



**C**reativity, **A**ctivity, **S**ervice

# **CAS Handbook**

**2019/20**



This CAS Handbook belongs to .....

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## EDUCATION FOR A BETTER WORLD

- Founded in 1968
- Four unique education programmes for students aged 3 to 19
- More than 1,250,000 IB students
- IB World Schools in 147 countries

[www.ibo.org](http://www.ibo.org)



### ICSV Mission Statement

The International Christian School of Vienna provides high-quality, individualized education, equipping students with Christian character to impact the nations of the world.

### ICSV Vision

An international school of choice where every student is valued and empowered with truth and knowledge for life.

### ICSV Core Values

- Christ-centered
- Excellence
- Integrity
- Respect
- Service



## IB Mission Statement

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

To this end, the organization 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.

## The IB Learner Profile

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The IB learner profile places the student at the center of an IB education. The 10 attributes reflect the holistic nature of an IB education. They highlight the importance of nurturing dispositions such as curiosity and compassion as well as developing knowledge and skills. They also highlight that along with cognitive development, IB programmes are concerned with students' social, emotional and physical well-being, and with ensuring that students learn to respect themselves, others, and the world around them. IB educators help students to develop these attributes over the course of their IB education, and to demonstrate them in increasingly robust and sophisticated ways as they mature. The development of these attributes is the foundation of developing internationally minded students who can help to build a better world.

Attribute	Descriptor
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.
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
Thinkers	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
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.
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.
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.
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.
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.
Balanced	We understand the importance of balancing different aspects of our lives— intellectual, physical, and emotional— to achieve well-being for others and ourselves. We recognize our interdependence with other people and with the world in which we live.
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.

## Information Directory

About the IB Diploma Programme

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*“A meaningful CAS programme is a journey of discovery of self and others.”*

IBO CAS guide, 2015

## ICSV CAS Course description

CAS is one of the core components of the Diploma Programme, which enables students to demonstrate attributes of the learner profile in real and practical ways. Students are involved in a different range of activities alongside their academic studies. CAS helps students improve their personal and interpersonal development through experiential learning.

## Description of Each Strand

**Creativity:** This covers a wide range of arts and other activities that involve creative thinking, exploring and extending ideas to an original product or performance.

**Activity:** Physical exertion contributing to a healthy lifestyle and a good counterbalance to the academic pressures of the Diploma Programme.

**Service:** An unpaid and voluntary act of service where authentic needs are identified and met.

These three strands of CAS are often interwoven and while some activities focus on one strand, other activities might include elements of more than one strand or all three strands.

## The Four Criteria of CAS

1. Real and purposeful activities with significant outcomes
2. Personal challenges
3. Thoughtful consideration, such as planning, investigation, action, reflection and demonstration.
4. Reflection on outcomes and personal learning

All proposed CAS activities must meet these four criteria and a selection of learning outcomes on the next page.



Figure 1: Diploma Programme model

IBO CAS guide, 2015

## Learning Outcomes of CAS

Successful completion of CAS is not determined by reaching a certain number of hours, but by an engagement over a period of 18 months and by achieving the seven learning outcomes. Engagement of CAS must be on a weekly basis, with a minimum of 2-3 hours, balanced between creativity, activity and service.

Through CAS experiences and reflections, students will show evidence of achieving the following:

1. **Strength and Growth** - Students are able to see themselves as individuals with various abilities and skills and understand that they can make choices about how they wish to move forward.
2. **Challenge and Skills** - A new challenge may be an unfamiliar experience or an extension to an existing one. This gives students the opportunity to master new skills in such activities or increase their expertise in an established area.
3. **Initiative and Planning** - Students can develop an idea and execute it, or build from a previous experience. This learning outcome is often accomplished in collaboration with other participants.
4. **Commitment and Perseverance**: Students demonstrate regular involvement and active engagement in CAS.
5. **Collaborative Skills** - Can be shown in various activities, i.e. team sports or playing an instrument in a band.
6. **Global Engagement** - Students are able to identify and demonstrate their understanding of global issues, make decisions that can be acted upon locally, nationally or internationally (for example, environmental concerns, caring for the elderly, MUN, local and global service learning)
7. **Ethics of Choices and Actions** - Ethical (moral) decisions arise in almost any CAS activity (for example in relationship with others involved in service activities, or in any sort of competition in the sports field or a musical competition). Evidence of thought process on ethical issues should be in reflection entries.

All seven outcomes must be present to fulfill CAS requirements (not all seven outcomes in all activities). Successful completion of CAS requires that there is some evidence for every outcome.<sup>1</sup>

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<sup>1</sup> IBO CAS Guide, 2015, page 11

## CAS project

All CAS students undertake a CAS project involving teamwork that integrates one or more of the strands of creativity, activity and service. The project is student initiated and usually lasts for a period of one month. The purpose of the CAS project is to ensure participation and collaboration. Through this, students discover the benefits of teamwork and achievements accomplished through exchange of ideas and use of individual strengths.

Here are some examples of previous CAS projects at ICSV. These are to help generate further ideas and not to limit thoughts and creativity:

Creativity: Students plan and design a mural.

Students plan and conduct a dancing class for elementary.

Students plan and conduct afterschool art clubs for elementary.

Activity: Students plan and organize sports matches against other teams.

Students plan and organize sports matches against refugees – Traiskirchen.

Students introduce and plan a new sport for the school's athletic director (i.e.: track and field, table tennis, wrestling, judo or karate).

Service: Students set up and conduct tutoring for elementary.

Students plan alongside the CAS coordinator the CAS trips.

Students identify needs for children in Romania.

Student organized Christmas gifts for refugee children.

## Service Project

A CAS project that addresses the CAS strand of service is known as service project. In alignment with IB international mindedness, students should be aware of ethical and cultural differences when engaging in a service project outside their native culture. When possible, service projects should involve community members. Students should be aware that their work might have an emotional impact on the community members.

For any service project, it is important to ensure that there is:

- a genuine need for the service project
- a liaison with the community where the service project is based
- an understanding of the level of student participation
- a clear assessment of potential risks to participating students
- approval from the school administration for the service project
- a demonstration of how the CAS stages were followed
- a thorough evaluation of the benefits of the service project for all involved

*"...if you believe in something, you must not think or talk or write, but must act."*

IBO CAS guide, 2017

## What is NOT considered a CAS activity

Any activity for which a student receives a grade in a class.

An activity for which a student is personally rewarded, such as: babysitting, driver's training, first aid course for driver's license.

A passive activity such as a visit to a museum, the theatre, an art exhibition, a concert, a sport event or walking.

Any action of attempting to convert someone from one religion, belief, or political opinion to another.

All forms of duty within the family i.e. doing the cleaning, washing up, and mowing the lawn.

An activity where there is no responsible adult or approved supervisor. This person should not be a friend or a family member. In cases of completely independent experience, the CAS coordinator will serve as the supervisor.

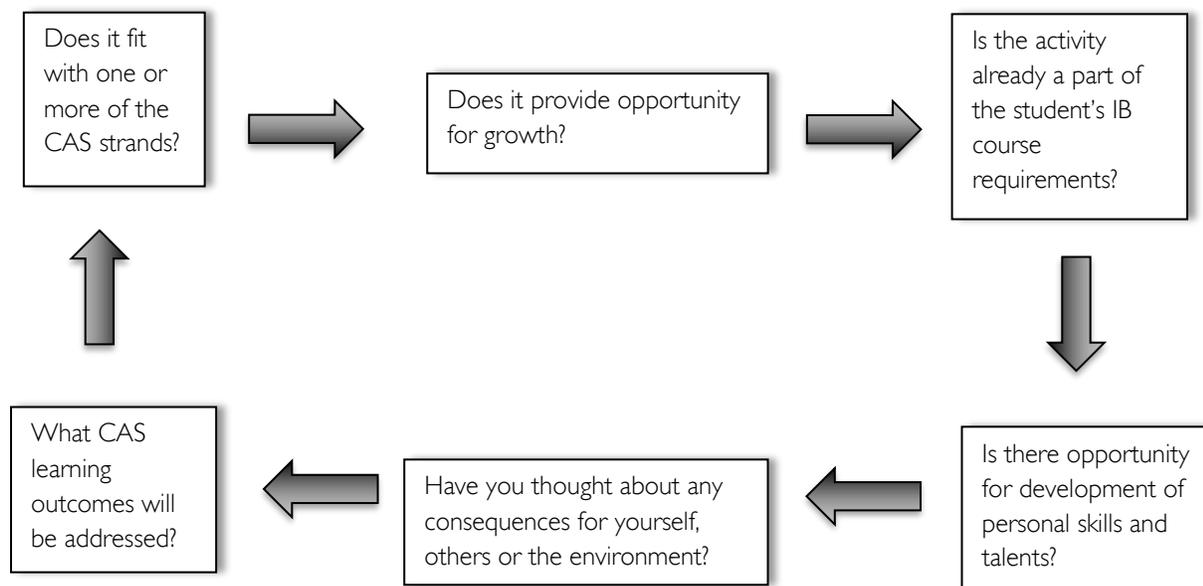
Activities that lack meaningful outcomes.

Any project or activity carried out predominantly at home.

Any activity done during family vacation.

All CAS should not be within one organization, and should be diverse.

In case of doubt, you can run the experience through this framework: <sup>2</sup>



<sup>2</sup> Inspired by IKAST Brande Gymnasium CAS Handbook

## CAS Experiences

Examples of CAS activities at ICSV

Creativity:

- Drama Production (Musical, Theater)
- Honor Choir
- Praise Band
- Plan for Fundraiser
- ELL Club
- Art Club
- Math Club

Activity:

- ICSV Sport teams (Volleyball, Basketball, Boys Soccer, Girls Soccer, Track and Field)
- Fitness and Gymnastic Club

Service:

- Romania Mission Trip
- Romania Talent Show
- Student Leadership Conference in Hungary
- Coin Fundraiser
- Christmas Book Market
- Elementary Student Learning Support
- UN Christmas Bazaar
- Operation Christmas Child

## Four steps to a successful CAS Programme:

### Step one: How to begin the activity

*During the month of September in IB year 1, you must develop a plan:*

A- **Choose activities** that you will do in order to cover all of the seven learning outcomes.

Remember all proposed activities must meet the four criteria of CAS. Communicate your plan with the CAS coordinator during the first mandatory interview.

B - **Register activities** on ManageBac and get approval in ManageBac from your CAS coordinator before starting the activity.

C – **Approve activities.** Outside school activities get approval by the CAS coordinator on ManageBac and/or face-to-face. In case of external supervisor, the name of the supervisor, phone number or e-mail has to be registered on ManageBac together with the proposal.

### Step two: Maintaining and completing a CAS portfolio

A – You use the CAS portfolio (on ManageBac) to plan your CAS program, reflect on your CAS experiences and gather evidence of involvement in CAS (for example: photographs, visual and audio recordings, documents, posters, programs of events or performances) that demonstrates participation in CAS and achievement of the seven CAS learning outcomes.

B – You must undertake at least one CAS project together with at least five other students.

### Step three: Consultation with the CAS coordinator

You must have interviews with the CAS coordinator at least three times during the CAS program in year 1 and 2. During these talks the CAS planning, documentation of activities, the covering of the seven outcomes, etc. is discussed. These interviews are an important aid in helping you to effectively meet the IB expectations and draw on the experience of the CAS coordinator in solving problems.

### Step four: CAS essay presentation

During the CAS program, you will write five CAS essays on particular experiences:

1. One on each of your CAS trips...
2. One on your CAS project...
3. Two on CAS experiences of your choice.

In this essay, you will include reflections on all of the seven outcomes during your CAS program as well as reflections on the five CAS stages (*see next page for more information.*)

## CAS Reflections

Reflection is an essential part of the CAS process and of being an IB student (see the IB Learner Profile). It is a skill that is developed over time, through experience, guidance and practice.

Here are the basic questions you should always ask yourself when structuring your reflections:

1. What had I planned to do?
2. What did I actually do?
3. What were the results for me, for the team I worked with, and for others?

### “Bring back” the experiences

What did I plan? What actually happened?

What obstacles did I face? What did I do to overcome these obstacles?

### Analyze them

How did I feel? If interacting with others, how do I think they felt?

What activities did I carry out? What would I change next time?

What abilities did I develop?

### Value them

What did the activity mean to me?

How worthy was it to me and to those involved?

### Draw conclusions

What did I learn about myself? About others? Change perspectives

What changes did this activity lead to in me?

### Plan further actions

How can I apply what I have learned in other situations?

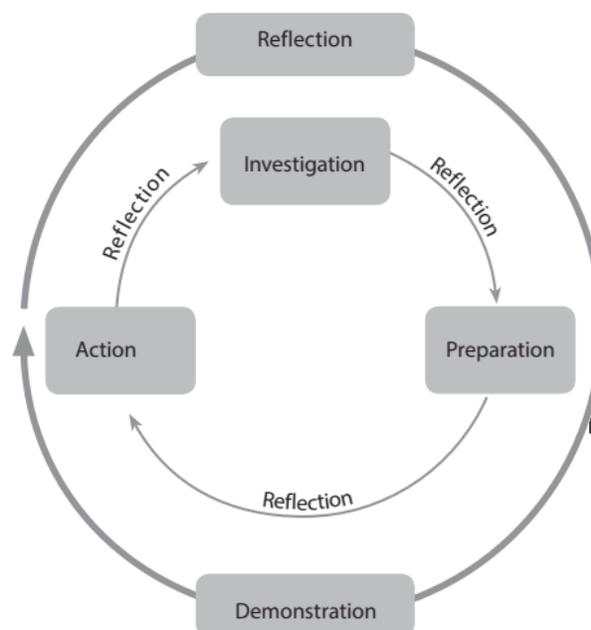


Figure 2: *The five CAS stages*  
IBO CAS guide, 2015

### How do I reflect?

- All entries on ManageBac™ need a brief reflection. This includes single CAS experiences such as; fundraising, Christmas book market, Student Leadership Conference etc.
- All series of CAS experiences must include the five CAS stages, *as shown in figure 2*. Examples of series are: sport teams, math club, art club, praise band, etc.
- All five reflective essays must include a detailed description of five CAS stages, *as shown in figure 2*.

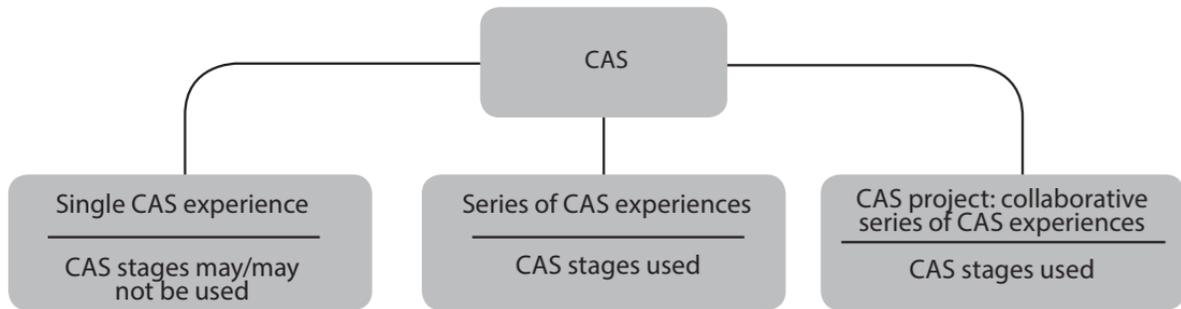


Figure 3: CAS Experiences and Stages. IBO CAS guide, 2015

## CAS Responsibilities:

### You are required to:

- Discuss plans for CAS experiences with your CAS coordinator.
- Plan, execute and reflect upon activities.
- Communicate to your supervisors that you are an IB student from the beginning of your activity.
- Undertake at least 3-4 talks/reviews and a final review with your CAS coordinator.
- Take part in a range of activities, including at least one project that you initiated yourself.
- Complete an accurate record of reflections on ManageBac – entries must be made at regular intervals, i.e. weekly.
- Show evidence of achievement of the seven CAS learning outcomes.
- Ensure a suitable balance between Creativity, Activity and Service.
- Keep to deadlines for CAS interviews and hand in forms, etc.

### Responsibility of the CAS coordinator:

Give support and guidance to students by:

- Individual interviews. (3 meetings throughout the IB program or more if necessary)
- Regular meetings with students.
- Approve students' activities prior to their commencement, including summer activities.
- Communicate completion of their CAS record to the IB.
- Act as a resource for students in determining appropriate CAS activities
- Give support and guidance

### Responsibility of parents

- Support the student by emphasizing that CAS is an important part of the IB program, but allow the student to develop independence and self-sufficiency.
- Contacting the IB CAS coordinator with concerns or questions, if and when necessary
- Transportation to and from CAS activities
- Safety of their child during CAS activities outside school facilities.
- Understands that ICSV provides a list of suggested organizations but the school is not responsible for what happens thereafter.

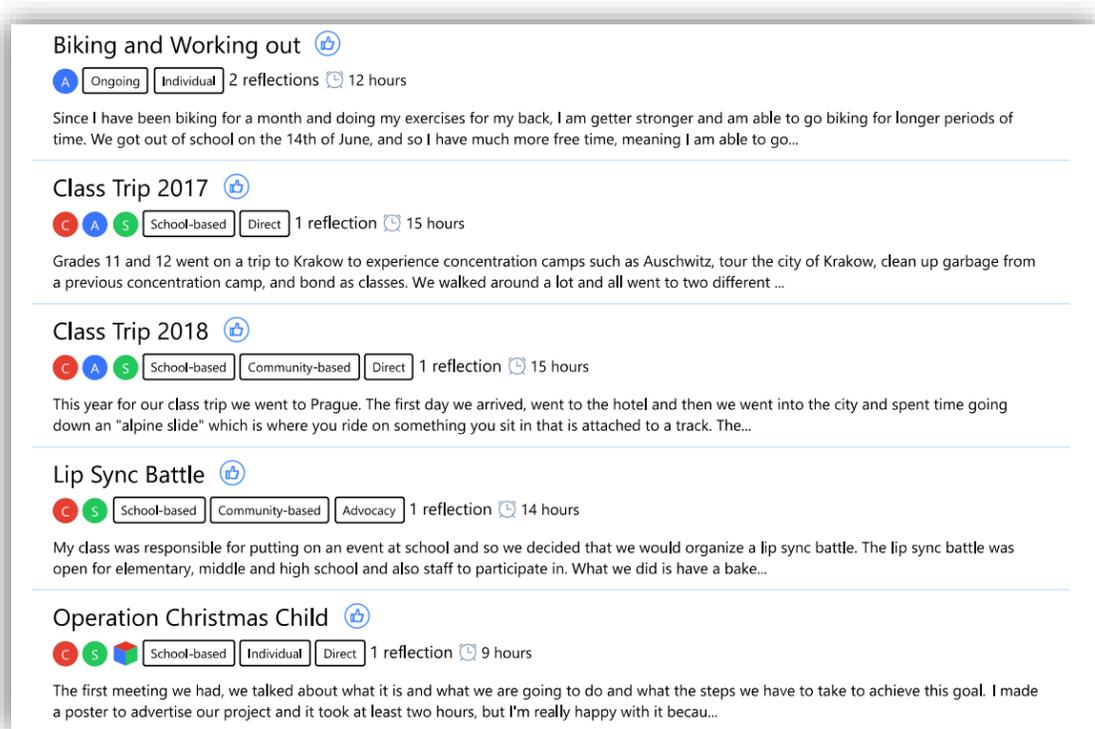
## The CAS portfolio on ManageBac™

At ICSV, the CAS portfolio is done electronically via ManageBac™.

You can access ManageBac here: <https://icsv.managebac.com/login>

Things to consider when maintaining and/or completing the CAS portfolio:

1. A title of each CAS experience, *see figure 4.*
2. All CAS experiences should include a description with goals, plans and intentions for the activity with a meaningful learning experience; all related learning outcomes should be included. *see figure 5.*
3. All experiences should include evidence such as pictures, audio or visual recordings, drawings or finished products, blogs, diaries, logs, calendars, etc. *see figure 6*
4. Reflections and evidence pages should also include the learning outcomes, *see figure 6.*



**Biking and Working out** 

 Ongoing  2 reflections  12 hours

Since I have been biking for a month and doing my exercises for my back, I am getting stronger and am able to go biking for longer periods of time. We got out of school on the 14th of June, and so I have much more free time, meaning I am able to go...

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**Class Trip 2017** 

   School-based  1 reflection  15 hours

Grades 11 and 12 went on a trip to Krakow to experience concentration camps such as Auschwitz, tour the city of Krakow, clean up garbage from a previous concentration camp, and bond as classes. We walked around a lot and all went to two different ...

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**Class Trip 2018** 

   School-based   1 reflection  15 hours

This year for our class trip we went to Prague. The first day we arrived, went to the hotel and then we went into the city and spent time going down an "alpine slide" which is where you ride on something you sit in that is attached to a track. The...

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**Lip Sync Battle** 

  School-based   1 reflection  14 hours

My class was responsible for putting on an event at school and so we decided that we would organize a lip sync battle. The lip sync battle was open for elementary, middle and high school and also staff to participate in. What we did is have a bake...

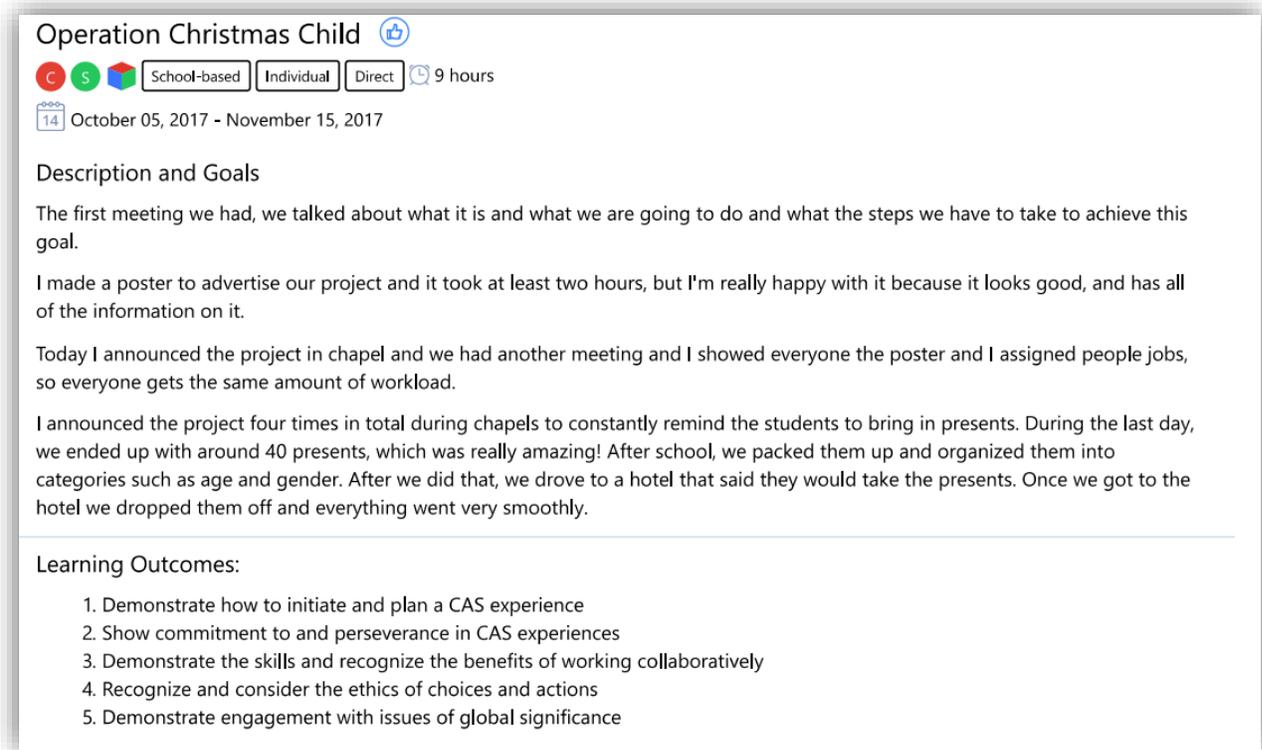
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**Operation Christmas Child** 

   School-based   1 reflection  9 hours

The first meeting we had, we talked about what it is and what we are going to do and what the steps we have to take to achieve this goal. I made a poster to advertise our project and it took at least two hours, but I'm really happy with it because...

Figure 4: Screenshot of a student CAS portfolio



**Operation Christmas Child** 

 School-based Individual Direct  9 hours

 14 October 05, 2017 - November 15, 2017

### Description and Goals

The first meeting we had, we talked about what it is and what we are going to do and what the steps we have to take to achieve this goal.

I made a poster to advertise our project and it took at least two hours, but I'm really happy with it because it looks good, and has all of the information on it.

Today I announced the project in chapel and we had another meeting and I showed everyone the poster and I assigned people jobs, so everyone gets the same amount of workload.

I announced the project four times in total during chapels to constantly remind the students to bring in presents. During the last day, we ended up with around 40 presents, which was really amazing! After school, we packed them up and organized them into categories such as age and gender. After we did that, we drove to a hotel that said they would take the presents. Once we got to the hotel we dropped them off and everything went very smoothly.

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### 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. Demonstrate engagement with issues of global significance

Figure 5: Screenshot of a student description and goals in the portfolio

Summary **Reflections & Evidence** Supervisor Review

SLC 

 School-based Direct  8 hours

March 25, 2019 9:02 PM 

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March 24, 2019 9:28 PM Challenge & Skills Collaborative Skills Initiative & Planning Strength & Growth 

I have gone twice so far and both times I have met new people from all around the world who have encouraged me and been super friendly. The year I had the privilege of leading a "small group". When we had it twice a day, I had to lead a discussion group that spoke almost no English, which was difficult because at times no one would respond. What I did to have people participate more, is split the group up based on languages. We had people from 5 different parts of the world and each person had a partner who could speak with them. It worked out great because after we had split up, people were able to ask questions and think more critically. Overall, it was an amazing experience and hopefully, I will be able to go again.

Figure 6: Screenshot of a student reflection and evidence in the portfolio

It is the EXPERIENCE and REFLECTION upon that experience that counts rather than a logging of hours. There must be a reasonable balance between creativity, activity and service. CAS activities must continue on a regular basis over a period of 18 months and the CAS record must be updated on a weekly basis. For example, reflecting on an activity only at the end of a sports season is not acceptable. CAS activities cannot duplicate other parts of a student's Diploma program work. Successful completion of CAS is a requirement to obtain the IB Diploma. Students who are labelled with a red flag on Managebac are in danger of failing the CAS requirements; hence, their IB diploma will be suspended.

## A student checklist for CAS

My CAS Programme	Yes	No
Evidence of planning of a CAS programme		
Regular commitment over at least 18 months		
Understanding and ability to use the CAS stages when planning CAS experiences		
A balance between the three strands of CAS – Creativity, Activity, Service		
At least one planned project undertaken over at least one month		
Evidence of achieving all seven learning outcomes: <ul style="list-style-type: none"> <li>● Identification of strengths and areas for personal growth</li> <li>● Undertaking new challenges and developing new skills in the process</li> <li>● Initiating and planning a CAS experience</li> <li>● Commitment and perseverance in CAS experience</li> <li>● Demonstrating skills and recognizing benefits of working collaboratively</li> <li>● Engagement with issues of global significance</li> <li>● Consideration of ethics in choices and actions</li> </ul>		
Reflection completed on significant CAS experiences		
Supervisor reports supplied where necessary		
CAS interview 1 completed		
CAS interview 2 completed		
CAS interview 3 completed		
CAS portfolio completed		

## ICSV CAS Reporting Timeline

### Curriculum Outline 2 Year CAS Program

It is the student's responsibility to ensure that deadlines are met and tasks are accomplished. To ensure that these deadlines are met the CAS coordinator checks in regularly with the students and informs parents in case of violation. In addition to that, a comment entry will be made on the ManageBac portfolio.

#### Year I

<p>Quarter 1</p>	<p>Portfolio in ManageBac™ must be updated CAS personal questionnaire must be uploaded 1st CAS interview must be done</p>
<p>Quarter 2</p>	<p>Portfolio must be updated 25 hours per strand must be accomplished 1st reflective essay must be uploaded</p>
<p>Quarter 3</p>	<p>Portfolio must be updated CAS Project must be finished or at least is running</p>
<p>Quarter 4</p>	<p>Portfolio must be updated 50 hours per strand must be accomplished 2nd and 3rd reflective essay must be uploaded 2nd CAS interview must be done Summer plans must be communicated to the CAS coordinator</p>

Year 2

Quarter 1	Portfolio in ManageBac™ must be updated
Quarter 2	Portfolio must be updated 75 hours per strand must be accomplished 4 <sup>th</sup> reflective essay must be uploaded
Quarter 3	Portfolio must be updated 100 hours per strand must be uploaded 5 <sup>th</sup> reflective essay must be uploaded 3 <sup>rd</sup> CAS interview must be done
Quarter 4	<b>DEADLINE</b> <b>MARCH 31<sup>ST</sup></b>

## Appendix:

### CAS Class Trip to Poland 2017 Reflection

#### Planning and Preparation:

Before we went on the trip to Poland, we were required to research about a concentration camp survivor and gather questions to ask her. The students who went were expected to be informed about concentration camps and be prepared to see the horrid camp of Auschwitz in person. To be more informed and prepared for the trip, we watched a video about the concentration camp survivor. Before we went, we had to be emotionally and also physically prepared. Emotionally by being ready to see the awful camps many Jews had to live in, but also physically be prepared and pack the necessary items we needed. We needed to pack clothes that were appropriate to pick up trash in, because one of the days we went into the city and picked up garbage. The clothes had to be clothes that could get dirty because there was no washing machine at the hostel.



#### Investigation:

For me personally WW2 is an interesting topic for me which I believe is very important to study so that we learn from our mistakes. Going to a concentration camp is not only important to see, but also informative. Cleaning up trash and caring about our environment is also crucial in our world, because people are constantly producing trash and throwing it where it doesn't belong.

#### Action:

Grades 11 and 12 went to Poland to tour the city, experience concentration camps, clean up garbage and meet a Holocaust survivor. Once we got to the city of Krakow we toured the city around a bit to simply sight see. The tour guides told us all of the stories of the castles, apartments and statues and how rich the history behind the city really is. Seeing other cities and exploring other countries is great to broaden experience and be able to learn more. It was quite fascinating to compare Vienna and its history with Krakow.



The next morning we woke up early so that we could drive to the concentration camp of Auschwitz. We toured the whole concentration camp, which was really real because there were actual objects of the Jews that had been murdered. There were old glasses, shoes, and even hair. It was really eye opening because we all learn about WW2 in school and how the Jews were

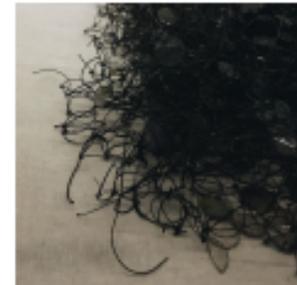
Figure 7: Screenshot of a student reflection and evidence in the portfolio

slaughtered, but to be able to experience and walk on the same ground they did, and see the “beds” that they slept on was so real.



It was coincidentally a really beautiful autumn day when we were walking around the concentration camp. This juxtaposition of being able to witness the awful camp but also experience the beautiful weather reflects how our world is filled with sorrow and also real joy. I also thought about how when we were there it didn't seem as bad because the weather was gorgeous, but the Jews had to work during rain, snow, hail, whether hot or cold, day and night they still had to work and if they didn't, they would be killed.

After we went to the concentration camp, we went to a previous concentration camp, that now just looks like a huge park. What we did was clean up all the garbage and just try to make it look nicer, since there was a lot of trash. We wanted to do this to pay our respects and also make the city look nicer. Since there was so much trash, every student received a trash bag and had two hours to pick up as much as they could. My garbage bag was overflowing by the end, and so I needed a teacher to help me carry it. It was a good deed and also good to be able to do something as simple as picking up trash because the Jews in the concentration camp had to do much more than us.



On the last day we went to meet a holocaust survivor. She did not have to go to a concentration camp, but both her parents did and were both murdered in the camp. She grew up with German parents but never got to meet her parents when she grew up. In the end, we had time to ask some questions and so I and others were able to do so. Her responses were so knowledgeable and despite all of the suffering she has witnessed, she had hope, which was very impressive and amazing to see.

Image removed due to copyright

#### Reflection:

Overall, it was a really powerful experience and there were very high and low moments. It was really interesting learning about the history and how old all of the architecture truly is in the city. The concentrations camps were really depressing to experience, but also very educational and important to see all of the suffering the Jews and outcasts had to experience. The time we got to spend bonding with classmates and friends was really was a really fun time. It wasn't the most difficult experience physically other than the fact we had to wake up early and walk a lot. It was much more emotionally exhausting going to the concentration camps to see everything they had to go through.

Figure 7 (cont.): Screenshot of a student reflection and evidence in the portfolio

## Class Trip 2018

### Planning and Preparation:

Before we went to Prague, we had to initially do some research into composting and the process behind it. We had to at least be informed about the process because once we were to arrive in Prague, we were going to go to a farm and make a compost. Other than doing a bit of primary research, we just had to be prepared for what the teachers had prepared for us and have a willing attitude for what was planned.



### Investigation:

Before the the trip, we had to make sure that we packed the proper clothing with us. We knew that we were going to go to a farm and do some planting and uprooting, so do so, we needed to pack clothes that could get dirty. We also had an activity planned where we were going to go on a summer bobsleigh, and so we had to pack suitable clothing to do activities in. And lastly, we also had to be prepared for walking around the city, and so appropriate and comfortable shoes were also necessary to consider. I love doing activities involving others, and so personally I was really intrigued when the teachers mentioned us going on a bobsleigh.

### Action:

This year for our class trip, grades 11 and 12 went to Prague. The first day we arrived, we went to the hostel to drop our packed items off, and then we went into the city. Afterwards, we had gone into the city for some food, and for a city tour. Once we had gone on the city tour, we went and had the activity of bob sleighing planned. After the bob-sleighing, we ate some traditional Czech food and went back to the hostel. On the second day, we traveled outside of the city and went to a farm where



we planted numerous plants, helped organize trash and learned about waste. We had different stations where different groups had to do different activities. One station built a compost, one planted vegetables, one uprooted roots, and the last group chopped down trees that were in the way of a parking lot they were planning on making. Then later that day, we went into the city and did a workshop where we had to build a toy from scratch to present to theoretical kindergarteners. We

Figure 8: Screenshot of a student reflection and evidence in the portfolio

were given materials with which to work with and we had to invent a new toy or piece of furniture that could possibly be used in a kindergarten. The piece itself didn't have to be realistic, but the idea had to be solid. Then finally on the last day we went into the city and sold newspapers to strangers to collect money to donate to the homeless.

**Reflection:**

The trip as a whole was a great trip, with many fun experiences, but also times of hard work. It was super fun being able to go down the bobsleigh with friends, or individually, and simply enjoy the beautiful weather and scenery around us. The farm wasn't what I had initially expected. Before I went, I expected for there to be more animals and for it to be more "farm like", but it was more of a garden with numerous trees, plants, vegetables and flowers. When we went into



the city and had to come up with a toy or piece of furniture that was to be presented to kindergarteners, I also didn't expect what we did. Going into the place, I thought we were going to have to do more designing, rather than discussing and presenting. My group came up with the idea of a chair that had a spring on the bottom so the children who would use it could concentrate and let out energy, but also have a fun time doing class. When we went into the city on the last day to sell newspaper, it was much more difficult than I had initially expected. The majority of the time, my group targeted tourists because we could speak English to them and they were more friendly. The locals did not buy any and also mainly ignored us. In the end once we started selling newspapers to the tourists, we had a really enjoyable time. We just had to get the hang of it and go out of our comfort zones.

Figure 8 (cont.): Screenshot of a student reflection and evidence in the portfolio

## Romania Trip Autumn 2017 CAS Reflection

### Planning and Preparation:

Before we go on the trip, we have meeting twice a week leading up to the trip to plan which group people are in, what we will do, and what our main goals are. We also have a Romania talent show where we have elementary, middle and high school students perform their talents. We have food, a voting station and also an area where people could write notes and donate extra money to the Romanians. All of the proceeds that we collect go to the organization in Romania.

Image removed due to copyright

### Investigation:

I have always loved children and playing with them. Going to Romania and taking care of the children allows for the mothers to either work or enjoy some time alone, and I also get to have a fun time playing with the kids. When I go to University, I want to study Education and so I was also able to give the kids English lessons and help them with homework. This allowed me to see how much I love teaching young children and discover what I truly love doing.

Image removed due to copyright

### Action:

During our fall break, about 30 students from our school go to Romania to do service projects. We go to an organization where there are women and children who have been abandoned or abused and are in difficult situations. What we do is build or repair anything we can, give English lessons, take care of the kids, and help out with anything needed.

There are different teams which people can be apart of. There is the children team, that either does music crafts of games and then there is a team that only does manual work. The students apart of the children team also have to do manual work, but once the kids come home from school, they are able to play with them and have a program. I was apart of the children team, meaning I had to plan three games that we were going to do on the trip so that the children would be able to also have fun. What we normally did during the games is have one or two people take care of the babies, and then the ones from ages 3-12 would play games like tag, duck duck goose, or other games. The

Figure 9: Screenshot of a student reflection and evidence in the portfolio

oldest ones would sometimes participate and would also sometimes help out with the little ones.

Before we would play with the kids, we would have to work rebuilding the sewage line. Before we came, their sewage broke and so we had to dig a hole to the pipes to repair them. Once we finished fixing the pipe, we painted the fence, planted flowers for outside of the houses and also helped pave a sidewalk for the organization. There is a variation of jobs, so day to day it would differ, we just had to be prepared to work whatever was required of us.

**Reflection:**

I have been going back to Romania since I was a freshman, so this was my third time going. The first time going, I didn't know what to expect, but the trip turned out to be so impactful that I wanted to go back every year. This first year really opened my eyes towards suffering. I obviously saw the suffering and trauma that all of the woman and children who were there had to experience, but after hearing other students from my school share their testimonies, I was able to see how real and common it can be.

This time it was really encouraging to go back because I had developed relationships with the children and mothers throughout the past years. It is always such a great experience to see how joyful and full of energy the kids are despite everything they have gone and still are going through. The moms as well, serve us breakfast, lunch, and dinner. To make a meal three times a day for around thirty high school students is a lot of work, and yet they do it so willingly and are such servants.

Every time I go back it really allows me to be thankful for what I have and be able to enjoy what I have on a deeper level.

Overall, this trip is very emotionally and physically exhausting since we work all day for 5 days. Nevertheless, it is worth all of the sore muscles and tiredness because we are doing it for the children and women. That is everyone's main motivation for going there and helping so much, because they deserve it.

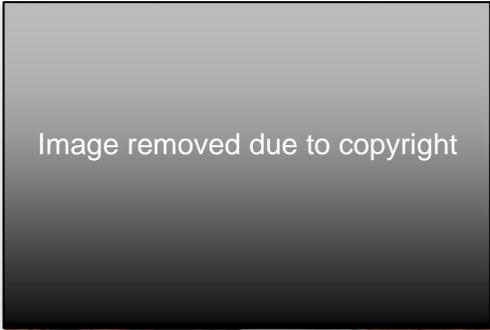


Figure 9 (cont.): Screenshot of a student reflection and evidence in the portfolio