



CASTrips

SUSTAINABLE
DEVELOPMENT GOALS

Pre-Reflection Booklet

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Name

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School

.....
Destination

.....
Date



Reflect and win
a polaroid camera!

A few words...

Reflections are an integral part of any CAS Trip. Our trained CAS Trips staff will guide you throughout the trip and provide tools to reflect on activities, whilst you pave the path towards becoming a Changemaker.

So let's get started! In this booklet, you will find the pre-reflection steps that need to be completed before going on the trip, as well as some tools that will simplify the reflection process during your trip.



You will participate in an on-trip reflection workshop, where you will learn more about post-reflections and construct and share your own. Submit your reflection to the Reflections Center (<https://catrips.org/reflection-center/>) no later than seven days after your trip. The best reflection from your group will win a polaroid camera!

Pre-Reflection

Before you embark on your trip, take a look at your final itinerary. Select one CAS activity, which you will be experiencing, and work on a pre-trip reflection.

You will be expected to deliver your pre-trip reflection to the group at some point on your CAS Trip, so make sure you come prepared!

The pre-reflection is just as important as partaking in the actual activity. If the activity served no bigger purpose, why would you be doing it?

Consider the following questions and factors when you develop your pre-reflection:

- Reflections do not necessarily have to be in an essay-typewritten format. They can be videos, photos, blogs, vlogs, podcasts or any other creative format you can think of. All that matters is that it shows evidence of your reflection process.
- Do you expect the experience to be a Creativity and/or Activity and/or Service project? Why?
- Identify 2-3 of the 7 Learning Outcomes (read more on page 10) that you expect the experience to meet and, most importantly, why?
- What makes me excited/nervous/curious about starting this project/experience?

To simplify the process, we have provided you with a table (turn the page) that you can fill out. Make sure that you consider the above factors, and always link it back to the activity you have picked.

Questions & Factors	Example	Pre-Reflection	Post-Reflection
Name of Activity	Example: Homework Club		
Creativity, Activity, Service (or a combination)	C= Thinking of innovative ideas to help students with their homework difficulties S= Helping other students		
<p>Goal</p> <p>What do you want to achieve? And why?</p> <p><i>Note: You can use the Learning Outcomes you have identified as subheadings in your aims/goals box to make things easier. This way you know what you need evidence for/what to reflect upon later.</i></p>	<p>Homework Club takes place on Wednesdays from 3:30-4:30pm. Sessions are divided by grade level (each grade is in another room), and I am in charge of Grade 7 students. My goal is to help the students when it comes to their homework and revising for tests, as well as improve my ways of explaining different materials, as I find I lack confidence in that field, and I find it difficult to explain things to other people. (LO2).</p> <p>I aim to help on a weekly basis, over a period of a full academic year in order to demonstrate commitment and build up relationships with the students (LO4).</p> <p>I will work collaboratively with students and with two of my peers. We aim to identify students who need extra help and find innovative ways to help improve their skill sets using our own knowledge. (LO5).</p>		

<p>Learning Outcomes addressed</p>	<p>LO2: Challenges have been undertaken & new skills developed</p> <p>LO4: Commitment & perseverance</p> <p>LO5: Demonstrate skills & work</p>		
<p>Possible examples of evidence to show you have achieved the LOs</p>	<p>LO2: Short written reflection at various points when I have learned new ways to help students, or experienced and dealt with a moment of frustration.</p> <p>LO4: Photo of weekly attendance by Homework Club supervisor, which will indicate my commitment.</p> <p>LO5: Ideas for activities for students who have been identified as needing additional help in a particular area (uploaded).</p>		

Post-Reflection

After you have finished your chosen activity, it is time for post-reflection. During the trip, your CAS Trips guide will highlight specific time slots for you to work on your reflections. The table on the previous page will guide you through the process.

It is important to also consider the following questions:

Did you meet the goals you set out? Why or why not?
What learning objectives did you meet?
If you could do this activity again, what would you do differently?

You can also look into the following - especially if you are considering taking this project to the next level and using it for a Changemakers Challenge:

Increasing awareness of strengths/weaknesses

- i. Did this activity humble you?
- ii. Did this activity boost your self-confidence?
- iii. Why were you not aware of this strength/weakness before?
- iv. How do you feel now that you are aware of it?
- v. Why is it important for us to know our strengths and weaknesses?

Undertaking new challenges to develop new skills

- i. What was so challenging, and why? Did you overcome the challenge?
- ii. What new skills have you acquired?
- iii. How could this skill be useful to you in the future?
- iv. What made this activity difficult to commit to? How did that make you feel?

Planning and initiating activities

- i. How did you organize yourself?
- ii. How is starting something on your own different than participating in a project that is already established?
- iii. What background information did you need to collect and consider at the onset?

Reflection Tips

CAS Trips aims to propose activities that are meaningful and provide personal growth. The evidence of this growth is the reflection. Reflections should be about sharing emotions and thoughts rather than just a description of the activity.

Make sure you gather multimedia evidence throughout your trip in the form of:



Photos



Videos



Recordings



Diary entries



Blogs



Vlogs



Notes

Why? You will need it for your on-trip Reflections Challenge!

Writing a meaningful reflection

When writing your reflection ask yourself: "How did this activity build the Learner Profile in me? What Learner Profile characteristics did I develop in this activity?"

It is important to remember that a good reflection is not about length. It is about quality than quantity.

The reflection is just as important as actually doing the activity and maybe even more so. The activities are supposed to be meaningful to you and reflect personal growth. The evidence of this growth is the reflection itself.

So make sure that you pick your activities accordingly. Reflections should be more like a journal or diary entry; focus on emotions and thoughts rather than simply describing the activity.

7 Learning Outcomes

If you are an IB student, you may be familiar with the term “7 Learning Outcomes”. Yet you may ask yourself, “What does that really mean?”

We at CAS Trips have embarked on a mission to get to the bottom of the 7 Learning Outcomes and find out what they REALLY mean. Because let's face it – they sound so generic!



1. Identify your own strengths and develop areas for personal growth.

What it REALLY means: When you leave your comfort zone, you learn things about yourself. For example, when you organized the fundraiser for your trip, were you patient with other people? If not, why not? Maybe you could try to improve this area of personal growth.

When you saw those homeless people whilst traveling abroad, were you shocked? If yes, why? Could this help you improve your perception of the world and help you become a more open-minded individual?



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

What it REALLY means: What have you done to push yourself? What was unfamiliar about it? What skills do you think you developed? For example, have you run a marathon? Set yourself a goal before embarking on your trip and develop new skills to achieve your goal.



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

What it REALLY means: This one's easy! When you are organizing your CAS events or activities, just make sure you keep notes on how you organized them, who you contacted and what the organizational process was like.



4. Show commitment to and perseverance in CAS experiences.

What it REALLY means: All IB diploma students are thinking the same thing – why do we have to do this when we have so much to do already? You are not alone. We know this sounds unbelievable now, but you will benefit from it so much in the future. Whatever happens, keep going! Take one step at a time and you will reach your end goal.



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

What it REALLY means: Participate in team activities. Simple. One of the best and most fun parts of CAS Trips is the team work. This can range from learning a new collaborative activity such as Salsa to being involved in a volunteer group. You are stronger when you work in a team. Think of Cristiano Ronaldo or Lionel Messi – they are soccer stars but without their teammates they wouldn't have accomplished what they have today.



6. Demonstrate engagement with issues of global significance.

What it REALLY means: There are so many global issues right now it's hard to know which one to support most. Global warming, the refugee crisis, homelessness, cancer research? CAS Trips advice – pick one per year and think about what you can do to help that cause from where you are. Plan it. Initiate it. Do it. You can also have a look at the UN Sustainable Development Goals for inspiration on which issue you are interested in and can tackle.



7. Recognize and consider the ethics of choices and actions.

What it REALLY means: Your parents have been telling you this for as long as you can remember and your teachers echoed them: The things you do and the choices you make have consequences. Think about the CAS activities you are doing and how they affect others. Is what you are doing right or wrong? How?

What is CAS? What is Not?

IB students often wonder what exactly counts as CAS. We've listed some examples here to help clarify any confusion.

Counts As CAS

- **Dance class (creativity and activity):** Cardiovascular fitness, flexibility and muscle strength development adds up to an activity experience. The interpretation and expression of emotions through movement of the body satisfies the creativity strand.
- **Student Council Committee Member (creativity and service):** A student serves the school and student body by arranging experiences that improve community within the school and by representing student voices to school management. All the planning and presenting involves significant creative problem-solving.
- **Home restoration for an elderly population (activity and service):** This project assists with the renovation of homes for the elderly and meets the service strand. The hard physical work of renovating houses on a continual basis meets the activity strand.

Does Not Count as CAS

- **Taking the registration for your teacher:** This only benefits to the teacher.
- **Driving lessons:** This is clearly specified by the IB. It does not fit easily into any of the CAS strands and is of benefit to the individual only.
- **Academic tutoring for 7-9 students where payment is received:** You cannot be paid for CAS.
- **Work experience at UNHCR supervised by your mother:** A family member cannot be a supervisor.
- **Climbing a mountain as part of your field trip to Wales:** Although mountain climbing would normally be counted as an activity (it makes you sweat), it is part of the academic curriculum in this case and therefore, it does not count.



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