

CAS PORTFOLIO DP1&2

LO: Recognizing personal strengths and areas for growth

Throughout completing my CAS activities, I have managed to experience several situations through which they have allowed me to reflect on my own personal strengths; as well as the areas which I could improve on, to be able to keep on growing as a person.

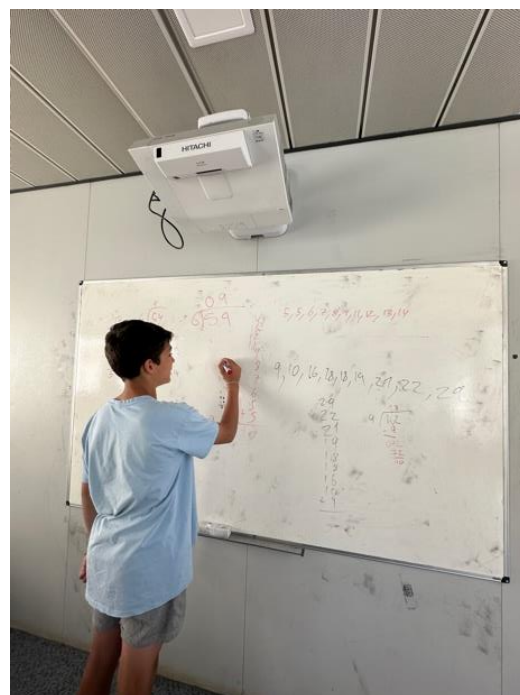
Projects
MYP Tutoring of General Subjects
Math support CAS project

MYP Tutoring of General Subjects: Creativity and Service

I started with this activity in the beginning of the year, as I wanted to work on my communication skills and reconnect with the OIS community. Throughout tutoring I developed stronger relationships with younger students, offering them academic support while also guiding them through the MYP criteria. I also explained to them a bit more about the MYP criteria, which helped me a lot in the first year of the IB. This experience not only helped them understand assessment expectations but also reinforced my own ability to interpret and communicate complex ideas effectively. Throughout this CAS I have managed to demonstrate meaningful engagement with all learning objectives. My participation in creativity was shown through my adaption in the approach on how I tutored different students, designing worksheets and finding new ways to explain the same concept different ways. Service was central for this activity as it was a commitment to help younger students, supporting them academically and fostering a positive learning environment. I now see service as an opportunity for growth, not just a responsibility. Creativity goes beyond artistic expression – it is about problem-solving and adaptability. The skills I gained from this activity were applied to other CAS activities.

Math support CAS project: Creativity and Service

In Term 3 of DP1, I joined an established math support activity, which I found to be much more effective and fun to joining as it had a structured schedule and dedicated students. I noticed that after the consistency of lessons the students were improving their time in the sessions and had started to get better grades. However, as the end of the year approached the kids did start to miss on some lessons. I realized that I needed to set better boundaries with them, which was an area that I need to grow in. Throughout DP 2, I started to notice my strengths and areas for growth much more. One strength was that I was able to communicate better with the students I was offering support to, as well as starting to understand their struggles from their perspective. An example for an area of growth is to become better at multi-tasking. I noticed that at the support sessions I would direct my focus to a specific group of students, instead of helping all the students attending the session. If I would participate in a similar activity again in the future, I would pay more attention to divide my time better. This experience has helped me develop as a person, reinforcing my patience, adaptability and ability to mentor others. It also taught me the importance of maintaining a balance in the activities I do, ensuring that I allocate time efficiently between academic's, extracurricular activities and personal well-being.



LO: Undertake challenges that develop new skills

One aspect that I loved about CAS was that I had to challenge myself. In challenging myself I developed new skills which allowed me to grow. The main growth which I have noticed was my gain in skills of negotiating and working better with students in the years below me.

Summer Fusion Camp 2024, Sra. Colegio Boa Nova: Creativity and Service

This activity was one of my favourite activities that I have experienced. I was working as a volunteer for a local school in Estoril, which I had no previous contact with. I was working with kids from the ages of 6-10, which I had never done before, and which I was not looking particularly forward to. However, I was able to adapt and develop new skills, particularly patience and non-verbal communication which helped me understand what the students were trying to communicate with me. These gained skills helped me and them to overcome the language barrier. Besides from this activity being centralized around service and creativity, it also required a lot of physical activity. The young students were full of energy, and we played many games together. One aspect which I had not thought about before was that they looked up to me and my peer to be a part of their play-based learning.



Projects
Summer Fusion Camp 2024, Sra. Colégio Boa Nova
Enhancing piano skills
Helping Year 10 with their Bronze Practice Expedition for Duke of Edinburgh

Enhancing piano skills: Creativity

The purpose of this activity was to undertake the challenge of learning new pieces. Through learning new pieces, I was able to develop my piano skills. An example of the skills that I learned was to play three notes at the same time, and switching between the pedals; to either “drag” out the notes or to make them quieter. Creativity was central in this activity, as I was constantly experimenting with different playing techniques. The skills that I had developed most, were technical skills which can be mainly applied to situations where music is needed. More practical skills which can be used in the daily life are effort and passion.

Helping Year 10 with their Bronze Practice Expedition for Duke of Edinburgh: Activity and Service

This was my first time participating in an entirely new role within the Duke of Edinburgh program, marking an opportunity to undertake challenges that develop new skills. Currently I am completing the Gold Award, and was asked by my DofE leader if I would like to assist in the Bronze Award Participants during their practice expedition. It was the group’s first practice expedition. Although the students studied their route and the maps they were given before they went on the practice expedition, they did struggle with the navigation once they began the hike. I took this opportunity to develop my leadership skills by guiding them through critical thinking strategies. I encouraged them to analyse their surroundings and compare it to the resources they had, make informed group decisions. This gave them the independency, an important skill which is learnt through the Award program, which I also had to learn. This activity was a balance of activity and service, and not so much creativity. It was physically demanding, as it was a medium route. Service was central as my role was to support the students and helping my Award Leader with the younger students. Although there were parts in which I had to show creativity of how to handle certain situations, it was



CAS PORTFOLIO

more of a “natural” feeling for me, as I have complete both the Bronze and Silver Awards, so I was more aware of the situation the participants were in. I already had experienced previously how my supervisors took leadership and the suggestions they had given to us when we were lost or were not working cooperatively. This project was particularly valuable as it reinforced teamwork, patience and adaptability. I learned how to lead without too much controlling, ensuring that the students had a meaningful learning experience.

LO: Discuss, evaluate and plan student-initiated activities

The main experience that I have gained with CAS is to discuss student planned activities. This learning outcome was achieved in almost all my activities, as I mainly worked with my peers and other students. The two activities selected for this learning outcome were the most student led and initiated activities.

Projects
MYP Tutoring of General Subjects
Rainy days

MYP Tutoring of General Subjects: Creativity and Service

This project started out with a couple of DP1's who were interested in supporting a variety of students in different subjects such as mathematics and the sciences. However, a lack of clear communication and planning led to inconsistencies in the participation of both the students providing support, and the student receiving aid. Through the participation of this experience, I learned that in every project discussion, evaluation, and proper planning of any initiated activities is essential for a project to be successful. The biggest challenge of this project was the absence of structured goals, and regular meetings about evaluations of the project. This made it difficult to understand how we were progressing and what could be done to make better change. If I were to lead a similar initiative in the future, I would spend more time focusing on setting clear objects, holding regular meetings and keep the participants actively engaged with the project.



Rainy Days: Creativity and Service

This student-led project gave us the freedom to discuss, evaluate and plan activities towards this activity. Despite our good intentions, this project faced communication issues and a lack of engagement from supervisor, which led to poor planning and inconsistent execution. If I were to participate again in a similar project, I would ensure stronger communication to maintain a consistent and well-planned structure. One take-away was that I was able to learn how to handle unexpected challenges better. I now understand that creativity thrives in structured collaboration and when doing any form of service it requires clear planning. In the future I will apply these lessons to future projects, ensuring that they are better planned, sustainable and more impactful to those around me.

LO: Working collaboratively with others

Working collaboratively with other people is not only essential in CAS but also in daily life. I enjoyed the experience of being able to work with other students, as this gave me the opportunity to learn new people.

Projects
Rainy days
Competitive sailing
Helping Year 10 with their Bronze Practice Expedition for Duke of Edinburgh

Rainy Days: Creativity and Service

In the beginning of this project, we worked in a small group of five students, which made communication effective and allowed us to collaborate loosely on each idea. This worked quite well in the beginning phase of this activity. Due to the limited amount of people, it kind of forced us to work together which enhanced our productivity, allowing us to make steady

CAS PORTFOLIO

progress and complete a significant amount of work. The project reinforced the importance of teamwork and shared responsibility. Once the clear communication started to “die” down, the contribution from all members also started to decrease. This slowed down the work and ultimately, we got less and less done as the project progressed. If I were to participate in a similar project in the future, I would try to have an active role in morale boosting, so that the project remains consistent and hopefully successful.

Helping Year 10 with their Bronze Practice Expedition for Duke of Edinburgh: Activity and Service

This experience allowed me to work collaboratively with others as I guided a group of Year 10 students throughout their Bronze Practice Expedition. It was rewarding to build connections with the students while helping them navigate challenges on the hike. Although I already knew some of the students through other school activities, seeing them outside of the school setting gave me a new perspective on their team dynamics, leadership styles and problem-solving approaches. This project made me realize that I would like to incorporate this learning outcome to my daily life, connecting with different people; I want to continue to prioritize collaboration, adaptability and meaningful engagement in my future initiatives

LO: Persevere in action

One of the hardest learning outcomes for me to follow through was to persevere. However, it is important to acknowledge what was achieved through the perseverance of my activities and what I had learned from them. Perseverance can be applied to my future life as well, and therefore it can be said that it is one of the learning outcomes which I will be applying most in my daily life.

Projects
Rainy days
Enhancing piano skills
Competitive sailing
Advanced open water diver certification

Rainy days: Creativity and Service

Throughout this project I demonstrated perseverance in action by pushing through various obstacles whether that was for refining ideas, overcoming creative blocks or to ensure clear communication and team collaboration was maintained effectively. I managed to balance creativity and service, two aspects which were I really had to persevere in. It reinforced the importance of commitment and teamwork. Through this I learned that progress isn't always immediate, but that consistent effort leads to results.

Enhancing piano skills: Creativity

Retaking piano lessons challenged me to persevere in action as I had to work hard to maintain my creativity for this instrument. One way to keep on persevering for this activity was to shift my practice sessions to school lunch breaks, which forced me to optimize my school time. This was mainly down to not put as much external pressure on the activity, such as the pressure from competitive sailing, and my academics. I found this activity to be enjoyable and relaxing, allowing me to participate in an activity which was not physically or mentally demanding. It does however force you to stay resilient when facing setbacks. One thing which I have learned from the piano is that perseverance is not just about pushing through difficulties but also about recognizing when to prioritize other responsibilities. This helped me to develop as a person learning specifically to set realistic goals, adapting to change priorities and to keep on pushing forwards despite any challenges that may rise. The lessons I learned from this activity are that consistency and resilience are crucial to main success.

CAS PORTFOLIO

Competitive sailing: Activity

Through the 2023-2024 and 2024-2025 sailing season I demonstrated perseverance in action by balancing intensive training, academic responsibilities and unexpected external setbacks. Despite the major challenge of struggling to combine school and sailing as well as surgeries and injuries and managing emotional resilience during races; I tried to remain as committed to my goals as possible. Along both seasons I kept on refining my technical skills, physical endurance and mental strength. Through these challenges I learned the importance of mental resilience, time management and self-discipline. I realized that success in sailing requires patience, learning from failure and long-term commitment. These lessons helped me develop as a person, to manage stress and embrace challenges positively. Additionally, I learned to maintain balance in life, knowing when to prioritize academics while staying physically activate through running and Pilates. Over the last two years I realised that perseverance is not just about pushing. It is knowing when to push, choosing when it is appropriate to work smartly or hard. Physical activity helped me build a mental resilience. I will apply my knowledge gained from this activity to ensure that future perseverance remains central to my relationship of athletic growth.



Advanced open water diver certification: Activity

Earning my Advanced Open Water Diver Certification was a great achievement for me during the mid-way of the DP. Throughout this activity I developed both physical and mental challenges. The process of me attaining this certification included studying the theory, preparing equipment, and completing demanding dives of reaching 30 meters which all tested my ability to stay committed. One of the most difficult challenges was experiencing an ear infection which permitted me from participating in longer dives and caused extreme pain after each dive too. Through persevering through the challenges, I was able to gain navigating skills, photograph skills and participate in taking the responsibility for my safety and the environment. Looking back, my perspective on perseverance has changed. I can now recognize that it is important to push through obstacles while also recognizing personal limits. It forced me to develop as a person by reinforcing patience and determination while maintaining a balance between adventure and selfcare.



LO: Develop international-mindedness through global engagement, multilingualism and intercultural understanding

This learning outcome has allowed me to help others by connecting through international open-mindedness, through frequent engagement which has allowed for intercultural understanding.

Projects
MYP Tutoring of General Subjects
Math support

MYP Tutoring of General Subjects: Creativity and Service

This activity has allowed me to in this learning outcome by working with students from diverse backgrounds at my school. Many students come from different educational systems, requiring me to adapt my teaching methods to try and accommodate as many students as possible. This approach fostered a more inclusive learning environment, strengthening my ability to engage globally and appreciate different cultural perspectives in education. Through this experience I learned that effective tutoring/offering of support goes beyond just subject knowledge. It requires cultural sensitivity and strong communication skills, two examples which I most used. Through this project I can now also connect with different people from different backgrounds, at different ages. From this activity I recognize that service extends beyond helping others, it

CAS PORTFOLIO

also involves fostering meaningful relationships, understanding different perspectives than your own and create a positive learning environment.

Math support CAS project: Creativity and Service

Through this experience I have developed international mindedness by adapting my teaching methods to students from diverse educational backgrounds. The experience of offering my support to an international body of students strengthen my cultural awareness in education. This project is mainly balanced through creativity and service. Creativity to make math engaging for the students and service in mentoring students, and to provide extra support for teachers who are already offering their extra support outside of class time. The most valuable aspect of this activity was to see students regain their confidence in the subject and improve academically. I learned that global engagement is about understanding different perspectives and adapting to diverse learning needs. This helped me as a person to develop communication, patience and real life problem solving skills.

LO: Consider the ethical implications of their actions

Through this learning outcome I practiced the consequences of choices and actions in planning and carrying out CAS experiences.

MYP Tutoring of General Subjects: Creativity and Service

Projects
MYP Tutoring of General Subjects
Math support

I had to consider the ethical implications of my actions particularly in terms of time commitment, fairness and student engagement. There were times where concern was raised about accountability and fairness between the relationship between my colleagues and the students, we were trying to provide support for; while we were investing our time and effort some students remained uninterested in the support. To address this challenge, we adapted our own approaches making the tutoring sessions more interactive.

Math Support CAS project: Creativity and Service

Through this initiative I had to consider the ethical implications of my actions, as they had direct effect onto younger students in the school. I had to ensure that I was fair in dividing my attention time amongst the students, set clear expectations of them when preparing their work or receiving their work and to create an inclusive learning environment. I developed innovative support techniques, managed my own academic commitments and provided consistent support to students. One aspect that I have come to appreciate over the past two years is that service is most meaningful when accountability and fairness are prioritized, ensuring mutual respect in all attending parties, which contributes to long-term benefit.

Throughout my CAS journey, one of my most meaningful experiences was my involvement in the project *Summer Fusion Camp 2024, Sra. Colegio Boa Nova*. Initially I was hesitant about the experience I would be able to give to the students; I had previously only worked with students who were in the MYP and could speak English (this is a privilege as I attend an international school where many students speak English). Despite this, the experiences challenged me to develop patience and adaptability. I improved on my non-verbal communication and built connections with the students through play-based learning. This helped me understand that through service I can aid others and evolve in my own struggles by learning from new experiences.

In the 2year process of CAS, I developed in various areas of creativity-activity-service. Through projects like *MYP Tutoring* and *Math Support* I enhanced my communication skills and learned how to adapt my teaching methods to students from different backgrounds. My leadership skills were strengthening during the *Duke of Edinburgh Bronze Practice Expedition*, where I guided the participants in problem-solving and decision making. Perseverance was key during the CAS activities such as *competitive sailing* and *Advanced Open Water Diver Certification* where I had to balance physical endurance and mental resilience. These experiences taught me how to manage stress, overcome setbacks and help me in my time management skills. I apply these gained skills in my daily life, as being an IB student is quite stressful.

One of the unexpected “skills” that I gained through my CAS activities was that I gained a deeper self-awareness and greater appreciation for caring for others. *Rainy Days, MYP Tutoring, competitive sailing* and *Math Support* were great examples where I learned the importance of teamwork, consistency and structure collaboration. I learned that service, meaningful service, is not just about aiding but also about fostering relationships and empowering others around yourself.

Over time my perspective on creativity, physical activity and community service evolved. Initially I only saw creativity as an artistic pursue, now I also understand that it involves problem solving, adaptability and innovation. Physical activity was for me a process through which I had to go through to win championships. However, it became a tool for building resilience, team work, stress management. My view on service changed from seeing it only as an obligation to an opportunity for growth. These realizations through CAS have shaped my approach for future challenges, ensuring that I will continue to have a proactive mindset in all aspects of life.