- What risks have I taken as part of this activity?
- What actions did I take to overcome these challenges?
- Were there challenges that I could not overcome? Why/why not?
- How will I approach a challenge like this in the future?
- What new skills have I developed in this activity?
- How did I measure my improvement?
- Why were some skills easier to develop than others?
- How important were the skills I developed to achieving success in this activity?
- How can I use the skills I developed in this activity in other areas of my life?

#LO3 Learning Outcome 3:

Demonstrate how to initiate and plan a CAS experience.

- What activities did I plan?
- What was the outcome of my planning? How do I know?
- How did my plans change as the activity progressed? Why?
- What difficulties did I face in executing my plan?
- How did I overcome these challenges?
- How did I respond to changes of these plans? Would I respond the same way in future? Why/Why not?



#LO4 Learning Outcome 4:

Show commitment to and perseverance in CAS experiences.

- How did I show perseverance, resilience and commitment in this activity?
- How did I maintain my motivation?
- How did I help others or how did others help me stay committed to this activity?
- What impact did my commitment or lack thereof have on the success of this activity?
- What things affected my commitment levels, ability to persevere or my resolve?



#LO5 Learning Outcome 5:

Demonstrate the skills and recognize the benefits of working collaboratively

- Who did I collaborate with?
- What made it easy or difficult to work together?
- What challenges did we face when working together?
- How did we overcome them?
- Why couldn't we overcome some challenges?
- How important was collaboration in achieving the outcomes of my goal?
- What could I do in future to be a more effective team player?



#LO6 Learning Outcome 6:

Demonstrate engagement with issues of global significance.

- What did I learn about this issue?
- Why is this a significant issue?
- How have my actions had a positive/negative impact on this issue?
- How has my thinking about this issue changed as a result of my participation in this activity?
- Am I more openminded, caring and /or principled as a result?

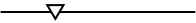


#LO7 Learning Outcome 7:

Recognize and consider the ethics of choices and actions.

- At what times did I face ethical decisions when participating in this activity?
- On what did I base my decision making? Why?
- How did my moral principles affect the decisions I made?
- Was I ever in conflict with another person because our morals were different? How did we resolve this conflict?
- Have I become more or less principled as a result of my participation in this activity? Why?

EVIDENCE



Submitted evidence, be it photographic, video clips or audio recording, must act as supporting documentation to confirm that you have taken part in the experience or project that you are reflecting on.

This evidence does not need to have annotation beyond a date and location when you were taking part in the experience, unless the student feels that a further explanation is required.

MONITORING OF PROGRESS



The progress of the student's interaction and engagement with the 7 learning outcomes in both their experiences, projects and reflections and evidence are tracked in Managebac at the bottom of their individual CAS portfolios. See Appendix 7.

When shown in green the Learning Outcomes have been reflected upon, however when shown in orange it highlights that the Learning Outcomes have not been reflected upon yet.

Ultimately all learning outcomes should be fulfilled and should be shown in green on each student's portfolio.



“CREATIVITY IS INTELLIGENCE HAVING FUN”

Albert Einstein

CAS Interviews

As previously indicated the student will have six formal interviews with the CAS Coordinator during the 18 months they are taking part in

CAS as part of their IBDP. These interviews cover three stages:

INITIAL INTERVIEW | Grade 11 – October

Focus – Ensuring that the student understands the requirements of CAS, learning outcomes, how they may achieve them, ideas for experiences and style of reflections.

Students must ensure their portfolios (including reflections and evidence) are up to date before the initial interview with the CAS Coordinator and that the Coordinator has been advised of any completed experiences and supervisor evaluation requests have been made.

Interview Questions

(CAS Coordinator will choose 4 to focus on)

- What Creativity/Activity/Service experiences are you doing?
- Are your experiences real and purposeful?
- What personal challenges can you foresee in one or two of them?
- How are you providing evidence of the learning outcomes you are achieving?
- Can you identify a gap in your potential experiences?
- How can you see yourself making a difference?

INTERMEDIATE INTERVIEWS | Grade 11 – March & June | Grade 11 – September & December

Focus – Assessing the progress of the student, commitment to experiences, learning outcomes achieved so far, project experience and reflections.

Students must ensure their portfolios (including reflections and evidence) are up to date before each interview with the CAS Coordinator and should have requested Supervisor evaluation for any completed experiences and the Coordinator has been advised of those experiences that are completed.

Interview Questions

(CAS Coordinator will choose 4 to focus on)

- What difficulties have you faced so far and how have you overcome them?
- What are you most proud of to date?
- Is there anything that has surprised you?
- Which learning outcome stands out as being achieved well and why?
- Which learning outcome needs further working on and how will you address this?
- Give an example of experiential learning in each of the Learning outcomes?
- Give an example of how you have implemented the five stages of CAS in one of your projects or experiences?

FINAL INTERVIEW | Grade 12 – March

Focus – Summative interview, how the student has achieved the learning outcomes, discuss and evaluate to the programme followed and experiences and projects completed.

Students must ensure their portfolios are 100% up to date before the final interview with the CAS Coordinator. All reflections and evidence should be posted and all Supervisor evaluation requests must be completed and returned by supervisors for all completed experiences.

Interview Questions

(CAS Coordinator will choose 6 to focus on)

- How have you made a difference to your community (school, local and global) and

how did you change in yourself?

- Pick three key moments or turning points from your CAS IBDP journey?
- Consider why they were key – What were the obstacles you overcame how did you achieve success? What do you, as a person, think you have got out of CAS?
- What was your most powerful learning experience through your CAS journey?
- What was your favourite project or experience?
- What could I do better as CAS coordinator?
- What could the school do better relating to CAS?
- What are your plans for next year, and how will CAS be a part of that?



Student Checklist



Students should use the following checklist at the beginning of their CAS programme to make sure they have understood the require-

ments. They should approach the CAS Coordinator if they have any questions.

I have carefully read through the information contained and fully understand the CAS requirements.

I know who my CAS Coordinator is.

I know that I can always discuss CAS issues and concerns with the CAS Coordinator.

I know that I must try and maintain a balance between Creativity, Activity and Service.

I know that I must have an adult Supervisor (not a family member) for each experience I undertake.

I am aware of the CAS timetable and I am prepared to follow it.

I will set myself goals for each experience and I will reflect carefully.

I know that I will have to use and provide evidence of the 5 stages of CAS for any CAS project I undertake and also for at least two other experiences.

I am aware that I will have to demonstrate that I have fulfilled the 7 learning outcomes.

I know and understand the 7 learning outcomes.

I will keep records of evidence on Managebac.

I understand that I must request an evaluation form from each Supervisor for each one of my experiences for them to part of my portfolio.

I clearly understand that I must attend six CAS interviews during my IBDP studies as laid out in the CAS timetable.

I clearly understand that without satisfactory and timely completion of my CAS programme, I will not be awarded with an IB Diploma.



"BALANCE IS NOT SOMETHING YOU FIND, IT IS SOMETHING YOU CREATE."

Jana Kingsford

1. APPENDIX

Add CAS Experience

Edit Aims and Goals

Reviewing 14 of 34 Students

HJ

Overall CAS Progress

Excellent

CAS Advisor

CM Carolyn Macintosh

Legend

Approved

Completed

Rejected

Needs Approval

CAS Project

Advanced CAS Options

Archived Experiences

Generate Reports

Browse Reflections & Evidence

2. APPENDIX

Class of 2021 (Grade 12 DP2)

Overview

Plans

CAS

Extended Essay

Theory of Knowledge

Messages

Calendar

Files

Members

New Experience

Select Experience From a Group

Experience Name *

☐ CAS Project

Strands

Creativity

Activity

Service

Approaches

Ongoing

School-based

Community-based

Individual

Type of Service Action

Direct

Indirect

Advocacy

Research

Start date *

August 17, 2020

End date *

August 17, 2020

Description and Goals

Supervisor Name

Supervisor Title

Supervisor E-mail

Supervisor contact number

Please select your targeted learning outcomes:

Strength & Growth

Challenge & Skills

Initiative & Planning

Commitment & Perseverance

Collaborative Skills

Global Engagement

Ethics of Choices & Actions

3. APPENDIX

Charity Football game

Community-based Indirect 1 reflection

On Saturday, after our community day, Obada organized a Charity Football game to support the building of new schools in Jordan for refugee children from Syria. Every participant had to donate at least 24. Then four teams were created and we played a small tournament with students and teachers of our school, while some parents, friends, students, and teachers watched and cheered for the players.

cleaning cafe

Community-based Individual Indirect 1 reflection

On Thursday and Friday the Neue Mittelschule (middle school) of St Gilgen came to collaborate with some junior grades. Some parents also came and everyone was drinking coffee and hot chocolate in the cafe, which made a big mess, which no one was cleaning. Seeing this, Rebecca and I decided to clean the cafe since we just had lunch break and the cleaning ladies would not have so much work to do afterwards.

Community day: Eco school

Ongoing School-based Community-based Indirect 1 reflection

This community day I was in Eco school, where we made a research on what is missing in the school to be a sustainable Eco school. Masuma and I went to the different boardinghouses to ask the responsible staff about the specifics. After finishing our research, we started to develop possible actions to improve the missing points. We came up with 5 action plans about the litter and waste problem in our school. Then we talked to Mrs Bristol about our ideas and started to implement our ideas. The action plans will need some time until they're are fully implemented.

DP Ensemble

Ongoing School-based Community-based 2 reflections

choir consisting of Grade 10 & 11 students performing different pieces for the concerts

Summary Reflections & Evidence Supervisor Review

Community day: Eco school

Ongoing School-based Community-based Indirect

October 12, 2019 - October 12, 2019

Description and Goals

This community day I was in Eco school, where we made a research on what is missing in the school to be a sustainable Eco school. Masuma and I went to the different boardinghouses to ask the responsible staff about the specifics. After finishing our research, we started to develop possible actions to improve the missing points. We came up with 5 action plans about the litter and waste problem in our school. Then we talked to Mrs Bristol about our ideas and started to implement our ideas. The action plans will need some time until they're are fully implemented.

Learning Outcomes:

1. Identify own strengths and develop areas for growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience
4. Show commitment to and perseverance in CAS experiences
5. Demonstrate the skills and recognize the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance

4. APPENDIX

StGIS Senior Jazz Ensemble

School-based Community-based 6 reflections

StGIS Senior Jazz Ensemble rehearses every Tuesday 2nd lunchtime in the Music Department. Students with at least two years playing experience are welcome to join. Repertoire includes jazz, rock, pop, fusion etc.

Student leadership election

School-based Individual 2 reflections

The interview for the student leadership team was a great experience for me. I learned the skills for interview, by going through the process with Mr Crew and Mrs Motz. For sure, they gave me a hard time at some point, but after all that, I know how to deal with that better and I become more self-confident. No matter the outcome will be good or bad, for now on, I will be more comfortable talking to people

Teaching English in primary school (Volksschule)

Ongoing School-based Community-based Indirect 8 reflections 1

Every Wednesday after school from 14:40 to 15:40. Me, and Balbina are going to the primary school in our school community. To help the students in there learning English. We are making plans with the teachers, and try to come up different ideas of activities every week.

Voluntary in the Shanghai museum

Ongoing Community-based Individual Direct 1 reflection

During this April, the time is not settled yet.

Wings for life

Ongoing Community-based Individual Indirect 5 reflections

Helping Wings for life as a team member!

Teaching English in primary school (Volksschule)

Ongoing School-based Community-based Indirect 1

January 08, 2020 - June 13, 2020

Description and Goals

Every Wednesday after school from 14:40 to 15:40. Me, and Balbina are going to the primary school in our school community. To help the students in there learning English. We are making plans with the teachers, and try to come up different ideas of activities every week.

Learning Outcomes:

1. Demonstrate how to initiate and plan a CAS experience
2. Show commitment to and perseverance in CAS experiences
3. Demonstrate the skills and recognize the benefits of working collaboratively
4. Recognize and consider the ethics of choices and actions

5. APPENDIX

CAS Team

Ongoing

School-based

Community-based

Indirect

1 reflection

Meeting once a week and making a change in the community.

CAS Trip to Krakow

Review Sent

School-based

Community-based

Direct

10 reflections

Travelling to Krakow by train and visiting some sights in and near the city. My goal is to gain new insights and new knowledge, especially about the holocaust, Krakow and Poland's history and Auschwitz.

Cleaning the Cafe

Review Sent

School-based

Community-based

Indirect

1 reflection

Cleaning the school Cafe with Melina

Climbing Activity

Reviewed

Ongoing

School-based

4 reflections

Summary

Reflections & Evidence

Supervisor Review

CAS Trip to Krakow

Review Sent

School-based

Community-based

Direct

June 24, 2019 - December 04, 2019

Description and Goals

Travelling to Krakow by train and visiting some sights in and near the city. My goal is to gain new insights and new knowledge, especially about the holocaust, Krakow and Poland's history and Auschwitz.

Learning Outcomes:

1. Identify own strengths and develop areas for growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience
4. Show commitment to and perseverance in CAS experiences
5. Demonstrate the skills and recognize the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance
7. Recognize and consider the ethics of choices and actions

6. APPENDIX

Each year, the boarding community prepares for the inter-house singing competition. As the Girl's Boarding Prefect I am in charge of preparing the Bachwirt performances. Since Bachwirt has lost this competition in the past two years, I am very keen to win it this year, especially because it is my last year in Bachwirt. I also hope that we will have fun during practicing and that we will bond and grow closer together.

lifeguard training

Ongoing

School-based

Individual

6 reflections

Last Friday I had my first lifeguard training. It is a 6 weeks course. We are learning different techniques to rescue someone and are also training our endurance. Hopefully, by the end of the course, I will be allowed to take students to the lake in summer!

Mentoring Programme

Ongoing

School-based

Direct

6 reflections

We already had two meetings with Mrs Macintosh and Mr Crew to discuss what we are expecting to get out of the mentoring program. We are hoping to strengthen the

Ongoing

School-based

Individual

March 02, 2020 12:44 PM

Challenge & Skills

Commitment & Perseverance

Strength & Growth

On Friday we had our life guard test. I was super nervous but I passed. It was such a relief. I am so glad I did the course even though I regretted signing up for it every single Friday. I cannot wait for summer and to swim in the lake!

February 24, 2020 11:51 AM

Challenge & Skills

Commitment & Perseverance

Strength & Growth

On Friday, we had our last training before the test this week. We repeated everything we had learned in the previous weeks and especially focused on CPR. The training gave me a lot more confidence for the test which I am really glad about.

February 03, 2020 3:27 PM

Challenge & Skills

Commitment & Perseverance

Strength & Growth

Last Friday, we had our last training before the break. I struggled a lot more than usual because we had to swim with clothes which made me extremely uncomfortable and was a lot harder than I expected. The heavy clothes were pulling me down and my hoodie suffocated me while swimming. After we took the clothes off, I felt super light and it was such a relief to get back the mobility we were used to. As the test is coming closer I start to feel nervous because we will only have one chance to get it right but I feel like there is still so much I need to learn. I hope that I will do well.

January 28, 2020 3:32 PM

Challenge & Skills

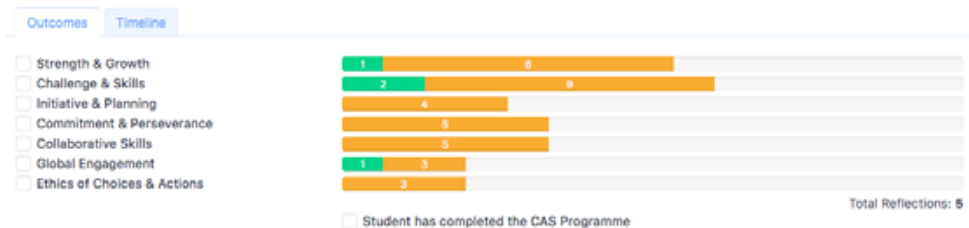
Commitment & Perseverance

Strength & Growth

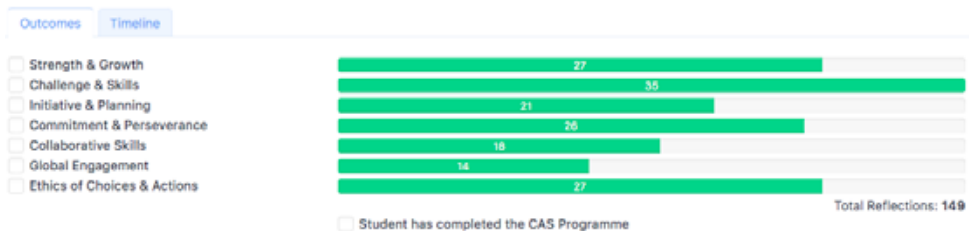
We are now half way through the training. Last time we focused on how to free yourself when someone is holding onto you as well as training our diving skills. Training to dive far distances is equally as hard as necessary for me because I want to make sure I am able to do it and not just me barely making it. I am starting to get nervous when thinking of the test because I really want to pass.



7. APPENDIX



STUDENT 1.



STUDENT 2.



"THE BEST WAY TO FIND YOURSELF IS TO
LOSE YOURSELF IN THE SERVICE OF OTHERS"

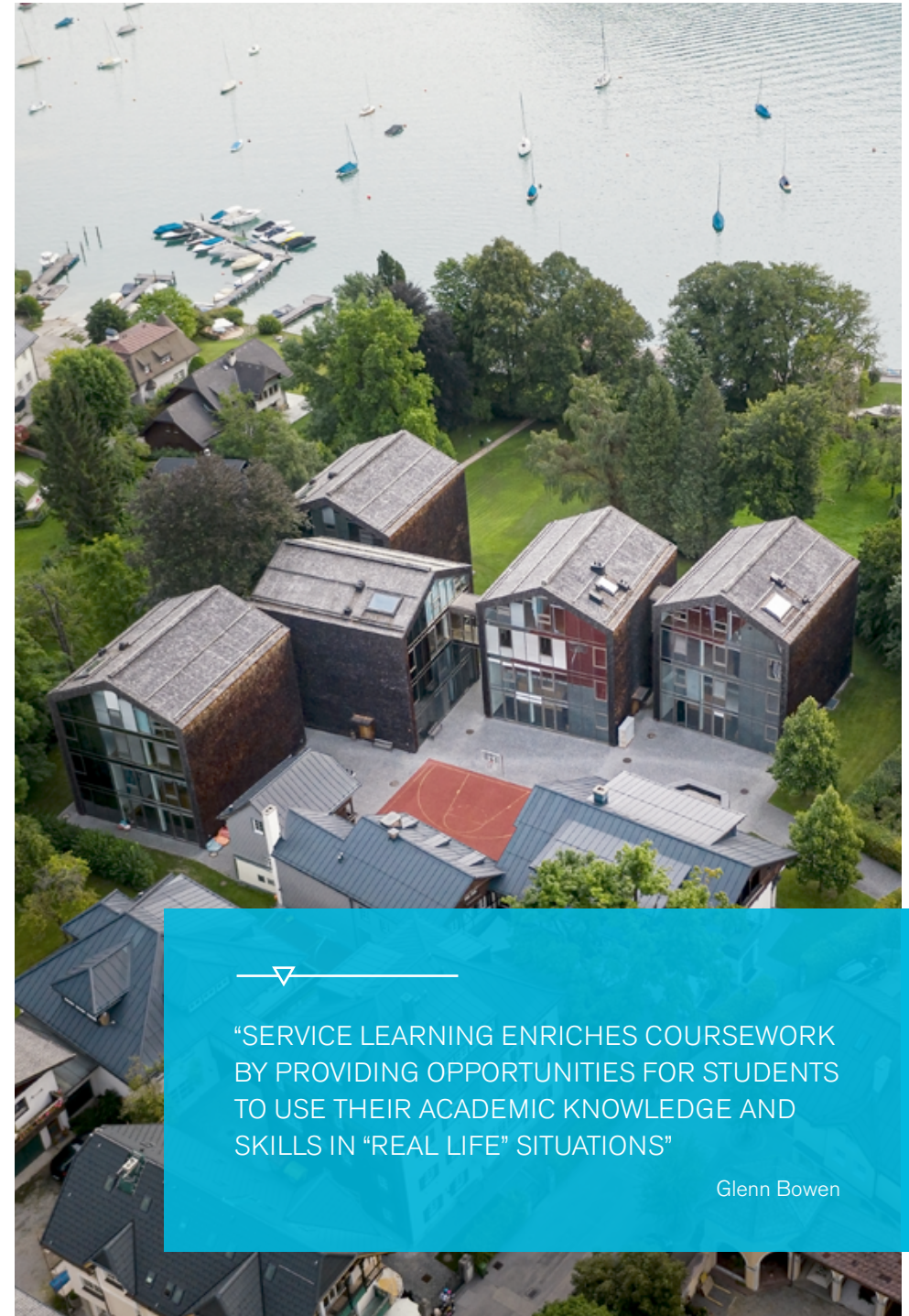
Mahatma Ghandi

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TO USE THEIR ACADEMIC KNOWLEDGE AND
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Glenn Bowen



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