

CAS Final interview Questions -Filipa Fonseca

1. What were your biggest challenges you faced during the CAS program?

I think that initially, one of my biggest issues was getting as many people to collaborate as possible, since some of my first CAS experiences were organizing school events. It was hard to communicate well and to get people interested in helping out, but this improved as we did more school events- I feel that we really did well during Valentine's Day.

Another problem I faced was knowing how to balance out my CAS work with schoolwork- sometimes it got to a point where I had to drop activities because I had enrolled in too many, and it was beginning to impact my own well-being and the time I had for schoolwork. However, I learned how to get around this pretty quickly by doing small projects (like my art swap, or my hike to Peneda-Gerês with my family).

Also, I had difficulty in picking CAS activities initially because I was limited by where I lived- I don't live close to school and usually (at the start of F11) took public transport which sometimes took as long as 1 hour and a half/ 2 hours to get home, but this forced me to plan my time out more efficiently, which was helpful.

2. What were your most enjoyable moments during the CAS program?

I had a lot of fun organizing the Valentine's Disco- from designing the cards, to going out to print them and hand out the roses in person, I loved it- it brought our year group together and it was really nice to put everything together with my friends.

Setting up and participating in both the school D&D club and my personal D&D group was really exciting and satisfying- I loved being able to play online with my friends regularly during lockdown, and I felt that it was a great way to socialise and make a positive impact in our time during lockdown.

3. What types of personal CAS activities do you continue to do or did outside of school, that was not linked to pre-arranged school-based CAS projects?

In my own time I continue to have drum lessons and illustrate for Project Elicit. The drum lessons were pre-arranged; I started playing drums before I joined OBS, and my reasons for joining Project Elicit were not CAS-motivated, I just genuinely thought that it would be something I would enjoy very much, and I was excited to work with other students who had similar values to me.

My interest in the several school bands I was a part of was also pre-arranged; I had started going to EDA band practice in Form 10, and I enjoyed it so much that I continued, and sought out more school band clubs. Mostly, I think that I tend to prefer creative and service-based activities to sporting activities, as I'm not in the habit of doing sports as often. I think this is something I should improve.

4. Do you feel the CAS program helped you explore the different aspects of your personality?

I think it has certainly made me more aware of myself and my actions, especially when interacting with others, but personality-wise, I feel that I already knew about most of my interests/personality as I have been involved in a broad range of extracurriculars throughout my time in secondary school, so I've been familiar with myself for some time.

5. What types of CAS activities did you find most useful and would like to implement in your life going forward?

I would like to re-establish a D&D club (in school or otherwise) because it was such a fun experience! I really loved it, and the prospect of doing it again and possibly making new friends through it is exciting to me. I also want to take up rollerblading on a regular basis when the weather improves because it was an ideal form of exercise for me, and it's something that I think would be interesting to improve.

6. Which ONE activity would you like to identify and make mandatory for ALL other CAS students to follow and should be continued into the future?

I think a service activity within the school like tutoring is standard at first glance but would be a great activity for other students to follow because tutoring allows you to make teaching fun, interactive and personal, in a way that a teacher with several students sometimes can't. It forces you to think alternatively and adjust your methods frequently to benefit the student, but without needing too much time or effort to put something good together.