



XV. GIMNAZIJA
International Baccalaureate Department
Diploma Programme
CAS COORDINATOR:
Loreana Selišek Butina, M.A.
lsbutina@mioc.hr



CAS EXPERIENCE: 2019/2020
School choir
Leader: Ms Gordana Sedlar, M.Ec.
Time: Wednesdays at 14:15h in M11

CAS „Storytelling“

Within CAS “Storytelling” there are two separate programs

- Reading in “Vinko Bek” Center for blind and reduced vision children
- Goodnight Storytelling in hospitals in Zagreb

Reading in “Vinko Bek” Center for blind and reduced vision children consists of reading books from regular high school reading list, depending on what grade are the children attending. All the books are read in Croatian.

Schedule:

| Month | Book title |
|--------------|---|
| September | A. G. Matoš, Umorne priče |
| October | Edgar Alan Poe, Gavran |
| November | Ivan Gundulić, Dubravka |
| December | August Šenoa, Prijan Lovro |
| January | Honoré de Balzac, Otac Goriot |
| February | Henrik Ibsen, Hedda Gabler |
| March | Antun Gustav Matoš, Pjesme |
| April | Vjenceslav Novak, Posljednji Stipančići |
| May | Josip Kozarac, Tena |
| June | Albert Camus, Stranac |

Within reading in “Vinko Bek” Center for blind and reduced vision children, books that should be read to the children there are already specified by school program. IB students by **creativity** enrich the service of reading to children that cannot do that by themselves with expressive reading, changing voices and role-play so that sometimes boring texts become more vivid and interesting. Also some of the books and

texts are written in archaic language, sometimes incomprehensible to some younger pupils, so IB students talk to them and through conversation explain what the text is about.



Goodnight Storytelling in hospitals in Zagreb consists of reading different picture books, children's books and books appropriate for teenagers. All the books are read in Croatian.

Schedule:

| Month | Book title |
|-----------|---|
| September | Ivana Guljašević, Čarapojedac; Ivana Brlić Mažuranić, Priče iz davnine; Sanja Pilić, Vidimo se na Fejsu |
| October | Julie Donaldson, Mjesta ima na metli svima; Emil Winfield Martin, Sve čuderno što ćeš biti; |
| November | Valerie Thomas, Vinny vještica |
| December | S. Marijanović, Kućna čudovišta; S. Škrinjarić, Zima; C. Dickens, Božićna Priča |
| January | S. Škrinjarić, Priča o tri snjegovića; J. Franjić, Zimske radosti; S. Pilić, Pošalji mi poruku |
| February | Dijana Merey Sarajlija, Što marvi znaju o ljubavi 4: Bik koji je želio biti šik, Orianne Lallemand: Vuk koji je tražio ljubav; E. Peroci, Maca papučarica, B. Pašagić, Male priče o životinjama |
| March | Femenić, Četiri godišnja doba; S. Škrinjarić, Sunce; M. Kušec, Kišobran i suncobran |
| April | Ž. Hercigonja, Poštar Zeko brzonogi; E. Drake, Zmajologija, velika knjiga o zmajevima; S. Femenić, Foka, morž i pingvin |
| May | S. Vidmar, Tajni agent žabac; B. Potter, Priča o Petru Zecimiru; V. Radoičić, Putovanja mačka Nera |
| June | B. Čopić, Ježeva kućica, V. Franjić, Veselo ljetovanje; B. Chaud, Na morskoj obali |

Within Goodnight Storytelling in hospitals in Zagreb, IB students are free to choose, from the several lists of recommended books, what they are going to read to children in hospitals. Here is where their **creativity** is shown, by choosing the right kind of story for children of different age groups. Also when ill in hospitals, children tend to be sad and depressed, so IB students with expressive reading, changing voices and role-play bring to life characters in the books, so the time before children go to sleep is filled with good mood and the time in hospital is easier to endure.



In this service and creativity CAS project “Storytelling” the learning outcomes of IB students are

- **Identifying own strengths and develop areas for growth** by working with ill and disabled children and helping them in learning as well as entertaining them. Also they are developing compassion and communication skills with those in different life circumstances from theirs
- **Demonstrating that challenges have been undertaken, developing new skills in the process** – the boring texts for students that have to be read because they are a part of school program are made interesting by learning expressive reading, changing voices and role-play.
- **Demonstrate how to initiate and plan a CAS experience** – students plan what they are going to read when they are visiting disabled and ill children, and are preparing their performance by learning how to read with special effects and in an interesting way.
- **Show commitment to and perseverance in CAS experiences** – once a week students visit disabled children and ill children in the hospitals and show commitment to the task, especially

in hospitals where the visits are organized even during the weekends and holidays, when children feel most lonely if they stay in hospital.

- **Demonstrate engagement with issues of global significance – diversity and inclusion** are very important issue to be learned during the visits to disabled and ill children as students are engaged in connecting and communicating to children different and at the same time similar to them in age and interests.
- **Recognize and consider the ethics of choices and actions** – students recognize their engagement as meaningful as they get feedback from children they work with in a form of friendship with high school children in Vinko Bek, or smiles and requests to come back next week to hospital to join children in another reading session.