



Prva gimnazija Varaždin  
International Baccalaureate Diploma Programme

# Creativity Activity Service

## Student Handbook



Student: \_\_\_\_\_

CAS Coordinator: Željka Pačalat  
Contact: [zeljka.pacalat@skole.hr](mailto:zeljka.pacalat@skole.hr), 095 4200473



### IB MISSION STATEMENT

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.

### PGV MISSION STATEMENT

We aim to provide students with the opportunity to develop their knowledge and skills according to contemporary educational practice. We want to develop curious, inquiring and knowledgeable young people who will understand, respect and care about others. Our goal is to produce future citizens of the world who will know how to accept challenges, how to act in global reality, be active lifelong learners and competitive collaborators within international society.

### IB LEARNERS 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.

	self-appraisal		self-appraisal
<b>INQUIRERS</b> 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.		<b>OPEN-MINDED</b> 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.	
<b>KNOWLEDGEABLE</b> 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.		<b>CARING</b> 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.	
<b>THINKERS</b> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.		<b>RISK-TAKERS</b> 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.	
<b>COMMUNICATORS</b> 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.		<b>BALANCED</b> 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.	
<b>PRINCIPLED</b> We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and right of people everywhere. We take responsibility for our actions and their consequences.		<b>REFLECTIVE</b> 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.	



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## A note from your CAS Coordinator

Dear students,

I'm happy to greet you at the beginning of your IB Diploma Programme!

Hopefully, these two years ahead of you will bring you excitement and inspiration, as well as opportunities for personal growth and bonding.

CAS is at the core of your chosen programme and can play an important role in your development. This Handbook is a supporting material meant to be used in addition to our lessons, interviews and check-ups. It offers a step-by step guide through our CAS journey. While it provides some useful information, you are welcome to contact me for more support via e-mail at any time, or come by my office every day from 2 to 3 PM.

Željka Pačalat  
zeljka.pacalat@skole.hr

## Introduction to Creativity, Activity, Service

### What is CAS?

**CAS (Creativity, Activity, Service) is intended to be a collection of enjoyable and challenging experiences *determined by you* to extend your abilities in Creativity, Activity, and Service.**

**Creativity** is defined as *exploring and extending ideas leading to an original or interpretive product or performance*. For example, you may join a choir or theatre group, engage in fashion design or other projects that require creative thinking.

**Activity** is defined as *physical exertion contributing to a healthy lifestyle*. Examples include taking up a new sport or extending your ability in an ongoing activity, going to the gym, taking dance, yoga or aerobics classes, biking, hiking etc.

**Service** is defined as *collaborative and reciprocal engagement with the community in response to an authentic need*. By investigating and identifying community needs, one should determine a plan of action that respects rights, dignity and autonomy of all involved. Some examples of service activities are reading to the elderly, advocating for a cause, learning support for children and fundraiser for an animal shelter.



## Why is CAS important?

CAS enables you to:

- have significant learning experiences **outside the classroom**
- **extend** what you learn in class to real-life situations
- **choose** your own learning experiences
- see what **motivates you intrinsically**
- face the level of **responsibility** you are willing to take
- include experiences you find **enjoyable** to your course of study
- show what **more you can do** besides having a great grade average

## Does it all sound familiar?

To many students, CAS seems like a collection of your extracurricular activities. While this is correct to some degree, there are some important **features that make CAS distinct from your regular extracurricular activities:**

- the importance of **Planning and Reflection**  
*Often times when you engage in enjoyable activities you tend to just “do”. In CAS, thinking about what you have learned, what you aim to achieve and why, is equally important.*
- **real, purposeful** activities that pose a **personal challenge**  
*Repetitive, non-challenging activities and menial tasks are not CAS - See more about “What’s not CAS”*
- the obligation of **Recording your experiences** (p. 7)  
*Since CAS is not formally assessed, the Portfolio you compose is the proof of your successful completion of CAS programme and a requirement for completion of the Diploma Programme.*
- the requirement of participating in at least one **CAS Project** (p. 13)  
*CAS project is a series of CAS experiences requiring your initiative and collaboration with others during at least one month’s time.*
- through your CAS experiences you are intended to achieve the following

### CAS Learning Outcomes:

1. **Identify your own strengths and develop areas for personal growth**
2. **Demonstrate that you have undertaken challenges and developed new skills in the process**
3. **Demonstrate how to initiate and plan a CAS experience**
4. **Show commitment to and perseverance in our 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 your own choices and actions**



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### **CAS at PGV**

CAS at PGV is organized as a composition of:

- monthly CAS lessons
- 3 formal interviews and additional and non-formal checkups with your CAS Coordinator (available each day from 2 to 3 PM)
- your participation in chosen activities
- recording your experiences in your portfolio
- your Coordinator's recording of your progress in e-mail communication and *e-Dnevnik*
- communication with your Coordinator via e-mail and Google Classroom/Disk

### **Collaboration with your Supervisors**

Beside your Coordinator, you will also collaborate with a number of **CAS Supervisors** who will assist, offer guidance and monitor specific experiences when needed. CAS supervisors are people in charge of any organized activity – they may be sports or music coaches, dance teachers, or teachers in charge of clubs or societies. In all cases they should be responsible adults familiar with the specific experience they are supervising. It is important for them to understand their role and be able to communicate with CAS Coordinator if needed so you will be asked to share a Supervisor briefing form with them (see appendix).

### **Where do you start?**

Our experience shows that it is most useful for students to offer a timeline of activities and expectations, and to introduce CAS concepts one by one through DP Year 1.

### **SEPTEMBER DP Year 1: Getting started**

The start of the Diploma Programme can be a hazy time for many students – there is so much new information to process and a whole new community to get used to. Your teachers will do their best to help you make a smooth transition from your previous programme. DP Year 2 students will be at your disposal as your mentors. It is a good idea to take it easy.

#### **CAS Class: Getting started**

In order to be able to plan your own CAS programme, we'll start with a short analysis of how you see yourself at the start of the programme. Some of the suggested approaches to start answering this question include:

- free online personality inventories
- associative cards activity
- self-appraisal of IB learner profile attributes
- getting familiar with CAS learning outcomes and reflection on your first impressions
- a talk with peers or family members about your traits and values outside class
- doodling/sketching
- brainstorming on these key concepts: likes, dislikes, fears, goals, hopes; what's important in life; obligatory to do; (realistic and unrealistic) dreams
- filling out a personal inventory (see appendix)



## Choosing your CAS activities

You are strongly encouraged to **identify your own interests, needs and aims first, and then investigate available opportunities** for participating in various activities at school and in the community. Working the other way around (e.g. seeing what's available and choosing whatever seems to be ok) can result in activities that are not personally meaningful to you. It's oftentimes more fulfilling to **initiate and organize an activity on your own** than to participate in an available organized activity just to fulfil a requirement (CAS is not about fulfilling requirements). **Talking to your classmates** about your activities and projects can reveal mutual interests and passions and make it easier to organize activities together.

You should aim for both the **variety and depth** of your CAS experiences. This means that it's optimal to choose several long-term activities, but also to stay open to short-term or one-time opportunities which arise along the way.

## Logistics of your CAS experiences

There are many approaches to organizing of your CAS experiences, with varying degrees of structure (vs. freedom). Here are some of the possible approaches with examples:

- **Ongoing activities:** you may already be engaged in some form of sustained creativity, activity or service (for example, playing an instrument or doing sports). You may continue participating in these activities as part of your CAS programme; however, you are encouraged to further extend and develop your participation if appropriate.
- **School-based activities:** appropriate opportunities at our school include:
  - extracurricular activities  
In school year 2021/2022 our school will offer the following groups:  
Biosafety and biosecurity (prof. Čus Slatković)  
America Computer Science League (prof. Banić)  
Book Club (prof. Mrazek Bosilj)  
Debate club (prof. Svetec)  
Theatre group "Theatron" (prof. Barlek)  
English News Agency (prof. Kocijan Pevec and prof. Mrazek Bosilj)  
Photo and video group (prof. Mikac)  
Music workshop (prof. Kelemen)  
French group (prof. Bešenić Ivančić)  
Literary workshop "LITra" (prof. Ruža)  
HONI – Croatian open computer science competition (prof. Mikac)  
Past for the future (prof. Horvat)  
Sports club "Srednjoškolac" (all PE teachers) – offers different sports  
Volunteering club (prof. Žganec, Barulek and Pačalat) – offers collaboration with different institutions and NGOs.

Your CAS Coordinator prof. Pačalat is a supervisor in Volunteering club and the student council, both of which offer various CAS-compatible activities.

Our school is also a base for the local Interact club (youth extension of Rotary club), which organizes various service activities.

- projects – our school plans on average 50 project per year, ranging from long term projects to short term and one-time projects like: Birdwatching, Bird colony counting



(ecology project), Safe internet day, Sing, play, dance, Music therapy, Math evening, Reading night, Student mentoring, Sports day, Safe space, Student mentoring... At CAS class you will be informed about where to look for current school yearly plans.

- **Community-based activities:**
  - instrument-playing classes, cooking classes, dancing classes etc. at local clubs and associations
  - music school
  - sports clubs and gyms
  - service at local charity organization (Red Cross, Caritas, Youth organization VUK, Youth organization Vakuum, Animal shelter Spas)
  - volunteering projects and organizations (Društvo Naša djeca organizes volunteering with children in hospital, School Centar Tomislav Špoljar and association Uz tebe sam accept volunteers on various projects)
  - one-time workshops (for example creative workshops during street festival Špancirfest or sports events for children with developmental issues)
- **Individual activities:** Some students feel best when engaging in solitary experiences such as composing music, developing a website, creating arts and crafts, working out at home, running, hiking, etc. Such experiences are of most benefit when they take place over an extended duration of time. Planning is especially important in this kind of activities because of the lack of a solid schedule. You are encouraged *to set personal goals and work towards them in a sustained manner*. Even though COVID-19 pandemic pushed many students into more solitary activities, you will still be encouraged to collaborate with others on at least some occasions (it is a CAS Learning outcome), and to make sure you challenge yourself (as opposed to doing what is the most convenient and least challenging for you).

## Recording your experiences

As a CAS student you are expected to maintain and complete a **CAS portfolio** as evidence of your engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences, including descriptions of activities, planning and reflection, photos, videos, certificates etc.

You may choose among different forms of portfolios including MS Word (or any other document) file, a physical notebook or scrapbook, video log etc. However, the **preferred form at Prva gimnazija Varaždin is online blog or any other online form** that can be accessed by Coordinator at all times.

Proposed sections of a portfolio include:

- introduction or *about* section - your profile, your expectations and goals, general plan of your CAS programme
- series of CAS experiences including CAS projects with evidence of planning and reflection, photos, certificates etc.
- conclusion – the final reflection at the end of the CAS programme



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### September DP1 checklist

- at least one activity for each CAS strand is chosen
- supervisors are informed
- you have decided about the format of your diary
- diary introduction is written and sent to Coordinator

## OCTOBER DP Year 1: first interview and activity planning

### First CAS interview

You will schedule individual meeting with your CAS Coordinator and have an opportunity to discuss results of your month of exploration (September). This is first of your 3 formal CAS interviews which will be officially recorded, but you may expect many non-formal meetings and checkups when needed. We'll talk about your adaptation so far, expectations, goals, interests and challenges. We'll also reflect on your workload. This is a good time to answer two important questions:

#### 1. How much CAS is enough CAS?

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, **for at least 18 months** with a reasonable balance between creativity, activity, and service. Students get to choose if they want to engage in some CAS experiences during school breaks.

While hour-counting is discouraged, it is recommended that you devote 3-4 hours per week to CAS. However, *your own expectations, the quality of your engagement in CAS experiences and guidance from your coordinator* is more important when negotiating what is "too little", "too much" or "just right" amount of devotion, then time spent in activities.

#### 2. What is NOT CAS?

Generally, CAS is not taking place when you are in a passive rather than an active role. There should be interaction. Examples of inappropriate activities are listed below:

- any class, activity or project that is already part of the Diploma Programme
- an activity for personal reward, financial or benefit-in-kind
- simple, tedious and repetitive work
- a passive pursuit, e.g. museum, theatre, exhibition, concert visits
- part of your family duties
- service without investigating the real need
- fundraising with no clearly defined end in sight
- activities that cause division amongst different groups in the community

If you are still unsure whether your planned activity qualifies as CAS, you are encouraged to consider the questions in „*Does activity qualify? Form* (p.15). You will also be asked to fill out that form in case your coordinator isn't convinced that you've chosen the right activity.



## Activity planning

### Class: activity plans

Most students feel they did all the necessary planning once they can name their activities and have a schedule for organized activities. Planning in CAS, however, requires more attention. We'll try to make it meaningful and useful for you.

You will use the following five **CAS stages** as a framework for your CAS experiences, and all of them should be considered in your plans:

- 1. Investigation:** Identify your interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Investigate what you want to do and determine the purpose for your CAS experience. In the case of service, you must identify a community need you want to address.
- 2. Preparation:** Clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
- 3. Action:** Implement your idea or plan. This often requires decision-making and problem-solving. You may work individually, with partners, or in groups.
- 4. Reflection:** Describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between your growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
- 5. Demonstration:** Make explicit what and how you learned and what you have accomplished, for example, by sharing your CAS experience through your CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, you solidify your understanding and evoke response from others.

Utilizing all CAS stages may not be possible or necessary for one-of events and activities, but is important in all longer experiences and **obligatory for all projects and service activities**.

**Please keep in mind that all activities must be pre-approved** by your CAS Coordinator before you start an activity. The necessary information you need to submit in order to get an approval includes:

1. Experience Description – what you plan to do, where, when (how often and for how long) and who else will be involved
2. Goals - challenging for you but not impossible to achieve.
3. Selected Learning Outcomes
4. Risk assessment – consider if there are any risks greater than the risks of your everyday life associated with the activity and list measures you intend to undertake in order to deal with them
5. Supervisor contact details - You should request the permission of your Supervisor **BEFORE** the experience begins and explain to them in detail what the role involves. A



*supervisor briefing form*, which you can use to explain to a supervisor your CAS requirements, is included in the appendix of this handbook. (You can obtain copies from your CAS coordinator, as well.) If you genuinely cannot find a supervisor for an experience you may ask your CAS coordinator to be your supervisor.

You can find our recommended planning form containing all the listed elements in the appendix.

**October DP1 checklist:**

- first CAS interview done
- activity plans for each activity written and sent to Coordinator
- participation in activities started

**NOVEMBER DP Year 1: writing good reflections and diary checkup**

Class: Writing good reflections

## Reflection

Experiential learning is at the heart of CAS. Experiential learning involves much more than just planning and carrying out the activity itself. It also involves personal observation and reflection on your feelings and interactions, analysis of your perceptions, identifying your achievements, outstanding issues, personal strengths and challenges, evaluating your actions and thinking about your new understandings.

Four elements assist in the CAS reflective process:

- **Describing what happened:** Retell your memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- **Expressing feelings:** Articulate emotional responses to your experiences.
- **Generating ideas:** Rethinking or re-examining choices and actions increases awareness about yourself and situations.
- **Asking questions:** Questions about people, processes or issues prompt further thinking and ongoing inquiry.

You are encouraged to choose significant moments as the basis for reflection, for example when:

- a moment of discovery is happening
- a skill is mastered
- a challenge is confronted
- emotions are provoked
- achievement deserves celebration

If you have trouble recognizing opportunities for reflection, try to follow the rule of one reflection after each short activity and after every 10 hours for longer-running activities.

There are Reflection Activity Forms available for you to use if needed (see appendix). This form is not obligatory, though, and authentic expression that suits you is encouraged.



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Diary checkup and e-Dnevnik note/feedback

November progress note will focus on your diary introduction and activity plans so make sure you understood well what was expected of you and follow individual feedback you get on class of via e-mail.

**November DP1 checklist:**

- regular participation in your activities and CAS class
- write reflections for October (and if applicable for September)

**DECEMBER DP Year 1**

Class: Learning outcomes and links with TOK

Once you've started writing reflections, we'll share your first impressions in class and examples of good reflections. We'll try to develop your reflections by incorporation CAS learning outcomes in them. We'll also try to make your reflecting easier through talking about your experiences in class.

This is also a good time to establish links with TOK.

**Links with TOK**

CAS and TOK share some common ground which can help you to write compelling reflection. As you get to learn more about both, you can use this to your advantage. TOK explores a number of "Ways of Knowing" that can be useful in analysing your CAS experiences in order to draw out learning:

- Language: Which types of language were used and were relevant to this experience, why?
- Sense perception: What did you see, hear, smell and feel (touch) during the experience?
- Emotion: How did the experience make you feel before, during and afterwards?
- Reason: What logical conclusions can be drawn from your experience?
- Imagination: What did you anticipate your experience would be like before it happened?
- Faith: Does your faith give you a perspective on this experience? If so what is it?
- Intuition: Does your logical analysis of the experience differ from your "gut feeling"?
- Memory: Which previous experiences of yours were relevant to this one and why?

*NOTE:* If your experience wasn't actually that profound in the end and you feel like you haven't genuinely learnt anything from it, don't force it or feel obliged to write something down. CAS is not about jumping through hoops in order to get a "pass", it is about learning how to learn from your experiences. This life skill is much more important than making your life a little easier for yourself right now. False reflection is very obvious and comes across badly. Try to be as honest and as authentic as you can. We will go through some examples of good and poor (superficial or forced) reflection in classes or meetings so you can get a general idea of what is expected.

**December DP1 checklist:**

- regular participation in your activities and CAS class
- regular quality reflections



## JANUARY DP Year 1: self checkup and new challenges

Class: Self-checkup and new challenges  
January is a good time to see if you are on track with your CAS obligations and how you feel about your progress so far. Some students might wish to lighten their workload, while some may change some of their activities or set new challenges. If you are looking for new activities, you could check links between CAS and other subjects.

### Links to other subjects

CAS should support, and be supported by the academic disciplines. Here are some examples of experiences you can engage in that give you an opportunity to use the skills, knowledge and experience you already have in an academic subject area, and where using these in a real-world setting will help you refine them. You may identify many more on your own or with help from your subject teachers and CAS coordinator.

	<b>Creativity</b>	<b>Activity</b>	<b>Service</b>
<b>Studies in language and literature</b>	Writing articles about CAS or CAS projects for school and local newspapers or websites *at PGV: Literary group, Theatre group	Taking part in a ballet performance of Romeo and Juliet	Producing audiobooks for an organization serving people who are blind
<b>Language acquisition</b>	Creative writing in the language being studied *at PGV: English book club, English news agency	Learning Thai Boxing in your second language	Providing language lessons to those in need *at PGV: Volunteer club - learning support for children in foster care and primary schools
<b>Individuals and societies</b>	Creating displays and planning an assembly on history, particularly of the area around the school	Hiking to remote villages to conduct research into their history and future development.	Recording the oral histories of people living in a retirement home and creating family memoirs *at PGV: Safe space, Student mentoring, Volunteering club
<b>Sciences</b>	Creating posters for the school canteen to promote healthy eating and drinking	Helping measure fitness of athletes in a school sports team you are a member of	Raising awareness by monitoring air quality around the school *at PGV: Project Counting bird colonies, raising awareness in group Biosafety and Biodiversity
<b>Mathematics</b>	Creating a video series of "mathematics adventures" for younger children *at PGV: Math evening	Conducting pre- and post-fitness assessment statistical analysis for a school team you are a member of	Maintaining financial accounts for a local charity *at PGV: Volunteer club - learning support for children in foster care and primary schools
<b>The arts</b>	Forming a band and performing at a function *at PGV: Music workshop, Photo and video group	Composing, choreographing and performing a dance routine *at PGV: project Sing, play dance	Music instrument coaching for charities helping deprived children *at PGV: project Music therapy



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**January DP1 checklist:**

- regular participation in your activities and CAS class
- regular quality reflections

## FEBRUARY DP Year 1 – CAS project and diary checkup

Class: CAS project introduction

### CAS project

A CAS project of at least **one month's duration** challenges you to **work collaboratively**, show **initiative**, demonstrate **perseverance**, and develop **skills** such as problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

Examples of CAS projects:

- Starting a school newspaper/zine
- Writing a play or a piece of music that will be performed publicly
- Organizing a food/clothes drive
- Organizing an awareness campaign for an environmental/social issue
- Choreographing a dance and perform it
- Designing a website for an environmental/social cause
- Starting an after-school club
- Designing a series of lessons to teach someone something
- Organizing and running an MUN club

In February you'll get familiar with the idea of a CAS project and we'll brainstorm project ideas.

Diary checkup and e-Dnevnik note/feedback

February progress note will focus on your reflections and participation in activities. Make sure to follow individual feedback you get on class of via e-mail.

**February DP1 checklist:**

- regular participation in your activities and CAS class
- regular quality reflections

## MARCH DP Year 1 – project ideas and celebrating CAS

Class: Project ideas and voting for CAS awards in 4. IB

In March we'll develop your CAS project ideas further in class. We'll also get inspired by the work of DP2 students. You'll check some examples of good programmes, projects and diaries and vote for the best. Hopefully, it will give you some ideas how to further improve your own work.



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**March DP1 checklist:**

- regular participation in your activities and CAS class
- regular quality reflections
- planning your CAS project

**APRIL DP Year 1 – Second CAS interviews; learning outcomes in reflections**

Class: Learning outcomes review

We will check your progress by comparing your initial learning outcomes expectations and the actual experience.

**Second CAS interview** will be focused on your projects. Thus, they may be individual or project-group meetings.

**April DP1 checklist:**

- regular participation in your activities and CAS class
- regular quality reflections
- **Second CAS interview done**

**MAY DP Year 1 – year 1 summary**

Class: School year review and summer plans

At our last class in DP Year 1 we will take a look back at your first year of CAS experiences and consider activities you may be able to continue during the summer break.

**May DP1 checklist:**

- regular participation in your activities and CAS class
- regular quality reflections
- **engagement on your CAS project has started or there is a clear plan on when it will start (the beginning of DP Year 2 at the latest)**

**JUNE DP Year 1 – progress report**

Final e-Dnevnik notes for DP Year 1 will summarize activities you engaged in and on the quality of your reflection.

**JULY – AUGUST DP Year 1 – summer break**

During the summer break you are encouraged to stay active and your CAS Coordinator will be available for e-mail support and diary tracking.



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## CAS in DP Year 2

Students tend to be in different stages of CAS programme completion at this point. This includes project progress, the balance between creativity, activity and service, and diary quality. All the upcoming deadlines in other subjects also need to be taken into consideration when planning how to meet CAS requirements. That is why in DP Year 2 class topics are flexible and adjusted to the students' needs. Monthly CAS checklists are not universal and students are encouraged to recognize what they should focus on.

### **SEPTEMBER DP Year 2 – back to school checkup class**

Class: CAS self-evaluation and new challenges; organizing peer support for 3. IB  
We will talk about your progress so far and your goals for the DP Year 2. We will discuss the balance between your creativity, activity and service. Some of you will be mentors to DP 1 students.

### **OCTOBER DP Year 2 – on-going support and diary checkup**

Class: on-going reflections and project support  
Some of you may still need support with their projects. Diary checkup and e-Dnevnik note/feedback will focus on the regularity and quality of your reflections and status of your project.

### **NOVEMBER DP Year 2 – on-going support focused on finishing projects**

Class: Project final checkup  
You need to finish your project activities before winter break so this will be out opportunity to talk about any necessary details.

### **DECEMBER DP Year 2 – on-going support**

Class: Learning outcomes in reflections  
We will focus on the quality of your reflections and any learning outcomes that may need more attention in the remaining time.

### **JANUARY DP Year 2 – on-going support and diary checkup**

Class: on-going reflections  
Class will be devoted to any on-going issues and reflections on activities. Diary checkup and e-Dnevnik note/feedback will focus on your accomplishments and remaining obligations before finishing programme.

### **FEBRUARY – APRIL DP Year 2 – finishing CAS**

Class: Final reflections

In February we'll look back at the last two years and your progress as a group. At **Final CAS interviews** (individual meetings) we'll discuss your personal outlook on the experience coming to an end and your plans for the future.

Final e-Dnevnik notes – status report is due in April and it will be a summary of your work in CAS. You will be informed about the results of voting for the best CAS programme, diary and project.



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## CAS timeline

(summary)

### DP Year 1

September – Class: CAS Introduction and personal programme draft

October – Class: Activity plans (diary); First CAS interviews (individual meetings)

November – Class: Writing good reflections; diary checkup and e-Dnevnik note/feedback

December – Class: Learning outcomes

January – Class: Self-checkup and new challenges

February – Class: CAS project introduction; diary checkup and e-Dnevnik note/feedback

March – Class: Project ideas; voting for CAS awards in 4. IB

April – Class: Learning outcomes review; Second CAS interviews (individual or project-group meetings)

May – Class: School year review and summer plans

June – Final e-Dnevnik notes – progress report (CASC)

July – August – e-mail support and diary tracking

### DP Year 2

September – Class: CAS self-evaluation and new challenges; peer support for 3. IB

October – Class: on-going reflections and project support; diary checkup and e-Dnevnik note/feedback

November – Class: Project final checkup

December – Class: Learning outcomes in reflections

January – Class: on-going reflections; diary checkup and e-Dnevnik note/feedback

February – Class: on-going reflections; Final CAS interviews (individual meetings)

March – Class: Final reflections; Final CAS interviews (individual meetings)

April – Final CAS interviews (individual meetings); diaries completed; Final e-Dnevnik notes – status report (CASC)



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## Appendix

### CAS PROGRAMME PLAN

List all your planned activities mentioned above, in the appropriate column(s),  
(there should be at least two in each category). You can include more activities.

Creativity	Action	Service

\_\_\_\_\_ Date: \_\_\_\_\_  
Student's Signature

\_\_\_\_\_ Date: \_\_\_\_\_  
Parent's Signature

\_\_\_\_\_ Date: \_\_\_\_\_  
CAS Coordinator's Signature



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**DOES AN ACTIVITY QUALIFY?**

Student Name: \_\_\_\_\_

You must have your CAS activities approved in advance by the CAS Coordinator. This sheet will help you determine if your planned activity is suitable for your CAS portfolio. You only need to complete this sheet if your CAS coordinator asks you to.

Complete the guiding questions below and complete the CAS Activity Evaluation Rubric on the back of this sheet.

Activity title: \_\_\_\_\_

Is the activity a **new role** for me?

Is it a **real task** that I am going to undertake? Explain.

Does it have **real consequences** for other people and for me? Which?

What do I hope to **learn** from getting involved?

How can this activity **benefit other people**?

How does this activity relate to the **Learning Outcomes**?

How can I **reflect** on this activity?

**Have you found an adult supervisor yet?**

email address is:

telephone number is:

name is:



## **ACTIVITY PLANNING FORM** (with notes)

**Activity name:**

**CAS strand(s):** Creativity      Activity      Service

### **CAS Stages:**

#### **1. Investigation**

*Describe your interests, skills and talents to be used in considering opportunities for this CAS experience, as well as areas for personal growth and development. Determine the purpose for your CAS experience. In the case of service, you must identify a community need you want to address.*

**Purpose and goals of the activity:**

**CAS Learning Outcomes I plan to achieve through this activity** (mark and shortly explain how/why):

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

**Values: this activity will help me become more/better** (choose and shortly explain) - inquirer, open-minded, knowledgeable, caring, thinker, risk-taker, communicator, balanced, reflective.

#### **2. Preparation**

*Clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines.*

**Location and time:**

**Resources:**

**Risk assessment:** (what could go wrong or put you at risk and how you'll prevent it/deal with it)

**Supervisor & contact details:** (not applicable for solitary activities)

**Teammates, roles and responsibilities:** (where applicable)

#### **3. Action**

*Shortly describe how you will implement your idea or plan.*

**Activity description:**

**4. Reflection:** *Describe when and how you'll make notes and/or talk about what happened, but also about your feelings, ideas and questions along the way.*

**5. Demonstration:** *Plan how you'll make explicit what you learned and what you have accomplished, for example, by sharing your CAS experience through your CAS portfolio as a part of your reflection or with others in an informal or formal manner (for example a performance after a course, a talk for your peers, an article on school website, a poster about your project...).*



**REFLECTING ON ACTIVITY** (examples of guiding questions)

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

1. Summarise what you did in this activity/project and how you interacted with others.

\_\_\_\_\_

2. Explain what you hoped to accomplish through this activity/project.

\_\_\_\_\_

3. How successful were you in achieving your goals? What difficulties did you encounter and how did you overcome them?

\_\_\_\_\_

4. What did you learn about yourself and others through this activity/project? What abilities, attitudes and values have you developed?

\_\_\_\_\_

5. Did anyone help you to think about your learning during this activity/project? If so, who helped and how did they help?

\_\_\_\_\_

6. How did this activity/project benefit others?

\_\_\_\_\_

7. What might you do differently next time to improve?

\_\_\_\_\_

8. How did you feel at different stages of the activity? \_\_\_\_\_

\_\_\_\_\_

9. How can you apply what you have learned in other life situations?

\_\_\_\_\_

*Important note: Reflection is really not about filling out forms. These questions are meant to be help if you don't know where to start. However, it's better if you answer any of these questions in depth than if you write something superficial on each line.*



## **CAS PROJECT PLANNING FORM**

*\*with notes in italic*

**Project leader(s):**

**Members:**

**Project name:**

**Focus of the project:**

**Project duration:**

**CAS strand(s):** Creativity      Activity      Service

### **CAS Stages:**

#### **1. Investigation**

*Determine the purpose for your CAS experience. In the case of service, you must identify a community need and global development goal you want to address. Describe your interests, skills and talents to be used in considering opportunities for this CAS experience, as well as areas for personal growth and development.*

**Purpose and goals of the activity:**

**CAS Learning Outcomes I/we plan to achieve through this activity** (mark and shortly explain how/why):

LO 1. Identify my own strengths and develop areas for personal growth

LO 2. Demonstrate that I have undertaken challenges and developed new skills in the process

LO 3. Demonstrate how to initiate and plan a CAS experience

LO 4. Show commitment to and perseverance in my CAS experiences

LO 5. Demonstrate the skills and recognize the benefits of working collaboratively

LO 6. Demonstrate engagement with issues of global significance

LO 7. Recognize and consider the ethics of my own choices and actions

**Values: this activity will help me become more/better** (choose and shortly explain) - inquirer, open-minded, knowledgeable, caring, thinker, risk-taker, communicator, balanced, reflective.

#### **2. Preparation**

*Clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines.*

**Location and time:**

**Resources:**

**Risk assessment:** (what could go wrong or put you at risk and how you'll prevent it/deal with it)

**Supervisor & contact details:**

**Teammates, roles and responsibilities:**

#### **3. Action**

*Shortly describe how you will implement your idea or plan.*

**Activity description:**

**4. Reflection:** *Describe when and how you'll make notes and/or talk about what happened (and with whom), but also about your feelings, ideas and questions along the way.*

**5. Demonstration:** *Plan how you'll make explicit what you learned and what you have accomplished, for example, by sharing your CAS experience through your CAS portfolio as a part of your reflection or with others in an informal or formal manner (for example a performance after a course, a talk for your peers, an article on school website, a poster about your project...).*



**CAS CHECKLIST**

<b>My CAS programme</b>	<b>Y/N?</b>
Evidence of <b>planning of a CAS programme</b> <i>(Self-review undertaken and personal goals set at the beginning of the programme)</i>	
Regular commitment over at least <b>18 months</b> to CAS <i>with participation in CAS ideally on a weekly basis</i>	
Understanding and ability to use the <b>CAS stages</b> when planning CAS experiences	
<b>Balance</b> between creativity, activity and service	
At least <b>one planned project</b> undertaken over at least <b>one month</b> involving <b>teamwork</b>	
Evidence of achieving all <b>seven learning outcomes</b>	
<ul style="list-style-type: none"> <li>• Evidence of identification of strengths and areas for personal growth (LO1)</li> </ul>	
<ul style="list-style-type: none"> <li>• Evidence of undertaking new challenges and developing new skills in the process (LO2)</li> </ul>	
<ul style="list-style-type: none"> <li>• Evidence of initiating and planning a CAS experience (LO3)</li> </ul>	
<ul style="list-style-type: none"> <li>• Evidence of commitment and perseverance in CAS experiences (LO4)</li> </ul>	
<ul style="list-style-type: none"> <li>• Evidence of demonstrating the skills and recognizing the benefits of working collaboratively (LO5)</li> </ul>	
<ul style="list-style-type: none"> <li>• Evidence of engagement with issues of global significance (LO6)</li> </ul>	
<ul style="list-style-type: none"> <li>• Evidence of recognizing and considering the ethics of choices and actions (LO7)</li> </ul>	
<b>Reflections</b> completed on significant CAS experiences	
Supervisor reports supplied where necessary	
CAS interview 1 completed	
CAS interview 2 completed	
CAS interview 3 completed	
<b>CAS portfolio completed</b>	



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**CAS supervisor briefing form** (in Croatian):

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Za: \_\_\_\_\_  
\_\_\_\_\_

Poštovani,  
Učenik/ca \_\_\_\_\_ upisana je u program International Baccalaureate na Prvoj gimnaziji Varaždin u sklopu kojeg je obvezano kontinuirano sudjelovanje u tjelesnim, kreativnim i društveno-korisnim aktivnostima u školi ili izvan nje. Učenik svoje aktivnost treba planirati te bilježiti napredak i ono što je naučio iz aktivnosti.

Svaka organizirana aktivnost treba imati odgovornu odraslu osobu kojoj se učenik i ja kao koordinatrica programa možemo obratiti u slučaju potrebe za dogovorom ili provjerom angažmana u aktivnosti.

Kako bi učenik/ca želio sudjelovati u aktivnosti \_\_\_\_\_ koju Vi vodite ili organizirate, molim Vas da ju/ga podržite na način da budete odgovorna i kontakt osoba, te ujedno dostavljam svoje kontakt podatke.

Željka Pačalat  
Koordinatorica programa CAS (Creativity, Activity, Service)  
Prva gimnazija Varaždin  
psiholog@gimnazija-varazdin.skole.hr  
095 4200 473

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Potvrđujem da pristajem biti odgovorna osoba za (CAS) aktivnost \_\_\_\_\_

u kojoj sudjeluje učenik/ca \_\_\_\_\_ .

Ime i prezime:

\_\_\_\_\_

Kontakt podaci:

\_\_\_\_\_  
\_\_\_\_\_

Potpis: