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| **Diploma Programme programme outline—CAS** | | | | |
| **School name** | L  Lessing-Gymnasium Köln/Cologne, Germany | | **School code** | 003089 |
| **Name of CAS coordinator** | Boris de Wijn | **Date of IB training** | 6/29 - 7/3/2008 | |
| **Date when outline was completed** | November 15, 2017 | **Name of workshop**  *(indicate name of subject and workshop category)* | IBAEM - DP (Athens) | |

**A: Context**

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| approx. 15 |

1. Projected number of Diploma Programme students who will be entered in the first exam session, once the school has been authorized
2. Describe the social and physical environment of the community in which the school is located.

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| Middle-class - outskirts of Cologne - rather rural – school centre – separate buildings |

**B: Organization of CAS**

Schools are required to provide resources and staff to support the delivery of an appropriate and varied CAS programme.

##### Coordination

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* 1. Will the CAS coordinator have only this role in the school? Yes No
  2. If your answer is no, answer the following questions:
     1. What additional responsibilities will the CAS coordinator have?

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| Teacher for English B (if needed), Teacher for History HL and SL (permanently) and CAS in the IB-Programme. Additionally full-time teacher for English and History in regular school system. |

* + 1. What percentage of the CAS coordinator’s scheduled time will be devoted to CAS?

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| 1 hour per week |

* 1. In larger schools a team approach is recommended. If this is the case in the school, answer the following questions.
     1. How will the school identify CAS advisers to ensure that the students are helped to make the most of their CAS experience?

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| does not apply |

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* + 1. How many students will be under each CAS adviser’s responsibility?
    2. How will the CAS coordinator guide and supervise the advisers?

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* + 1. What procedures will be in place to ensure consistency among advisors’ responses to questions related to proposed experiences?

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#### **Time allocation**

Indicate the weekly time allocation for CAS experiences . Identify the time allocated for meetings of students with advisers/CAS coordinator and time allocated for CAS experiences.

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|  | **Weekly time allocated for students to meet with CAS coordinator/advisers** | **Weekly time students devote to CAS experiences** |
| Within the school’s timetable | 1 hr (if needed) | depends on activity (e.g student repr. board) |
| Outside the school’s timetable | 1,5 hrs | 1,5 hrs |

Describe other time arrangements, if applicable.

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| If students are involved in activities inside the school their weekly engagement sometimes will exceed 1,5 hrs. |

1. **Length of the whole CAS programme** *(it must expand over 18 months at least)*

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|  | **Month of year 1 of the Diploma Programme** | **Month of year 2 of the Diploma Programme** |
| It will start | August/Sept. | August/Sept. |
| It will end | Juni/Juli | March/April |

##### Budget

Indicate how the budget for CAS has been produced. Identify different types of support that the school will provide for CAS (for example, administrative, transportation).

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| There is no et budget, however, should expenses be needed arrangements can be made to a certain extent. |

##### Monitoring/advising

How often will interviews with each student take place? Indicate length of interview and main objectives.

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| 3 times in 18 months on a regular basis and other meetings are set spontaneously. |

##### Supervision

Who will be involved in the supervision of students (teachers, other school staff, parents, members of the community)? How will the school brief them about its expectations?

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| Mainly the IB coordinator, however, the staff is informed about and have ten yeasr of experienc regarding any in-school activities and how these are supervised. |

##### CAS programme

* 1. How will the school ensure that the students are given opportunities to choose their own CAS experiences?

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| The school presents a variety of opportunities and ideas, yet most students interested in the IB know about CAS and are already involved or have ideas requiring only very little additional support. |

* 1. How will the school promote students undertaking experiences that focus on the local community using a global perspective? Indicate any challenges that the school may face in achieving this.

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| The school informs students about possibilities in their local community and then cooperatively establishes a global perspective, unless the student comes up with own ideas which is mostly the case. |

* 1. How will students be advised to plan their CAS programme taking the learning outcomes into account?

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| Learning outcomes are indicated at the bringing of the programme, in the hint for the final reflection, in interviews and in presenting CAS in the retreat proir to the students' entering the programme. |

* 1. Give an example of a potential student’s CAS programme that you would consider as appropriate to address all seven learning outcomes. Do not forget that each student must undertake at least one CAS project. The CAS project can address any single strand of CAS, or combine two or three strands.

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| Last summer the student joined in planning, organizing and coordinating a scouting summer camp.  1. "increased awareness of own strengths and areas for growth":  Student was rather shy about contacting people and dealing with official forms (filling in a file for a campsite for the entire group of campers and staff), realized that it is still a weakness of hers but has developed strategies to overcome and handle this weakness (=> slow and strategic approach)  2. "undertaken new (demanding) challenges":  Communicating with parents about their children. In one case a family wanted a daily report on their child's well-being. The student calmed them down successfully.  3. "planned and initiated activities":  Student was responsible for the planning of one whole day of camp including the coordination of meals, activities (handicraft workshops), the overall topic of camp was "Asterix and the Vikings".  4. "worked collaboratively with others":  She was part of the coordinating and planning staff that met regularly and also initiated the camp.  5. "shown commitment in activities"  The camp went well, noboday was injured, just minor cases of sickness. Happy campers!!  6. "engaged with issues of global importance"  A refugee participated pro bono and he learned how to swim during this three-week camp. Scouting camps tries to raise an awareness for a respectful handling of resources, climate protection and the omnipresent overkill of consumer goods.  7. "considered the ethical implications of actions"  Mutual respect is *the* prerequisite for a functioning camp community and is supported by the concept of equality, a feeling of responsibility and community.  (8. "developed new skills"  She has developed people's and teamwork skills.) |

* 1. What strategies will you apply to ensure that students reflect on their CAS experiences?

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| Early on the students recieve hints on what to consider when planning, running and reflecting each of their CAS activities. Also the new students consult the ones already involved in the programme and are aware they can contact the Coordinator anytime. |

* 1. How will the school record the progress of the student’s CAS programme?

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| The Coordinator does this with the interviews and regulary asks for any difficulties and/or successes. |

* 1. How will the student record their CAS experiences and reflections?

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| They are encouraged to take notes for every project and activity the are envolved in an sometimes present a first draft of a refelction. However, towards the middle fo the second year I ask about the progress and offer help for possible difficulties, which rarely arise. |

* 1. How will the school report on the student’s CAS programme to parents?

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| As the Lessing-Gymnasium is not a private school the main interest in CAS originates on the students' side. We trust the parents to communiticate with their children. The parents do not request any insight into CAS. |

* 1. How will the school promote the student’s achievements in CAS within the school community?

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| The promotion happens in individual projects, such as the student board, our Mali club, or other activities. An overall promotion does not happen - we are a public and German school. |