OPERATION WALLACEA

USING YOUR EXPEDITION FOR A CAS PROJECT OR CAS EXPERIENCE

FIND OUT MORE

1

OPWALL EXPEDITIONS AND 'THE THREE STRANDS OF CAS'

These strands are strongly represented in the expedition experiences and in particular:

CREATIVITY – arts and other experiences that involve creative thinking.

Organising events, fundraising for, or producing a report on their expedition

ACTIVITY – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP (Diploma Programme).

Physical activities when hiking, camping, diving and canopy access

SERVICE – an unpaid and voluntary exchange that has a learning benefit for the student.

The scientific research element that contributes to understanding and conserving vulnerable biomes

Expedition learning outcomes strongly tie in with IB Biology and ESS

2

AN OPWALL EXPEDITION ALLOWS STUDENTS TO ENGAGE WITH THE 7 LEARNING OUTCOMES OF CAS

1. Identify own strengths and develop areas for growth.
2. Demonstrate that challenges have been undertaken, developing new skills in the process.
3. Demonstrate how to initiate and plan a CAS experience.
4. Show commitment to and perseverance in CAS experiences.
5. Demonstrate the skills and recognize the benefits of working collaboratively.
6. Demonstrate engagement with issues of global significance.
7. Recognize and consider the ethics of choices and actions.

There is so much scope to cover all of these learning outcomes within the expedition framework; starting from the early stages of planning, through to participation in the expedition, and then in sharing the experience afterwards

EXPEDITIONS ALSO ENGAGE WITH ALL 5 STAGES OF CAS

INVESTIGATION | PREPARATION | ACTION | REFLECTION | DEMONSTRATION

3

CHECK LIST OF THINGS TO CONSIDER WHEN PLANNING A CAS EXPERIENCE WITH OPWALL

	Consider living and working in a challenging environment whilst coping with an unfamiliar climate/environment.
	Hiking to remote satellite camps, learning to dive (PADI open-water certification), snorkeling, canopy access, jungle training and sleeping in a hammock, scientific sampling in a challenging environment.
	Planning out their expedition e.g. travel, health and safety, new cultures, language, visiting a local school near their expedition site, working as a team to collect scientific data.
	Fundraising for an expedition through planning creative events.
	Plan and carry out pre-expedition training and preparation.
	Plan a visit to a local community while on expedition and bring something useful.
	Attendance at all of the activities during their 2 week expedition.
	Helping to collect vital research data to be used in future conservation management strategies

	See 'first-hand' possible evidence of climate change and how human activity causes the serious loss of biodiversity.
	Encounter many cultural traditions and also appreciate and observe the importance of sound scientific practice e.g. sustainable fishing and hunting, eco-friendly tourism.
	Share their experience with their home community by making a video, writing a blog, a newsletter, or giving a presentation to their school and parents.
	Record and reflect on their expedition experience by keeping a field diary.
	Observe how local communities are coping with these global challenges.
	Engage in debates with students and scientists from other areas of the world, addressing pressing local and global issues while on expedition.
	Reflect and write a letter or message to future-self at the end of their expedition.

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