CAS GALLERY WALK

2026 GAFL CAS Sharing Week
Gallery Walk 참여 안내

학생들이 CAS 활동을 통해 얻은 경험과 배움을 서로 공유하고, 질문과 피드백을 주고받으며 자신의 활동을 되돌아보는 성찰의 기회를 마련하고자 '2026 GAFL CAS Sharing Week'를 운영합니다.

현재 글로벌홀(GH) 4층과 서번트리더십홀(SLH) 3층을 연결하는 구름다리에 학생들의 다양한 CAS 활동 작품이 전시되어 있습니다.

학생 여러분께서는 편한 시간에 전시장을 방문하여 작품을 관람하고, QR코드를 통해 학생 1인당 3개의 작품에 대한 피드백을 작성·제출해 주시기 바랍니다.

참여 안내

1. 참여 기간 : 2026. 11. 2.(월) ~ 11. 6.(금) 16:00까지
2. 참여 대상 : IB DP1 및 PreDP 전체 학생(의무 참여) 및 전시 관람자
3. 전시 장소 : GH 4층과 SLH 3층 연결 구름다리
4. 참여 방법 : 전시 작품 관람 후 QR코드를 이용하여
   3개 작품에 대한 피드백 작성 및 제출

관람 시 유의사항

현재 DP2 학생들의 IB Final Examination이 진행 중입니다. 시험에 방해가 되지 않도록 전시장에서는 정숙을 유지하며 조용히 관람해 주시기 바랍니다.

학생 여러분의 적극적인 참여와 성실한 피드백을 부탁드립니다.
감사합니다.

CAS GALLERY WALK

GAFL CAS Sharing Week 2026 소개

From Experience to Growth

경험에서 성장으로

2026. 11. 2.(월) - 11. 6.(금)

C Creativity · 창의 | A Activity · 활동 | S Service · 봉사

GAFL IB DP1은 2026년 11월 2일(월)부터 11월 6일(금)까지 '2026 GAFL CAS Sharing Week'를 운영합니다.

이번 행사는 IB Diploma Programme(DP)의 핵심 요소인 CAS(Creativity, Activity, Service) 활동을 통해 DP1 학생들이 지난 1년간 경험한 다양한 활동과 프로젝트를 공유하고, 그 과정에서 얻은 배움과 성장을 함께 나누기 위해 마련되었습니다.

학생들은 창의·활동·봉사 영역에서 수행한 CAS 경험을 포스터로 제작하여 전시하고, 활동을 시작한 동기부터 계획과 실천 과정, 직면했던 어려움과 문제 해결 경험, 그리고 이를 통해 얻은 배움과 변화까지 자신의 이야기를 담아낼 예정입니다.

또한 Gallery Walk, 학생 발표(Sharing My Story), CAS Reflection 등의 활동을 통해 서로의 경험을 공유하고 질문과 피드백을 주고받으며, 자신의 활동을 되돌아보는 성찰의 시간을 갖게 됩니다.

이번 CAS Sharing Week는 단순히 활동의 결과를 발표하는 자리를 넘어, 도전과 협력, 시행착오와 성찰의 과정 속에서 이루어진 학생들의 성장을 확인하고 서로에게 새로운 배움과 영감을 주는 의미 있는 시간이 될 것입니다.

나아가 학생들이 이번 경험을 바탕으로 DP2 과정에서의 CAS 활동을 더욱 발전시키고, 서로의 경험을 통해 함께 성장하는 학생 주도적 CAS 문화를 만들어 가는 계기가 되기를 기대합니다.

경기외국어고등학교 | IB DP1 CAS

CAS GALLERY WALK

GAFL CAS Sharing Week 2026

From Experience to Growth

NOVEMBER 2 - 6, 2026

C Creativity | A Activity | S Service

Gyeonggi Academy of Foreign Languages (GAFL) will host **2026 GAFL CAS Sharing Week from November 2 to 6, 2026**, under the theme "From Experience to Growth."

This event provides an opportunity for DP1 students to share the experiences and projects they have undertaken over the past year as part of **Creativity, Activity, Service (CAS)**, one of the core components of the International Baccalaureate Diploma Programme (IB DP).

Through poster exhibitions, students will showcase their CAS journeys, highlighting not only what they have accomplished but also what inspired them to begin, the challenges they encountered, how they overcame difficulties, and the lessons they learned along the way.

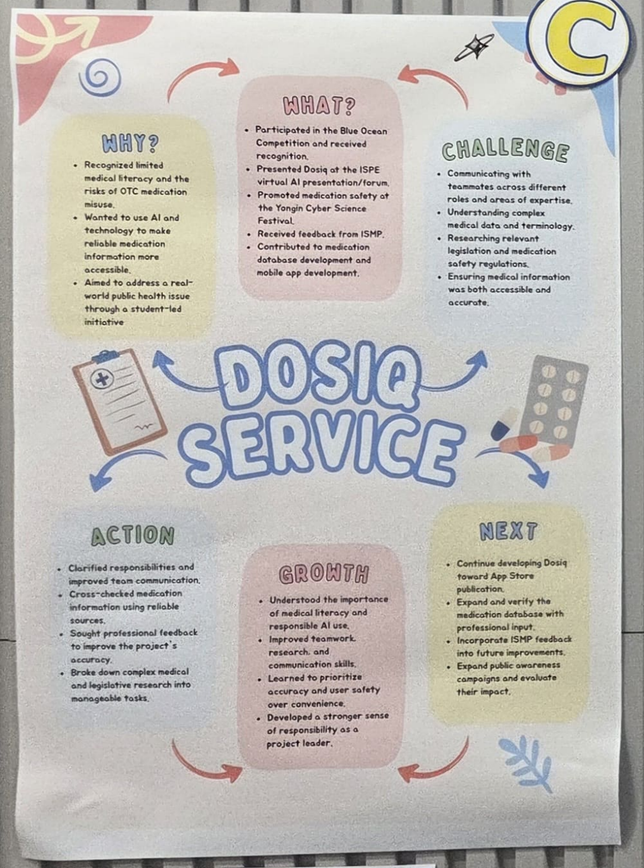
The event will also feature **Gallery Walks, student presentations (Sharing My Story), and CAS Reflection activities**, encouraging students to exchange ideas, provide meaningful feedback, and reflect on their personal development.

More than simply a showcase of achievements, CAS Sharing Week is a celebration of **growth through experience**. It recognizes the value of taking on challenges, working collaboratively, learning from setbacks, and reflecting on meaningful experiences.

We hope this event will inspire students to build on their CAS experiences as they move into DP2, explore new opportunities, and foster a supportive, student-led culture of learning, reflection, and continuous growth.

GYEONGGI ACADEMY OF FOREIGN LANGUAGES

IB DP1 CAS



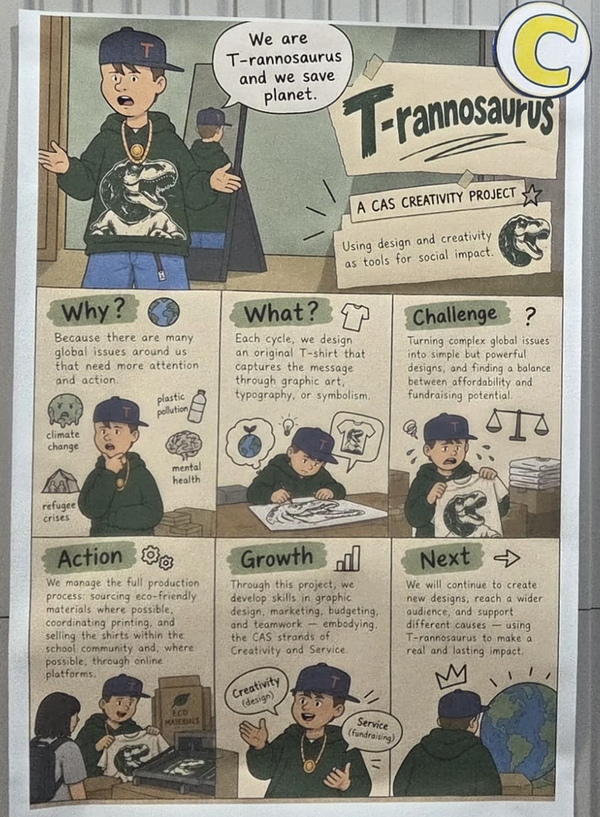
DP1 오윤설

활동명: 도직(Dosiq) 영역: Creative

약물 오남용 예방을 위한 앱 개발과 정보 나눔

약물 오남용 예방을 목표로 의약품 정보를 제공하는 앱을 개발하고, 온·오프라인 캠페인을 기획하는 학생 주도 프로젝트입니다. 각자의 관심과 강점에 따라 데이터베이스 구축, 앱 개발, 자금 모금 등의 역할을 나누고, 신뢰할 수 있는 자료와 전문가의 피드백을 바탕으로 정보를 검토합니다. 복잡한 정보를 이해하기 쉽게 전달하는 방법을 고민하며 창의적 문제 해결력과 협업 능력을 기르고, 사용자 안전을 고려하는 책임감을 배웁니다.

2026 CAS Sharing Week
Gallery Walk 참여 코드



DP1 서지원

활동명: T-rannosaurus 영역: Creativity

티셔츠로 전하는 메시지

사회적 이슈를 직접 선정하고, 그 메시지를 담은 티셔츠를 디자인·제작·판매하는 활동입니다. 복잡한 문제를 그림과 글자, 상징으로 표현하며 창의적인 전달 방식을 고민하고, 제작과 홍보, 예산 관리 등 전 과정에 협력하며 참여합니다. 판매 수익금을 관련 단체에 기부하는 것을 목표로, 디자인을 통해 사회에 대한 관심을 나눔과 실천으로 이어 갑니다.

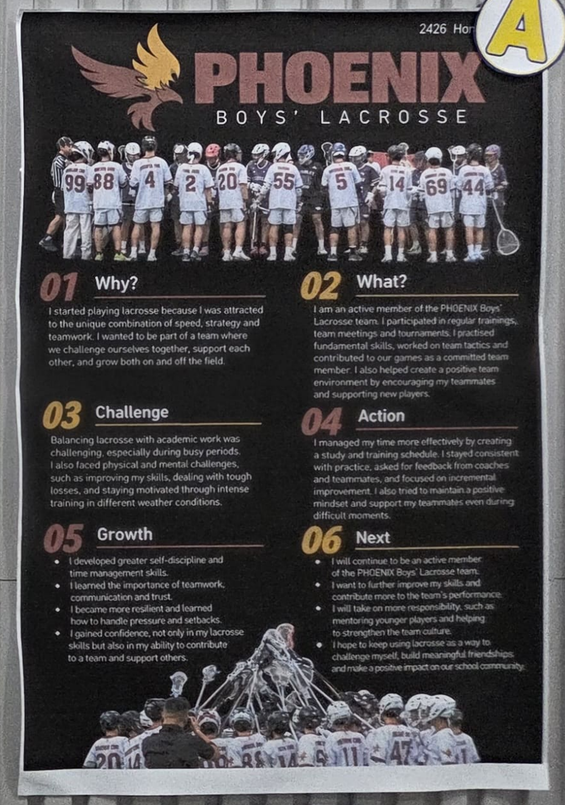


DP1 신지우

활동명: 키위 영역: Creativity

문화 교류로 연결하고 창의적으로 표현하는 세계

서로 다른 국가의 학생들이 교류하며 문화를 나누고 새로운 문화적 경험을 만들어 가는 활동입니다. 인도·미국 등 해외 학생들과의 교류 미팅과 문화 체험 행사를 기획하고, 해외 인턴을 한국 문화에 맞게 각색한 동화책을 제작합니다. 다양한 문화를 새로운 시각으로 재해석하며 창의적 표현력을 기르고, 서로의 경험과 관점을 존중하는 소통과 협력의 가치를 배웁니다.



DP1 조홍준

활동명: PHOENIX 영역: Activity

라크로스로 함께 도전하고 성장하기

고녀 남자 라크로스팀 PHOENIX에서 정기적인 운련과 대회에 참여하며 체력과 경기 기술을 기르는 활동입니다. 기본 기술과 팀 전술을 익히고, 팀원들과 소통하며 협력과 신뢰의 중요성을 배웠습니다. 학업과 운동을 병행하며 자기관리 능력을 키우고, 훈련의 어려움을 극복하는 끈기를 기르게 됩니다. 새로운 격려하고 새로운 선수들의 적응을 도우며 함께 성장하는 팀 문화를 만들어 갔다.

2026 CAS Sharing Week
Gallery Walk 참여 코드

2301 SEOYUL KANG

EVERYDAY MATHEMATICS

WHY
TO IMPROVE MY MATHEMATICAL SOLVING SKILLS AND DEVELOP A CONSISTENT STUDY HABIT.

WHAT
I SOLVED ONE MATHEMATICS PROBLEM EVERY DAY, APPLYING DIFFERENT MATHEMATICAL CONCEPTS AND METHODS.

CHALLENGE
BLEMS REQUIRED UNFAMILIAR S, MAKING IT DIFFICULT TO FIND CT SOLUTION INDEPENDENTLY.

ACTION
I REVIEWED RELEVANT CONCEPTS, TRIED DIFFERENT APPROACHES, AND LEARNED FROM MY MISTAKES.

GROWTH
ED MY LOGICAL THINKING AND HE IMPORTANCE OF CONSISTENCY SEVERANCE IN MATHEMATICS.

NEXT
I WILL CONTINUE SOLVING DAILY PROBLEMS AND CHALLENGE MYSELF WITH MORE COMPLEX QUESTIONS TO STRENGTHEN MY MATHEMATICAL REASONING.

C

DP1 강서율

활동명: Everyday Math 영역: Creative

하루 한문제로 키우는 수학적 사고력

매일 한 문제씩 수학 문제를 해결하며 다양한 개념을 익히는 방법을 탐구하는 학생 주도 활동입니다. 익숙하지 않은 문제를 만나면 관련 개념을 다시 살펴보고 여러 접근법을 시도하며, 실수를 통해서는 과정에서 자신만의 해결 전략을 발전시킵니다. 꾸준한 도전과 성찰을 통해 창의적인 문제 해결력과 논리적 사고력을 기르고, 배움을 자기주도적 학습 태도를 키웁니다

2026 CAS Sharing Week Gallery Walk 참여 코드

SERVICE SOILMATE

Why and what?
I wanted to promote sustainability through hands-on gardening and president, I helped organize members, prepare the garden, plant crops, and explore composting.

Challenge and action
Coordinating members and maintaining the garden required teamwork, patience, and flexibility. I organized activities and encouraged members to work together toward our shared goals.

Growth and next
I developed my leadership and teamwork skills while learning the importance of sustainability and responsibility. I hope to expand our garden, engage more students, and use our harvest to support the community.

2302 Dora Gwon

S

DP1 권도라

활동명: 솔메이킷팟 영역: Service

함께 가꾸는 텃밭, 함께 나누는 수확

학생들의 직접 텃밭을 가꾸고 작물을 재배하며 환경 보호와 지속가능을 실천하는 활동입니다. 텃밭 준비부터 심기와 관리, 되어 만들기까지 역할을 나누어 참여하고, 수확물 판매와 기부를 통해 학교와 지역사회에 나눔을 실천하고자 합니다. 꾸준한 돌봄과 협력을 경험하고 책임감을 기르며, 일상 속 작은 실천이 환경과 공동체에 미치는 영향을 배웁니다.

T-rannosaurus

- What: Designed T-shirts representing the issue.
- Why: To raise awareness of a global issue through creativity.
- Challenge: Creating a meaningful and appealing design.
- Action: Used graphic design to communicate the message.
- Growth: Learned to communicate ideas creatively.
- Next: Improve designs and explore more ways to create social impact.

2303 김관우

C

DP1 김관우

활동명: 티라노사우르스 영역: Creative

일상 속 티셔츠에 담은 메세지 이야기

환경 문제와 지역의 소중한, 사회적 이슈와 공감할 수 있는 메시지를 담은 티셔츠를 디자인하는 활동입니다. 우리 주변에 늘 있는 5개의 그림과 문구로 돌아보며, 친숙한 일상 속 메시지를 통해 사람들의 관심과 이야기를 일으키고 합니다. 이러한 시각적 메세지를 함께 고민하는 과정에서 창의적 표현력과 소통 능력을 기르고, 디자이너 사회적 인식에 관심 수 있는 토론을 합니다.

2304 Kim Nakyoung

IB KOREAN A LITERATURE PAPER PRACTICE CLUB

Textual

TEXTUAL IS A CLUB THAT GOES BEYOND SIMPLY READING AND UNDERSTANDING TEXTS. IT AIMS TO DEVELOP THE ATTITUDE OF INTERPRETING A WORK FROM ONE'S OWN PERSPECTIVE AND EXPRESSING THAT INTERPRETATION THOUGHTFULLY AND PRECISELY THROUGH LANGUAGE. BASED ON THE IDEA THAT LITERATURE HAS NO SINGLE CORRECT ANSWER, **TEXTUAL** VALUES THE PROCESS OF FORMING ONE'S OWN QUESTIONS, EXPANDING ONE'S THINKING, AND RESPECTING THE INTERPRETATIONS OF OTHERS. THE CLUB ALSO SEEKS TO REDUCE THE FEAR STUDENTS MAY FEEL WHEN FIRST ENCOUNTERING **IB KOREAN A LITERATURE** AND TO SERVE AS A STARTING POINT FOR THOSE WHOSTRUGGLEWITHWRITINGPAPERS,HELPINGTHEMBUILDTHEABILITYTOSTRUCTURETHEIR THINKING THROUGH WRITING.

CHALLENGE

- What challenged me?
  - Organizing effective group discussions.
  - Encouraging members to share different perspectives.
  - Making sure everyone could learn through collaboration.

ACTION

How did I respond?
- Encouraged members to share their ideas openly.
- Promoted constructive feedback and active discussion.
- Created a supportive environment where everyone could participate.

AND EXCHANGE CONSTRUCTIVE FEEDBACK

GROWTH

Developed leadership and communication skills. Improved my critical thinking and literary analysis. Learned the importance of listening to others and working as a team

NEXT

What will I do?
- Continue organizing writing practices and text discussions.
- Apply feedback to improve our essays.
- Help members become more confident in literary analysis and writing.

C

DP1 김나경

활동명: Textual 영역: Creativity

다양한 해석을 나누는 문학 탐구형 글쓰기

작품을 자신만의 관점으로 해석하고, 이를 글로 표현하는 학생 주도 활동입니다. 본 Korean A Literature의 Paper 1 2 작문 전략을 중심으로 작품을 분석하고, 서로의 해석을 나누며 폭넓게를 확장합니다. 토론과 건설적인 피드백을 통해 비판적 사고력과 창의적 표현력을 기르고, 다양한 관점을 존중하며 함께 성장하는 학습 환경을 만들어 갑니다.

2026 CAS Sharing Week Gallery Walk 참여 코드

SIGULARITY

Chemistry Physics Club

WHY?
To expand my scientific knowledge and gain hands-on experience.

WHAT?
Conducted experiments on current chemistry/science and global airplane aerodynamics.

CHALLENGE
Understanding complex scientific principles and unexpected experimental results.

ACTION
Collaborated with peers to analyze results and identify possible errors.

GROWTH
Developed critical thinking, problem-solving, and experimental skills.

NEXT
Explore more advanced experiments and concepts. My understanding of science.

C

DP1 김승은

CS

IB CAS • SERVICE PROJECT • 2026

DOSIQ

1 Why?

The Beginning

Everyday great idea begins with a problem worth solving.
I noticed how easily people could misuse everyday medications due to confusing information. This inspired me to come up with DOSIQ!

2 What?

Building DOSIQ

What started as a idea, became our shared mission.
Together with our team, we planned an app designed to prevent medication misuse by providing accessible and reliable drug information.

3 Challenge

Obstacles on the Way

Turning ideas into reality was harder than expected.
Building an reliable medication database and translating our ideas into a functinoal app were two major challenges.

4 Action

Making It Happen

Ideas are always meaningful.
I collaborated with my teammates, researched, sought expert feedback, and introduced DOSIQ to the public at Yongin Cyber Science Festival.

Our APP



5 Growth

What I Learned

I grew alongside the project I started.
I learned that turning an idea into reality takes more than creativity. It requires responsibility, resilience, collaboration and confidence.

6 Next

The Road Ahead

Beyond an app, toward a safer medication culture.
Our long-term vision is to develop DOSIQ into a organization inspired by ISMP, dedicated to preventing medication misuse.

Journey of DOSIQ 2026



Meeting with ISMP



Yong In Cyber Science Festival

Want to know more about DOSIQ?



DOSIQ Instagram
@dosiq_official

DOSIQ Website

2425 SeongYeon Cho

A

CAS Sharing Week 2026

OVER-PACE 발악

A Student-Led Running & Jogging Club

2420 Youan Lee

01 WHY?
Why did I start this?

- To challenge myself physically and mentally through running.
- To build a healthier lifestyle and develop greater perseverance.
- To enjoy running with friends and motivate one another along the way.

02 WHAT?
What did I do?

- Ran together with club members, mainly after school.
- Pushed ourselves to run as many laps around the track as we could.
- Encouraged one another and participated in running sessions as a team.

03 CHALLENGE
What challenged me?

- Struggled with a lack of stamina when I first started running.
- Found it difficult to keep going on days when I felt tired or wasn't in the best condition.
- Sometimes felt overwhelmed trying to keep up with the group.

04 ACTION
How did I respond?

- Learned to find my own pace depending on my physical condition.
- Pushed my limits on some days while allowing myself to slow down and take it easy when needed.
- Relied on the encouragement of my teammates to overcome difficult moments and keep moving forward.

05 GROWTH
What did I learn?

- Learned how to overcome challenges together with others.
- Developed mental resilience and perseverance, which I found even more meaningful than improvements in physical fitness.
- Realized that progress comes from consistency, self-awareness, and mutual encouragement.

06 NEXT
What will I do?

- Continue running regularly to build stamina and maintain a healthy lifestyle.
- Keep challenging myself while respecting my own pace and limits.
- Welcome more friends to join our club and create a fun, supportive community where everyone can enjoy running freely!

S

CAS · SERVICE

GAFL PROJECT-BASED C

HINC+

Healthcare Industry Club

A project-based healthcare innovation club bridging scientific evidence with real-world, student-centered service design — building the GAFL Healthcare Portal for our school community.

What? 01
A student-run healthcare portal for GAFL

- We plan, build and operate a website that gives clear, reliable information on common school-life health issues.
- Topics: illnesses, sports injuries (e.g. lacrosse), recovery and mental health — with symptoms, treatment options and prevention strategies.
- Original content: scientific experiments and student-written, news-style articles turned into practical guidance.

Why? 02
Students deserve health info they can trust

- Online health information is scattered, overly technical, or simply unreliable — and rarely written for students.
- Athletes need fast, practical guidance on injuries and safe recovery to return to play.
- Mental health concerns often go unspoken; accessible, judgment-free information lowers the barrier to seeking help.
- Service means meeting a real need in our own community.

Challenge 03
Building a website from scratch

- Most of us had little web development experience — learning layout, page structure, navigation and publishing took many rounds of trial and error.
- Organizing a large amount of medical information so students can find answers in seconds, not minutes.
- Translating scientific evidence accurately and simply, without crossing into personal medical advice.
- Balancing development deadlines with academic workload.

Action 04
Research → Build → Publish

- Identified and analyzed common student health concerns at GAFL through surveys and data collection.
- Designed and built portal pages, sorting content into clear categories: Illness, Sports Injury, Recovery, Mental Health.
- Conducted scientific experiments and wrote news-style articles based on our findings.
- Created informative health posters for students.

Growth 05
What I learned through service

- Gained new technical skills by self-teaching web development and improving the site through feedback.
- Learned to evaluate the credibility of scientific sources and cite evidence responsibly.
- Strengthened collaboration — dividing roles, communicating progress and solving problems as a team.
- Realized that good service starts with listening to the real needs of its users.

Next 06
Sharing findings & growing the portal

- Organize an exhibition of our posters and news-style articles to share findings with the whole school community.
- Add new website functions where students can record and share their own healthcare life.
- Collect student feedback and keep the portal updated, accurate and useful for future HINC members.

2418 Sieun Lee

CAS SERVICE

C

KIWE

Korean International World Exchanger

About KIWE
KIWE is an international culture school club which connects people through cultural exchange, creative events, and story-telling. We explore different cultures, share ideas, and create meaningful experiences together.

01 – WHY?
I wanted to learn about different cultures and connect with people from diverse backgrounds. Through KIWE, I hoped to go beyond learning about other countries in class and experience cultural exchange through meaningful activities.

02 – WHAT?
I participated in KIWE's cultural exchange and creative activities. I engaged in exchanges with students from other countries, helped plan cultural events, and worked on adapting traditional fairy tales from different countries by incorporating Korean cultural elements. Through the Storybook Department, I contributed to creating stories that could be shared with others.

03 – CHALLENGE?
One challenge was finding ways to connect different cultures while respecting their unique characteristics. When adapting foreign fairy tales, it was important to preserve the original story's meaning while making it relatable to Korean readers. Communicating across cultural differences also required openness and consideration.

04 – ACTION
I explored the cultural background of the stories and considered how Korean cultural elements could be incorporated naturally. During cultural exchange activities, I listened to others' perspectives and shared my own experiences. I also collaborated with other club members to develop ideas and contribute to our shared projects.

04 – GROWTH?
I learned that cultural exchange is not simply about introducing different cultures, but also about listening, understanding, and finding connections between people. Creating storybooks helped me recognize how stories can communicate cultural values across borders. I also developed my collaboration, creativity, and communication skills.



DP1 조성연

활동명: DOSIQ 영역: Creativity, Service

안전한 의약품 사용을 위한 앱 개발과 캠페인

다양한 학교의 학생들이 모여 의약품 오남용의 위험을 알리고, 안전한 의약품 사용을 돕는 학생 주도 프로젝트입니다. 일반의약품의 복용 방법과 주의사항, 부작 간 상호작용 등을 안내하는 앱을 개발하며, 전문가의 피드백을 통해 내용을 보완합니다. 과학축제 부스와 SNS 캠페인으로 의약품 안전 정보를 알리고, 창의적인 아이디어를 공동체의 건강을 위한 실천으로 이어 갑니다.

DP1 이유안

활동명: 합작 영역: Activity

나만의 속도로 함께 달리는 러닝 클럽

학생들이 주도적으로 모여 함께 달리며 체력과 관기를 기르는 러닝 활동입니다. 방과 후 운동장을 달리며 자신의 현 상태에 맞는 속도를 찾고, 꾸준한 참여를 통해 건강한 운동 습관을 만들어 갑니다. 자신과 팀원과의 약속을 지키고 서로를 격려하며 어려움을 이겨 내는 과정에서 책임감과 협동심을 키우고, 각자의 속도를 존중하며 함께 성장하는 가치를 배웁니다.

DP1 이시은

활동명: HINC 영역: Service

믿을 수 있는 건강 정보로 연결하는 학교 공동체

학생들의 건강 관련 관심과 정보를 설문으로 조사하고, 신뢰할 수 있는 정보를 쉽게 찾아볼 수 있도록 웹 포털과 콘텐츠를 기획·제작하는 프로젝트입니다. 질병, 운동 부상과 회복, 마음 건강 등 학교생활과 밀접한 주제를 과학적 근거에 바탕을 두어 이해하기 쉽게 전달합니다. 공동체의 일체 참여에 귀 기울이고, 21인의 선발자를 검토하여 정보를 책임감 있게 나누는 과정에서 협업 능력과 봉사의 가치를 배웁니다.

2026 CAS Sharing Week
Gallery Walk 참여 코드

DP1 유서연

활동명: KIWE 영역: Creative, Service

교류와 이야기로 나누는 세계의 문화

해외 학생들과의 교류, 문화 행사 기획, 동화책 제작을 통해 다양한 문화를 경험하고 나누는 활동입니다. 특히 동화의 언어와 문화적 배경을 존중하면서 한국적 요소를 더해 새롭게 각색하고, 함께 읽고 즐길 수 있는 이야기로 만듭니다. 서로의 관점을 듣고 아이디어를 발전시키며 창의성과 소통 능력을 기릅니다. 문화 콘텐츠를 나누며 더 많은 사람이 다른 문화를 이해할 수 있도록 돕습니다.

C

ETF

INVEST. LEARN. GROW.

MY INVESTMENT JOURNEY

FROM A SIMULATED COMPETITION
TO THE REAL MARKET

(KOREA YOUTH STOCK INVESTMENT COMPETITION)

WHY?

- Wanted to enhance my understanding of economics
- Get hands-on experience with investing

WHAT?

- Participated in the Korea Youth Stock Investment Competition
- Experienced simulated stock trading
- Tracked my portfolio for 3 weeks

CHALLENGE

- Ranked very low
- Unpredictable market movements
- Too many factors to consider

ACTION

- Researched companies and economic trends
- Analyzed economic news and market data
- Made investment decisions and adjusted my portfolio

GROWTH

- Deeper understanding of how the economy works
- Learned to analyze information critically
- Realized the importance of patience and long-term thinking
- Recognized the ethical responsibilities of investing

NEXT

- Study real stock market trends
- Learn how global events affect markets
- Build better investment decision-making skills
- Move beyond simulated trading and explore the real stock market

SAME GOAL. BIGGER PICTURE.

A

WOMEN'S LACROSSE TEAM

OUCH



Why?

I joined the Women's Lacrosse Team OUCH to challenge myself with a new sport and become part of a team. As a beginner, I was excited to learn new skills, push my limits, and discover what I could achieve through teamwork and dedication!

What?

I trained regularly to build my lacrosse skills and improve my fitness. I played as an attacker, learning to create scoring opportunities and contribute to the team's offence. I practiced using both hands despite being naturally left-handed. I took on the role of vice captain, supporting teammates and contributing to team spirit.

Challenge?

One of my biggest challenges was dealing with mistakes during games. When I made a defensive mistake, I sometimes became anxious and lost confidence in my next move. I also had to adapt to the fast pace of lacrosse while learning to make quick decisions under pressure.

Action

Instead of allowing mistakes to affect my entire performance, I learned to refocus on the next play. I continued practicing, worked on my weaknesses, and communicated more with my teammates.

Growth

Lacrosse taught me that growth comes from persistence, not perfection. I developed greater resilience, discipline, and confidence in myself. I also learned that leadership is not just about giving directions; it is about encouraging others, taking responsibility, and staying committed to the team.

Next

I will continue improving my skills, becoming a more versatile attacker, and developing my leadership abilities. Furthermore, I want to become a teammate others can rely on.



2411 Haycon Park

C

2405
DANA KIM

ENQUÊTE

CAS
SHARING
WEEK

WHY DID I START THIS?

I wanted to create a space dedicated to the voices of IB students at GAFL. Through Enquête, I hoped to connect our community, share experiences that often go unnoticed, and explore global issues through students' perspectives.

WHAT DID YOU DO?

I helped develop Enquête, our school's IB newspaper, as a platform for student expression. I worked on editorials that connected each issue's theme to our community. Our latest theme, "Caring: Empathy, Compassion, Respect," encouraged readers to consider how we treat and understand others.

WHAT CHALLENGED ME?

Writing an editorial that represented a diverse student community was challenging. I needed to connect a broad IB value to students' everyday experiences while keeping the message meaningful and engaging.

WHAT DID I LEARN?


GAFL WITH READING:
LEARNING BEYOND THE CLASSROOM

THE SMARTPHONE BAN PASSES:
NO MORE PHONES IN THE CLASSROOM

I learned that writing for a community requires listening and considering perspectives beyond my own. A newspaper can encourage empathy by giving people space to share their experiences. I also became more aware of my responsibility to represent others thoughtfully.

HOW DID I RESPOND?

I considered how the issue's articles connected to its central theme and used those connections to guide my editorial. I revised my wording to make abstract values more relatable and to create a welcoming introduction for readers.

WHAT WILL I DO NEXT?

I hope to encourage more students to contribute their voices and experiences to Enquête. In future issues, I want to explore topics that connect our school life with wider global questions and invite readers to reflect, discuss, and participate.

ENQUÊTE: SHARING OUR STORIES,
UNDERSTANDING EACH OTHER

S

Philomath
CAS Sharing Week 2026

WHY?

As the president of Philomath, an education-volunteering club, I wanted to go beyond traditional volunteering and create meaningful learning opportunities for children. I believed that education should not only provide knowledge but also encourage students to think critically and develop their own perspectives. With this vision, we decided to build our own diploma program.

WHAT?

I led our efforts to develop an original diploma program and create educational materials tailored to our target learners. Our textbooks covered:

- *Myanmar's History of Democracy*
- *African History of Colonization: the DRC, Ethiopia, Algeria, South Africa, and Kenya*

Beyond creating the textbooks, we designed our own assessment conventions to evaluate students' understanding and ability to express their ideas. This meant developing not only what students would learn, but also how they would demonstrate their learning.

CHALLENGE

Our first challenge was finding reliable historical sources and ensuring the accuracy of our content.

One second challenge was designing assessments for younger students from other countries. We had to consider their learning needs while creating a diploma program with its own identity.

ACTION

To ensure accuracy, we gathered credible sources and cross-referenced information with one another.

To design appropriate assessments, I drew on my experience as an IB Diploma Programme student and considered how I would approach the material as a learner.

GROWTH

A collaborative discussion by reading about and writing interesting, engaging and careful research, collaboration, and an understanding of audience needs.

More importantly, I realized that focusing on educational programs means designing not only what students would learn, but also how they would demonstrate their learning.

NEXT?

I hope to continue refining our textbooks and assessment methods based on students' needs and feedback. My goal is to help build a program that makes historical knowledge accessible while encouraging young learners to think critically and develop their own perspectives.

CAS Service | 2410 Seoyeon Park



DP1 방찬우

활동명: ETF — 영역: Creativity

모의투자로 탐구하는 경제와 시장의 흐름

기업과 경제 동향을 조사하고, 모의투자를 통해 시장의 변화를 분석하며 투자 전략을 구상하는 활동입니다. 경제 뉴스와 시장 데이터를 바탕으로 포트폴리오를 구성·조정하고, 팀원들과 다양한 관점을 나누며 판단의 근거를 검토합니다. 예측하기 어려운 시장을 탐구하는 과정에서 비판적 사고력과 협업 능력을 기르고, 장기적인 관점과 책임 있는 의사결정의 중요성을 배웁니다.

DP1 박하연

활동명: OUCH — 영역: Activity

라크로스를 통한 체력 증진과 팀워크 함양

교내 라크로스 동아리 OUCH에서 정기적인 훈련과 연습 경기에 참여하며 체력과 경기 능력을 기르는 활동입니다. 달리기, 패스, 슈팅 등 기본 기술을 익히고, 경기 상황에 맞춰 빠르게 판단하며 팀원들과 협력하는 능력을 키웁니다. 꾸준한 연습으로 자신의 한계에 도전하고, 실수를 극복하는 끈기와 팀의 일원으로서 책임감을 기릅니다.'

2026 CAS Sharing Week
Gallery Walk 참여 코드

DP1 김단아

활동명: 앙케트(Enquête) — 영역: Creativity

학생의 목소리로 연결하는 우리 이야기

학생들의 다양한 생각과 학교생활, 세계 이슈를 학생의 시각으로 담아내는 GAFL IB 신문 제작 활동입니다. 주제 기획부터 취재, 기사와 사설 작성, 편집과 디자인까지 학생들이 직접 참여하며 창의적인 표현력과 협업 능력을 기릅니다. 서로의 경험에 귀 기울이고 공감·배려·존중의 가치를 일상과 연결하며, 공동체의 다양한 목소리를 책임감 있게 전하는 태도를 배웁니다.

DP1 박서연

활동명: 필로매스 — 영역: Service

해외 아동을 위한 역사 교재 및 교육과정 개발

교육 격차 해소와 아동의 교육권 보장을 목표로 해외 아동을 위한 역사 교재와 자체 교육과정을 개발하는 교육봉사 활동입니다. 미얀마와 한국·프랑스·영국 등 아프리카의 식민지 역사를 다룬 교재를 직접 제작하고, 학습자의 수준과 맥락을 고려한 평가 방식을 설계합니다. 지식을 전달하는 데서 나아가, 학생들이 스스로 생각하고 자신의 관점을 형성할 수 있는 학습 기회를 마련하고자 합니다.

CAS SHARING WEEK

AXIOM

2306 Ye Eui Kim

WHY?
Moving beyond standard presentations to collaborative platform

WHAT?
Took ownership as both event organizer and judge, overseeing academic evaluation

CHALLENGE
university venue booking and complex multi school communication

GROWTH
Inspired by Nationwide peers

ACTION
Executed proactive plan A-C

NEXT
inter-school debate alliance

FINALIST 2



C

DP1 김예의

활동명: Axiom 영역: Creativity

함께 분석하고 토론하며 넘히는 시야

경제 자석을 바탕으로 사람과 경제적을 다양한 관점에서 분석하고 여러 학교 학생들과 교류하며 아이디어를 발전시키는 활동입니다. 연습 회사에서 사회과 분명, 투기를 상대하며 학교 간 스포츠 일정 조율 등 실제 문제를 해결하고, 연습 협상 1위라는 성과도 이루었습니다. 다양한 의견을 조율하고 계획을 실천하는 과정에서 창의적 사고와 협업 능력, 리더십과 책임감을 기릅니다.

JUSTICE NOW

CAS CATEGORY: SERVICE | 1816 2307 YEJI KIM

BEYOND HELPING: MAKING ROOM FOR INDIVIDUALITY

WHY – WHY DID I START THIS?

I NOTICED THAT WHILE EVERYDAY BELONGINGS OFTEN REFLECT OUR PERSONALITIES, MOBILITY AIDS ARE USUALLY DESIGNED WITH FUNCTIONALITY AS THE MAIN PRIORITY. I WANTED TO CHALLENGE THE IDEA THAT WHEELCHAIRS SHOULD ONLY BE VIEWED AS MEDICAL OR PRACTICAL EQUIPMENT. THROUGH JUSTICE NOW, I HOPED TO CREATE MORE OPPORTUNITIES FOR WHEELCHAIR USERS TO EXPRESS THEIR INDIVIDUALITY, PREFERENCES, AND PERSONAL STYLE.

CHALLENGE – WHAT CHALLENGED ME?

TURNING A MEANINGFUL IDEA INTO SOMETHING PEOPLE COULD ACTUALLY USE. DESIGNING A PRODUCT WAS ONLY THE BEGINNING. WE HAD TO CONSIDER WHETHER KILLBITZ WOULD FIT DIFFERENT WHEELCHAIR SPOKES, WHETHER THE LEG STRAPS WOULD BE COMFORTABLE, AND WHETHER OUR DESIGNS REFLECTED USERS' ACTUAL PREFERENCES RATHER THAN OUR ASSUMPTIONS. COORDINATING PRODUCTION WITH OUTSIDE ORGANIZATIONS AND MANAGING LIMITED TIME AND RESOURCES ALSO CHALLENGED ME AS A STUDENT LEADER.

WHAT – WHAT DID I DO?

AS THE LEADER OF JUSTICE NOW, I WORKED WITH MY TEAM TO DEVELOP TWO PRODUCTS THAT COMBINE PRACTICALITY WITH PERSONALIZATION.



LEG STRAPS

FABRIC STRAPS DESIGNED TO SUPPORT LEG POSITIONING WHILE OFFERING DIFFERENT COLORS AND PATTERNS.



KILLBITZ

CUSTOMIZABLE DETAILING ATTACHED TO WHEELCHAIR SPOKES, ALLOWING USERS TO PERSONALIZE THEIR WHEELS.

ACTION HOW DID I RESPOND?

INSTEAD OF MAKING DECISIONS BASED ONLY ON OUR OWN IDEAS, I REACHED OUT TO LOCAL ORGANIZATIONS AND STUDENT OPPORTUNITIES TO INVOLVE ACTUAL USERS. WE COLLABORATED WITH OPTIONS TO PRODUCE THE LEG STRAPS AND DELIVERED OUR COMPLETED PRODUCTS TO YANGCHEON MIDDLE WELFARE CENTER ON SEPTEMBER 4. I ALSO PREPARED A USER FEEDBACK SURVEY TO EVALUATE PRODUCT COMFORT, ATTACHMENT, STABILITY, AND DESIGN PREFERENCES.

REAL USER VOICES

"WISH THE LEG STRAPS WERE A LITTLE WIDER."

"I HOPE THE PRODUCTS BECOME AVAILABLE IN MORE DESIGNS."

"IT WAS SO BEAUTIFUL AND WONDERFUL TO SEE PEOPLE WITH DISABILITIES WEARING KILLBITZ. IT REALLY BROUGHTENED OUR HEARTS"

GROWTH – WHAT DID I LEARN?

SERVICE IS NOT SIMPLY ABOUT HELPING OTHERS. IT IS ABOUT RECOGNIZING AND RESPECTING THEIR INDIVIDUALITY.
AT FIRST, I MEASURED OUR PROGRESS MERELY THROUGH THE PRODUCTS WE DEVELOPED AND DELIVERED. HOWEVER, INTERACTING WITH USERS AND COMMUNITY PARTNERS CHANGED MY UNDERSTANDING OF WHAT MEANINGFUL IMPACT LOOKS LIKE.
I LEARNED THAT EVEN A SMALL ACCESSORY CAN ENCOURAGE CONVERSATIONS ABOUT PERSONAL IDENTITY, CHOICE, AND INCLUSION. MOST IMPORTANTLY, I REALIZED THAT THE PEOPLE WE AIM TO SUPPORT SHOULD NOT SIMPLY BE RECIPIENTS OF OUR WORK, BUT ACTIVE PARTICIPANTS WHOSE OPINIONS SHAPE ITS DIRECTION.

NEXT – WHAT WILL I DO?

I WANT TO EXPAND JUSTICE NOW BEYOND PRODUCT DEVELOPMENT INTO A PROJECT THAT ENCOURAGES COMMUNICATION AND DISABILITY AWARENESS. OUR NEXT STEPS INCLUDE COLLABORATING WITH ANYANG MIDDL SCHOOL TO PROVIDE KILLBITZ AND LEG STRAPS, COLLECTING FURTHER USER FEEDBACK, AND ORGANIZING INTERACTIVE KILLBITZ MAKING ACTIVITIES THAT INVITE PARTICIPANTS TO THINK ABOUT INDIVIDUALITY AND ACCESSIBILITY.
ULTIMATELY, I HOPE JUSTICE NOW CAN CREATE MORE OPPORTUNITIES FOR PEOPLE TO CONNECT THROUGH SHARED CREATIVITY RATHER THAN SUPPORT.

C S

DP1 김예지

활동명: Justic Now 영역: Creativity, Service

함께 액세서리로 표현하는 개성 그리고 사랑

휠체어 사용자의 자녀를 위한 개성을 표현할 수 있도록 돕는 프로젝트입니다. 장애가 있 다양한 색상 휠체 스포크를 구매 해주셔서 활동했습니다. 피부사용 기간과 장애에 맞춤형 전달부고, 사용자의 편의성을 위해 힘써, 디자인 선정으로 대한 의견을 많이 주신 활동을 했습니다. 최종적인 제작을 완수시켜 사용자의 디자인을 실현하고 공감과 협업 능력, 책임감을 기릅니다.

2026 CAS Sharing Week
Gallery Walk 참여 코드

HAESO

Small Things, Big Change

Social Change Begins with Small Acts of Creation

01 WHY

Why did we start?

We started this project because we care about inequality in healthcare and education. Through the products we create, we aim to make a meaningful social impact.

02 WHAT

What did we do?

We generate revenue by designing, making, and selling accessories. Then we use the profits to support healthcare and educational initiatives.

Lifebox
Emergency First Aid Kit Support

Thinkbox
Science Education Kits for Children

03 CHALLENGE

What challenges did we face?

Having good intentions alone was not enough. Turning our ideas into real support required careful planning and execution, which proved more challenging than we had expected.

04 ACTION

How did we respond?

We designed and produced our products, prepared them for sale, and participated in events. By considering diverse customer preferences, we developed our product concepts and turned our ideas into concrete plans that could be implemented through sales.

05 GROWTH

What did we learn?

We learned that good intentions alone do not create social impact. Creativity must be accompanied by execution, collaboration, and sustainable operations.

06 NEXT

What will we do next?

We aim to continuously improve our product development and sales while building a more concrete process for turning profits into actual healthcare and educational support. Our goal is to go beyond a one-time activity and develop HAESO into a sustainable project that creates lasting social impact.

2308 Yul Kim

C S

DP1 김 율

활동명: 해소 영역: Creative, Service

작은 액세서리로 넓히는 건강과 배움의 기회

연료와 교육의 불평등 완화를 목표로 액세서리를 지는 기획 제작 판매하는 학생 주도 프로젝트입니다. 장학, 학생에 기반 등에 창의적인 아이디어를 담고, 판매 수익을 Lifebox와 구성원을 지원과 Thinkbox의 재정 마련 과학 교육 지원으로 연결하고 있습니다. 제품 디자인부터 판매까 지원 계획까지 함께 준비하며, 창의성을 사회적 실천으로 발전시키는 기획력과 협업 능력, 책임감을 기릅니다.

THE MEOWMENTUM

GAFL CAS Service group
2309 Jua Kim



Because every cats deserves care

Why?
To help cats find loving homes and give them a chance at a new life.

What?
Capturing their unique charm through photos and videos, and helping them find their forever homes. 🐾

Challenge
Challenge
Balancing my time while carrying the responsibility of being a leader.

Action
Learning to manage my time and leading my team with care and responsibility.

Growth
Realizing that even small actions can make a big difference in a life.

Next
Continuing to be a voice for cats and helping more of them find loving homes.

For cats, with care

S

DP1 김주아

활동명: The Meowmeotum 영역: Service

유기묘의 행복과 입양을 위한 작은 실천

유기입을 접보고 각 고양이의 개성과 매력을 알리는 콘텐츠 제작에이 집양을 하는 활동입니다. 천차만감 판너를 방문을 고양이를 돕부여 사진과 영상을 촬영하고, 콘텐츠은 이를 집양 홍보 콘텐츠로 완성합니다. 책임을 나누며 협력하는 과정에서 성장에 대한 책임감과 공감 능력을 기른다. 작은 실천으로 유기묘에게 새로운 삶의 기회를 열어 주는 나눔의 기자를 배웁니다.

OUCH

2310 JOOYUN KIM | CAS ACTIVITY

Why did I start this?
I joined OUCH to challenge myself, learn new skills, and become part of a team. I wanted to improve as a goalie and contribute to my team's success.

What did I do?
As a goalie, I practiced regularly and competed in lacrosse tournaments. I worked with my teammates to defend our goal and communicate effectively during games.

What challenged me?
Reacting quickly to unexpected shots and making accurate clearing passes under pressure were challenging. I realized that goalkeeping requires not only good reflexes but also anticipation and decision-making.

How did I respond?
I worked on reading opponents' movements and communicating more actively with my defenders. I also reflected on my performance after games to identify areas for improvement.

What did I learn?
I learned that improvement comes from recognizing weaknesses and working on them consistently. Lacrosse also taught me that teamwork is just as important as individual skill.
One of my proudest moments was receiving the U19 Division League MVP award after making eight saves with a 100% save percentage in the final.

What will I do?
I will continue improving my reaction speed, communication, and clearing accuracy. I also hope to support younger goalies by sharing my experience and helping them improve.

EVERY SAVE IS A TEAM EFFORT



A

DP1 김주윤

활동명: OUCH 영역: Activity

골문을 지키며 배우는 도전과 성장

교내 라크로스팀 OUCH에 공격팀로서 정기적인 경연과 대회에 참여하며 선발력과 경기 판단력을 기르는 활동입니다. 팀보다 먼저 스틱에 대응하고 전략이과 팀스피기 적용 구성원 연습하며, 수비수들과 적극적인 소통하며 팀의 골문을 지킵니다. 경기 후 자신의 경력이를 돌아보고 부족한 점을 개선하는 과정을 통해 준기량 책임감을 키우고, 개인의 기량과 팀워크가 함께 성장하는 경험을 얻습니다.

2026 CAS
Gallery W

TOPNOTCH

2311 TaeYeon Kim

GAFL'S #1 PAPER PUBLISHING

Why Did I Start This?

I joined TOPNOTCH to develop a better understanding of current affairs. I was interested in how news shapes public opinion and how the media presents different perspectives on social and global issues.

What Did I Do?

As the vice president of TOPNOTCH, I participated in news analysis, article writing, and discussions on current global issues. I also participated in joint discussions with other clubs on topics such as human rights, literature, and media ethics.

What Challenged Me?

One challenge was learning to distinguish between understanding an article and critically evaluating it. Summarizing information was not enough; considering the evidence, and form my own perspective was crucial.

Action — How Did I Respond?

I made an effort to look beyond the main points of each article and consider the context and evidence behind the information presented.Communicating my ideas more clearly through writing and discussion was also my response.

Growth — What Did I Learn?

I learned that journalism requires more than reporting facts. The way information is selected and presented can influence how readers understand an issue, which makes accuracy and fairness essential.

What Will I Do Next?

I want to take a more active role in planning TOPNOTCH activities and supporting the club's work as vice president. In future activities, I hope to contribute to discussions that encourage readers to think critically about current issues.

CS

DP1 김태연

활동명:TOPNOTCH 영역: Creativity, Service

세계를 읽고 공동체에 전하는 학생 언론

영어 뉴스와 국제 이슈를 분석하고, 기사와 카드뉴스 등 다양한 콘텐츠를 제작하여 학교 공동체에 정보를 나누는 활동입니다. 인권과 미디어 윤리 등 여러 주제를 토론하며 정보의 맥락과 근거를 살피고, 자신의 관점을 글로 표현합니다. 이 과정에서 비판적 사고력과 창의적 표현력을 기르고, 정확하고 공정한 정보 전달로 공동체의 이해를 돕는 언론의 사회적 책임을 배웁니다.

2026 CAS Sharing Week
Gallery Walk 참여 코드

ACT

Why?

To inspire imagination through art.
To create a space where everyone can express themselves freely.

What?

A space where student ideas become reality.
Brings creativity to our school community.

Challenge

Limited resources, limitless possibilities.
Making art accessible beyond skill levels.

Action

Imagine. Create. Connect.
Turning creative ideas into meaningful experiences for students.

✦Growth✦

Beyond art, toward collaboration and leadership.
Learning to lead, adapt, and create together.

✦NEXT✦

More imagination. More possibilities.
Continuing to turn bold ideas into reality.

2312 두근영

C

DP1 두근영

활동명: ACT-미술행정위원회 영역: Creativity

상상을 현실로, 예술로 연결하는 학교

학생들이 자유롭게 자신을 표현할 수 있도록 미술 활동과 작품 전시, 홍보 등을 직접 기획 운영하는 활동입니다. 한정된 자원 안에서 다양한 아이디어를 구체화하고, 미술 실력에 관계없이 누구나 참여할 수 있는 문화예술 경험을 만들어 갑니다. 행사를 함께 준비하며 창의적 사고와 협업 능력, 책임감을 기르고, 예술을 통해 학교 공동체와 소통하는 즐거움을 배웁니다.

A

"GAFL SAMULNORI"

OMG

CHUIMSAE

CS

CREATIVITY / SERVICE

2409 HWAYOUNG KIM

FR! This is it!!

Why? / What?

Why!! To explore traditional Korean culture and build collaboration through our school's percussion club, 'Chuimsae', specifically playing the Jing (gong) to anchor the ensemble's rhythm.

What!! Attended regular rehearsals to master traditional rhythms, control the Jing's resonance, and perform in school events, including cheering stages for seniors.



Managing the heavy responsibility of setting the exact tempo for the whole group, balancing academics with practice, and coordinating team opinions.

Practiced strictly with a metronome, listened closely to other instruments (Janggu, Buk), and actively exchanged feedback with peers to refine dynamics.

GROWTH: LEARNED THE TRUE VALUE OF COMMUNITY HARMONY, SHARED RESPONSIBILITY, AND RESILIENCE THROUGH GROUP MUSIC.

NEXT: SHARE THESE RHYTHMIC TECHNIQUES WITH JUNIOR MEMBERS AND APPLY THIS PERSISTENCE TO FUTURE COLLABORATIVE PROJECTS.

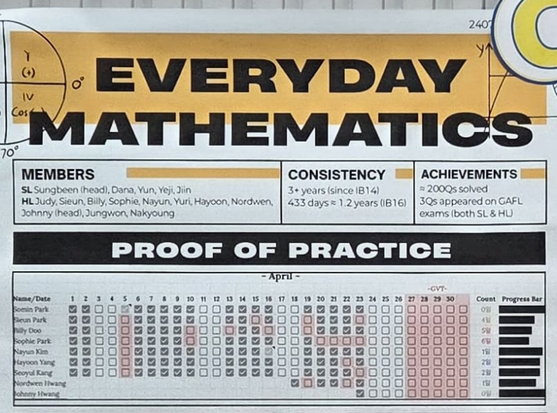
C

EVERYDAY MATHEMATICS

MEMBERS	CONSISTENCY	ACHIEVEMENTS
SL Sungbeen (head), Dana, Yun, Yeji, Jiin **HL** Judy, Sieun, Billy, Sophie, Nayun, Yuri, Hayoon, Nordwen, Johnny (head), Jungwon, Nakyoung	3+ years (since IB14) 433 days ≈ 1.2 years (IB16)	≈ 200Qs solved 3Qs appeared on GAFL exams (both SL & HL)

PROOF OF PRACTICE

– April –



WHY?

As an AA SL student, maths was one of my biggest struggle in PreDP. I learned that progress comes less from talent than from **showing up every day**, so I wanted a space where no one had to persevere alone.

WHAT?

- Daily problems in 2 tracks by heads: SL, HL
- Every attempt logged in a shared groupchat & spreadsheet
- Miss 5+ days a month → contribute to a commitment pool
  - funds snacks we share together

CHALLENGE → ACTION

1. Couldn't set HL problems as an SL → Recruited a committed HL peer as co-setter
2. Good intentions rarely last a month → Built accountability into the system
   - **daily logs + commitment pool** that turns missed days into shared rewards
3. My idea already existed → Chose continuity
   - joined the lineage & adopted the seniors' management system + further development

GROWTH

Consistency is a system we can design. Leading EM also held me to the standard I set for others.
"Progress is the sum of problems solved."
–Johnny

NEXT

Our cohort will make **Everyday Mathematics** the most consistent CAS in GAFL: every member and every day
Target: 60% participation through DP2

C

JUSTICE NOW

WHY?

JOINED JUSTICE NOW – WILLBITZ BECAUSE I WANTED TO USE A SKILL I ALREADY HAD, 3D MODELLING, FOR SOMETHING BEYOND A SCHOOL ASSIGNMENT. THE IDEA OF GIVING WHEELCHAIR USERS A WAY TO EXPRESS INDIVIDUALITY THROUGH SMALL, DETACHABLE SPOKE ACCESSORIES FELT LIKE A CONCRETE WAY TO ENGAGE WITH ACCESSIBILITY AND DISABILITY RIGHTS. I ALSO WANTED TO TEST MYSELF IN A PROJECT THAT WOULD EVENTUALLY REACH REAL USERS RATHER THAN STAY A DESIGN FILE.

WHAT?

I WORKED AS A 3D PRINTING TEAM MEMBER, MODELLING AND PRINTING DETACHABLE SPOKE ACCESSORIES IN SEVERAL SIZES TO FIT DIFFERENT WHEELCHAIRS. I PRODUCED MULTIPLE PROTOTYPE VERSIONS AND ADJUSTED THE DIMENSIONS, ATTACHMENT MECHANISM, AND TOLERANCES AFTER EACH TEST.



IDENTIFYING CHANLLENGES, DESIGNING CHANGE.

CHALLENGE

THE BIGGEST CHALLENGE WAS FIT. EARLY PROTOTYPES SNAPPED UNDER PRESSURE OR SLID OFF THE SPOKES, AND LATER VERSIONS CAME CLOSE BUT NEVER QUITE MATCHED.

THE SAME MISMATCH KEPT RESURFACING NO MATTER HOW CAREFULLY I RECALCULATED, BECAUSE THE RESULT DEPENDED ON MATERIAL BEHAVIOR AND ON REAL WHEELCHAIRS, WHICH A DESIGN FILE CAN'T FULLY CAPTURE

IT WAS ALSO DIFFICULT TO ACCEPT THAT A TASK I HAD PICTURED MYSELF FINISHING MIGHT BE BEYOND WHAT I COULD DO ALONE

NEXT

I WILL KEEP TESTING THE OUTSOURCED PIECES AGAINST REAL WHEELCHAIRS AND RECORD FIT FEEDBACK SO THE NEXT VERSIONS IMPROVE.

I ALSO WANT TO STAY CLOSER TO THE PEOPLE I'M DESIGNING FOR, FOR EXAMPLE BY SHOWING PROTOTYPES TO WHEELCHAIR USERS OR WELFARE PROFESSIONALS IN PERSON WHEN POSSIBLE, SO MY DESIGN DECISIONS REST ON OBSERVATION RATHER THAN ASSUMPTIONS.



ACTION

I KEPT ITERATING, TREATING EACH FAILED PRINT AS INFORMATION ABOUT GEOMETRY, TOLERANCE, AND ATTACHMENT RATHER THAN AS A PLAIN MISTAKE. EVENTUALLY I RECOGNIZED THAT REPEATING THE SAME METHOD WASN'T WORKING, SO THE TEAM AND I DECIDED TO OUTSOURCE PRODUCTION. I HANDED OVER MY PROTOTYPES AND FILES AS REFERENCE SO THE MANUFACTURER COULD MATCH THE SPECIFICATIONS MORE PRECISELY.

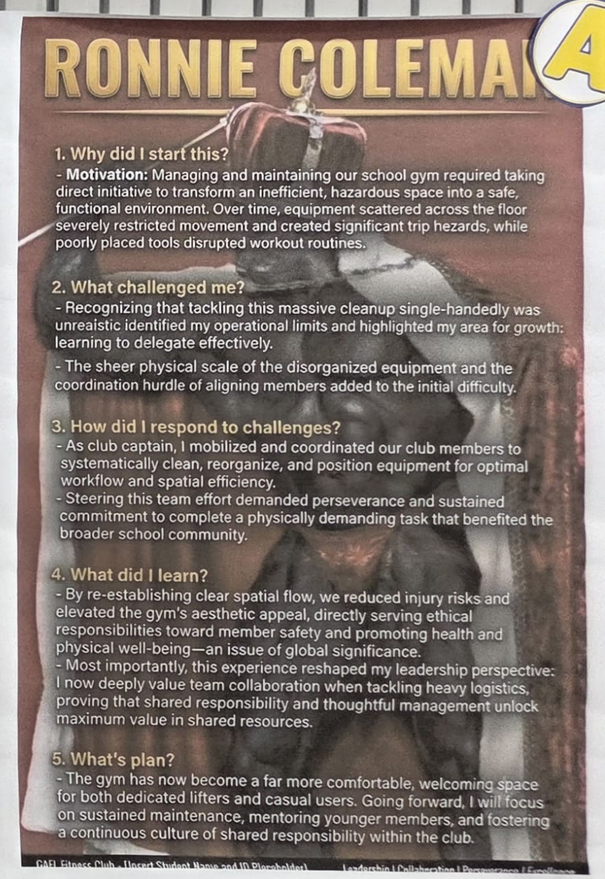
GROWTH

I LEARNED THAT A 3D PRINTED OBJECT IS JUDGED BY HOW IT BEHAVES AGAINST A REAL WHEELCHAIR, NOT BY HOW WELL IT MATCHES A MODEL ON SCREEN. I ALSO LEARNED THAT KNOWING MY LIMITS AND LETTING GO OF A TASK I COULDN'T FINISH ALONE IS A STRENGTH, NOT A FAILURE, AND THAT MY FAILED PROTOTYPES WERE A NECESSARY STEP TOWARD THE FINAL PRODUCT. BECAUSE A POOR FIT COULD AFFECT SOMEONE'S MOBILITY OR SAFETY, I BECAME MORE AWARE OF THE ETHICAL RESPONSIBILITY IN DESIGNING FOR OTHERS.

2404 NAYUN KIM

A

RONNIE COLEMAN



1. Why did I start this?
- **Motivation:** Managing and maintaining our school gym required taking direct initiative to transform an inefficient, hazardous space into a safe, functional environment. Over time, equipment scattered across the floor severely restricted movement and created significant trip hazards, while poorly placed tools disrupted workout routines.

2. What challenged me?
- Recognizing that tackling this massive cleanup single-handedly was unrealistic identified my operational limits and highlighted my area for growth: learning to delegate effectively.
- The sheer physical scale of the disorganized equipment and the coordination hurdle of aligning members added to the initial difficulty.

3. How did I respond to challenges?
- As club captain, I mobilized and coordinated our club members to systematically clean, reorganize, and position equipment for optimal workflow and spatial efficiency.
- Steering this team effort demanded perseverance and sustained commitment to complete a physically demanding task that benefited the broader school community.

4. What did I learn?
- By re-establishing clear spatial flow, we reduced injury risks and elevated the gym's aesthetic appeal, directly serving ethical responsibilities toward member safety and promoting health and physical well-being—an issue of global significance.
- Most importantly, this experience reshaped my leadership perspective: I now deeply value team collaboration when tackling heavy logistics, proving that shared responsibility and thoughtful management unlock maximum value in shared resources.

5. What's plan?
- The gym has now become a far more comfortable, welcoming space for both dedicated lifters and casual users. Going forward, I will focus on sustained maintenance, mentoring younger members, and fostering a continuous culture of shared responsibility within the club.

GAFL Fitness Club – [Insert Student Name and ID Pseudonym] Leadership | Collaboration | Perseverance | Excellence

DP1 김화영

활동명: 추임새 영역: Creativity, Service

전통의 흥겨움으로 전하는 융합과 나눔

전통 장단과 사물놀이를 익히고, 합주와 공연을 통해 우리 장악의 흥겨움을 학교 공동체와 나누는 활동입니다. 징의 울림과 박자를 조절하고 다른 악기의 소리에 귀 기울이며 조화로운 연주를 완성합니다. 입학 설명회, 45제, 학교 축제 등의 무대에서 장단과 합격을 전하며 음악적 표현력을 키우고, 함께 호흡하는 과정에서 협동심과 책임감, 나눔의 가치를 배웁니다.

2026 CAS Sharing Week Gallery Walk 참여 코드

DP1 김성빈

활동명: Everyday Mathematics 영역: Creativity

매일의 도전으로 함께 키우는 수학적 사고

매일 수학 문제에 도전하고 서로의 풀이를 나누며 수학적 사고력과 문제 해결 능력을 기르는 프로젝트입니다. SL·HL 수준에 맞는 문제를 제시하고, 단체 대화방과 공동 기록표에 풀이 과정을 공유하여 서로의 학습을 돕습니다. 꾸준한 참여를 이끄는 운영 방식을 함께 만들어 가며 자기주도성과 책임감을 키우고, 혼자서는 어려운 도전도 함께 이어 가는 협력의 가치를 배웁니다.

DP1 김나윤

활동명: Justice Now 영역: Creativity

3D 디자인으로 만드는 휠체어 액세서리

휠체어 이용자들이 자신의 개성을 표현할 수 있도록 3D 모델링과 프린팅을 활용하여 탈부착형 액세서리를 설계·제작하는 활동입니다. 다양한 휠체어에 맞도록 크기와 부착 방식을 조정하고, 시제품을 반복적으로 시험하며 내구성과 사용 편의성을 개선합니다. 팀적 과정의 실패를 개선의 단서로 삼고 팀원들과 해결 방법을 모색하며, 창의적 문제 해결 능력과 사용자의 안전을 고려하는 디자인의 책임감을 기릅니다.

DP1 김경원

활동명: 로니콜먼 영역: Activity

함께 운동하고 가꾸는 건강한 공간

운동 계획을 세워 꾸준히 근력 운동을 실천하고, 교내 헬스장의 청결과 기구 정리에도 함께 참여하는 활동입니다. 탈락률과 역병률을 나누어 운동 공간과 이동 동선을 정돈하여 안전하고 쾌적한 운동 환경을 만들어 갑니다. 이 과정을 통해 체력과 자기관리 능력을 기르고, 공동으로 사용하는 공간을 책임 있게 관리하는 태도와 협력의 가치를 배웁니다.

A

RONNIE COLEMAN

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GAFL Fitness Club - [Insert Student Name and ID Placeholder] Leadership | Collaboration | Perseverance | Excellence

CS

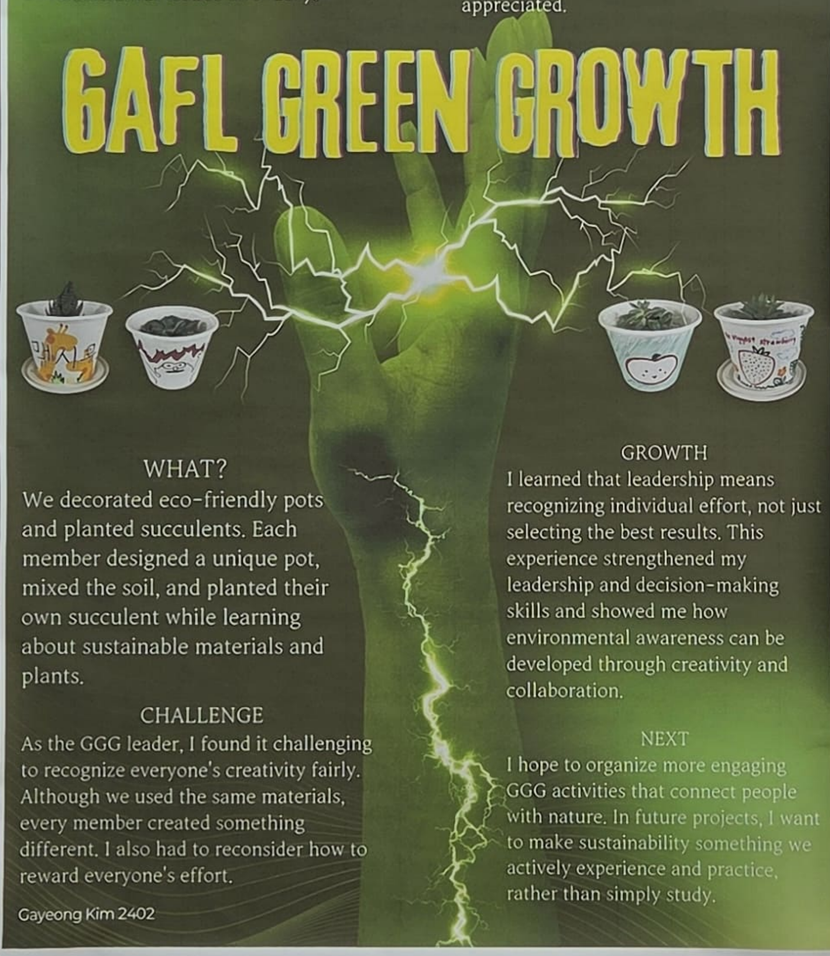
WHY?

I wanted to combine creativity with environmental awareness. I believe that hands-on activities can make sustainability more meaningful than simply learning about environmental issues in theory.

ACTION

Organized the activity and introduced creative award categories, including Best Drawing, Cutest Design, and Most Creative. After seeing everyone's enthusiasm, I decided to give every participant a reward so that everyone felt appreciated.

GAFL GREEN GROWTH



WHAT?

We decorated eco-friendly pots and planted succulents. Each member designed a unique pot, mixed the soil, and planted their own succulent while learning about sustainable materials and plants.

CHALLENGE

As the GGG leader, I found it challenging to recognize everyone's creativity fairly. Although we used the same materials, every member created something different. I also had to reconsider how to reward everyone's effort.

GROWTH

I learned that leadership means recognizing individual effort, not just selecting the best results. This experience strengthened my leadership and decision-making skills and showed me how environmental awareness can be developed through creativity and collaboration.

NEXT

I hope to organize more engaging GGG activities that connect people with nature. In future projects, I want to make sustainability something we actively experience and practice, rather than simply study.

Gayeong Kim 2402

C

Yoonseo Kang

ECONOGRAPHY

Economics analysis team, making economics more accessible and engaging for students by building a lively online community

ECONOGRAPHY

Why?

Studying economics, I thought that it would be easier to learn if there was a platform that explain the complex concepts with real world examples. So, I decided to build a website that makes economics more accessible and engaging by building an online community.

Challenge

1) I wanted to differentiate this project from simple informative websites. Yet, I was struggling to find what was special about our website.

2) Since I did not have much experience with building a website, it was hard for me to understand the process needed to start our project.

Action & Growth

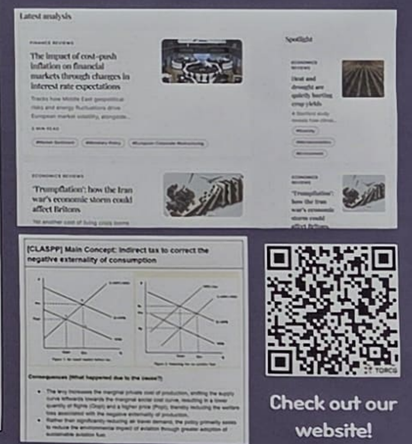
- I discussed with my teammates to specify our objective and direction by setting our target audience, our goal for 2026 and identifying the unique value our website could offer compared to existing economics platforms.
- I sought guidance from friends who were familiar with website development. By collaborating with them, I gained a better understanding of the development and successfully moved the project forward with their help.
- Through this experience, I learned the importance of collaborating and reaching out for help if needed. Also, I understood the prupose for planning and setting a specific objective.

What?

As a leader, I organized the club into 3 teams,

- Web & Tech
- Research & Analysis
- Media & Outreach

I wrote an analysis of the latest news based on the economics concept that I learned in class. I made a format for all Research & Analysis team to promote diverse perspectives on the analysis paper. With the R&A team, I wrote an article about analyzing the Singapore's SAF levy and Inflation derived from the Iran war. Also I directed the website development project.



Check out our website!

DP1 김경원

활동명: 로니콜맨 영역: Activity

함께 운동하고 가꾸는 건강한 공간

운동 계획을 세워 꾸준히 근력 운동을 실천하고, 교내 헬스장의 청결과 기구 정리에도 함께 참여하는 활동입니다. 팀원들과 역할을 나누어 운동 공간과 이동 동선을 정돈하며 안전하고 쾌적한 운동 환경을 만들어 갑니다. 이 과정을 통해 체력과 자기관리 능력을 기르고, 공동으로 사용하는 공간을 책임 있게 관리하는 태도와 협력의 가치를 배웁니다.

DP1 김가영

활동명: GGG(GAFL Green Growth)
영 역: Creativity, Service

직접 꾸미고 가꾸며 배우는 환경 보호

환경과 지속가능성을 주제로 학생들이 직접 활동을 기획하고 실천하는 프로젝트입니다. 친환경 화분을 개성 있게 꾸미고 흙을 배합해 다육식물을 심으며, 채움와 식물에 대한 이해를 창의적인 표현으로 연결합니다. 서로의 다양한 아이디어와 노력을 존중하는 과정에서 협업과 리더십을 기르고, 학교 공동체가 환경 보호에 관심을 갖고 일상에서 실천할 수 있는 기회를 마련합니다.

2026 CAS Sharing Week
Gallery Walk 참여 코드

DP1 강윤서

활동명: Econography 영역: Creativity

기사로 배우는 경제 개념

경제 개념을 쉽게 이해할 수 있도록 뉴스 기사 속 경제 현상을 분석하고, 이를 소개하는 웹사이트를 기획·운영하는 활동입니다. 수업에서 배운 경제 개념을 실제 사례와 연결하여 설명하고, 다양한 관점의 분석을 콘텐츠로 제작합니다. 팀원들과 자료 조사, 기사 작성, 웹사이트 제작을 함께하며 창의적 사고와 협업 능력을 기릅니다.

WHY?

I wanted to improve my critical thinking and English speaking skills. Debating real issues helps me understand different perspectives and express my ideas more clearly.

ACTION

I actively participated in weekly debate sessions, researched topics, prepared arguments, and shared constructive feedback with and other members.

AGORA

WHAT?

We held regular English debates on current social and global issues using British Parliamentary style. Members researched both sides and reflected after each session.

GROWTH

I learned that debate more about listening and refining my own thinking than winning. My confidence in public speaking improved a lot.

CHALLENGE

It was challenging to think quickly during rebuttals and stay calm against strong arguments.
research with schoolwork was also difficult.

NEXT

I hope to keep participating actively and help newer members feel more comfortable joining debates.

Agora English Debate Club

2026

vitalis

GAFL Anatomy Club

CAS SHARING WEEK 2026 / CREATIVITY

Connecting biology with hands-on discovery

WHY?

Why did I start this?

I joined Vitalis because I wanted to understand how living organisms work. The club offered a way to **connect biology lessons with practical investigation** and explore my interest in anatomy.

WHAT?

What did I do?

In Vitalis, I took part in practical anatomy investigations, observed biological structures, and explored how their **form relates to function**. These experiences helped me apply classroom theory to real specimens.

CHALLENGE

What challenged me?

Working with real specimens was unfamiliar and required patience and precision. Understanding structures beyond textbook diagrams was challenging. I also had to consider the **ethics of using organisms for learning**.



Life, understood.

OBSERVE / QUESTION
DISCOVER / SHARE

ACTION

How did I respond?

I slowed down, observed carefully, and identified structures step by step. Linking what I saw to classroom knowledge helped me overcome discomfort and approach practical work with **greater care**.

GROWTH

What did I learn?

Vitalis strengthened my understanding of how structure relates to function. I became more **confident, observant, and precise**, while learning that scientific curiosity must be balanced with respect and responsibility.

NEXT

What will I do?

I want to investigate more biological structures and compare their functions. I also hope to **share what I learn** through club presentations and social media, making anatomy engaging for other students.

REFLECTION BY
Yunhu Lee

STUDENT ID
2421

2 - 6 NOVEMBER 2026

Curiosity. Precision. Respect.

SC STANDARD

CAS Creativity

- **Why?**
  - I was interested in exploring different science concepts and conducting sceince experiments
- **What?**
  - Conducted lots of experiments
    - Dialysis tubing
    - Iodine clock
    - Vitamin C comparison
- **Challenge?**
  - Constructing successful experiments that did not fail
- **Action**
  - Did pre-labs beforehand
  - Identified the possible sources of error and tried to prevent it
- **Growth**
  - Practical lab skills
  - Communicative skills, while communicating with my club members
- **Next (What will I do?)**
  - Conduct more experiments based on what I learned from previous work

$C_3H_8 + 5O_2 \rightarrow$

2419 Yelynn Lee

DP1 정가은

활동명: 아고라(AGORA) 영역: Creativity

영어 토론으로 넓히는 생각과 관점

사회·과학·기술·윤리·환경 등 다양한 주제를 탐구하고 영어로 토론하는 활동입니다. 찬반 양측의 근거를 조사해 논리를 구성하고, 다른 학생들의 토론을 심사하며 건설적인 피드백을 나눕니다. 서로의 주장을 경청하고 자신의 생각을 다듬는 과정에서 창의적·비판적 사고력과 영어 표현력을 기르며, 다양한 관점을 존중하는 태도와 발표에 대한 자신감을 키웁니다.

2026 CAS Sharing Week Gallery Walk 참여 코드

DP1 이윤후

활동명: Vitalis 영역: Creativity

해부와 탐구를 통해 배우는 생명의 신비

해부 실험과 생명과학 탐구를 통해 생물의 구조와 기능을 이해하고, 수업에서 배운 이론을 실제 표본 관찰에 적용하는 활동입니다. 구성원들과 협력하여 생물학적 구조를 세밀하게 관찰하고, 형태와 기능의 관계를 질문하고 해석하며 과학적 탐구 능력을 기릅니다. 낯선 실험 과정에서 인내심과 정밀한 관찰 태도를 키우고, 생명을 다루는 데 필요한 존중과 책임감을 배웁니다.

DP1 이예린

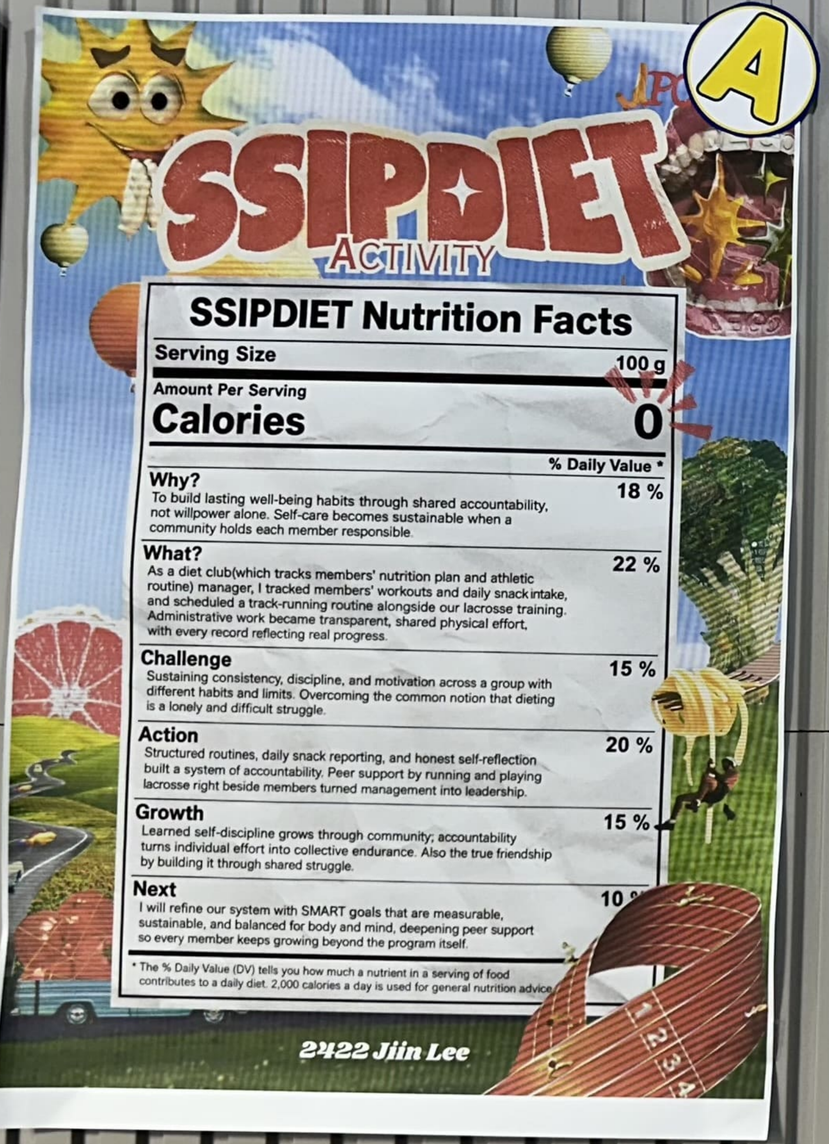
활동명: SC Standard 영역: Creativity

직접 설계한 실험으로 과학적 사고 키우기!

교과에서 배운 과학 개념을 바탕으로 실험을 직접 설계하고 수행하는 활동입니다. 사전 실험을 통해 오차의 원인과 개선점을 찾고, 부원들과 실험 과정과 결과를 공유하며 과학 원리를 깊이 이해합니다. 아이디어를 실험으로 구체화하고 결과를 분석하는 과정에서 창의적 사고와 자기주도적 탐구 능력을 기르며, 함께 문제를 해결하는 소통과 협업의 가치를 배웁니다.

2026 CAS
Gallery W

A



AS Sharing Week
y Walk 참여 코드

DP1 이지인

활동명: SSIPDIET 영역: Activity

함께 만드는 건강한 운동 습관

달리기와 라크로스 등 꾸준한 신체 활동을 실천하고, 운동 기록과 생활 습관을 함께 점검하며 건강한 일상을 만들어 가는 활동입니다. 자신의 노력과 변화를 솔직하게 돌아보고, 서로를 격려하며 운동을 지속할 수 있는 동기를 높입니다. 이 과정을 통해 체력과 자기관리 능력을 기르고, 개인의 성장을 팀 전체의 성장으로 이어 갑니다.

CS

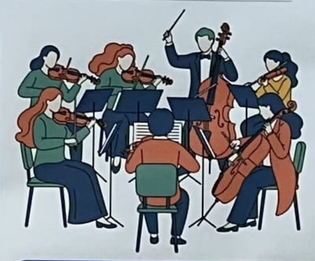
Anyang Youth Philharmonic Orchestra

2417 Dahyeon Lee

Introduction

Anyang Youth Philharmonic Orchestra is a youth orchestra with students from elementary school to high school.

We have practice sessions and attend various charity events throughout the year. Every year, we have our annual performance for pieces that we have practiced all year.



Why did I start this?

I attended this orchestra because I wanted to practice various symphonies with other instruments as well as collaborate with other students and teachers to improve my skills.

What challenged me?

The difficulty of the pieces and the lack of practice time challenged me.

Also, since everyone was practicing together, the different rhythms put together was confusing to follow.

How did I respond to challenges?

I tried to use my time more efficiently such as just focusing on my left hand if it was late night.
I also tried to follow the sheet music exactly instead of relying on my hearing during practice sessions.

What did I learn?

Most importantly, I learned how to work collaboratively, to help others, to lead them, and to take responsibility.

Technique-wise, I learned how to practice efficiently by using rhythm variations for fast passages.

What's next?

I will try to attend practice sessions while acting more as a mentor to the other younger students than just being another member.

DP1 이다현

활동명: 안양 유스필하모닉 오케스트라
영 역: Creativity, Service

함께 완성하고 나누는 하모니

정기적인 합주 연습을 통해 다양한 교향곡을 익히고, 정기 연주회와 자선 무료 공연으로 음악을 나누는 활동입니다. 어려운 연주 구간을 꾸준히 연습하고, 서로 다른 악기의 소리와 리듬을 조화롭게 맞추며 음악적 표현력과 협업 능력을 기릅니다. 함께 무대를 완성하는 과정에서 책임감과 배려를 배우고, 지역사회에 음악을 선물하며 예술을 통한 나눔의 가치를 실천합니다.

S

WHY?

I WANTED TO ADDRESS EDUCATIONAL INEQUALITY, BELIEVING THAT AS IB STUDENTS, WE HAVE THE CAPABILITY TO MAKE A DIFFERENCE THROUGH VOLUNTEER WORK.

WHAT?

I VOLUNTEERED WITH MY TEAMMATES TO TEACH ENGLISH TO YOUNG CHILDREN.

CHALLENGE

THE BIGGEST CHALLENGE WAS UNDERSTANDING CHILDREN'S EMOTIONS AND FINDING THE RIGHT BALANCE BETWEEN TEACHING AND PLAYING

ACTION

WHEN THEY GOT BORED AND STARTED LOSING INTEREST, I TAUGHT THEM ENGLISH THROUGH FUN GAMES.

SERVICE

PHILOMATH

GROWTH

I I LEARNED THAT TEACHING IS NOT A ONE-WAY PROCESS, BUT RATHER AN INTERACTIVE, MULTIDIMENSIONAL ONE WHERE COMMUNICATION SKILLS ARE KEY.

NEXT

WITH THIS INSIGHT, I AIM TO BE MORE PATIENT AND OPEN-MINDED IN MY COMMUNICATION.

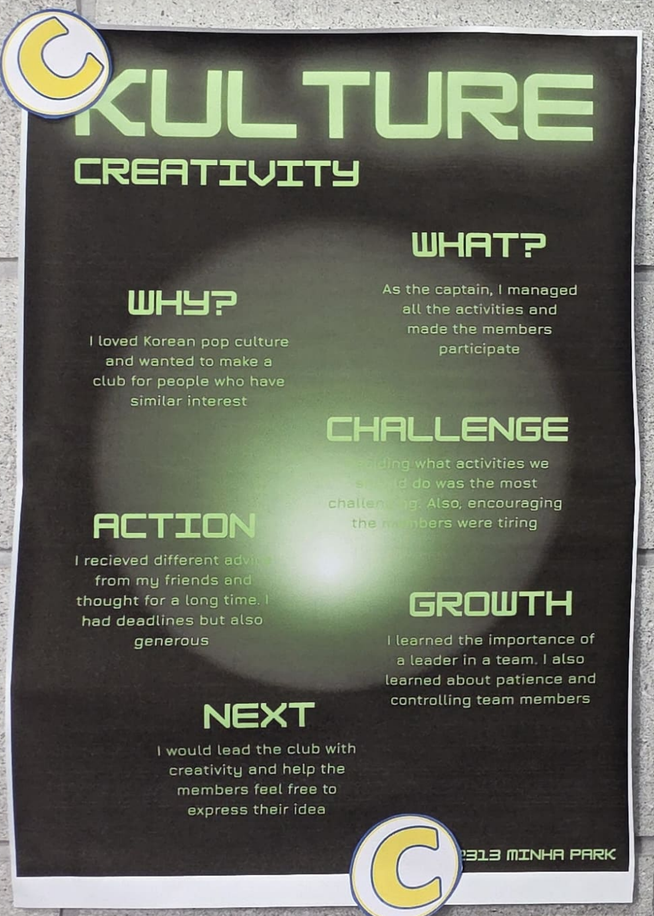
2423 SEOBIN JANG

DP1 장서빈

활동명: Philomath 영역: Service

놀이와 소통으로 함께하는 아동 영어 교육봉사

교육 격차 해소에 기여하고자 팀원들과 함께 어린이들에게 영어를 가르치는 교육봉사 활동입니다. 아이들의 감정과 반응을 살피고, 흥미를 유지할 수 있도록 게임과 놀이를 활용하여 배움을 돕습니다. 가르침이 서로 소통하며 함께 배우는 과정임을 깨닫고, 타인의 입장을 이해하는 태도와 세상을 바라보는 넓은 시각을 기릅니다.









DP1 박민하

활동명: Kulture 영역: Creativity

진로와 관심사를 담은 시각 콘텐츠 제작

자신의 진로와 관심사를 시각적으로 표현하는 다양한 시각컨텐츠를 제작하는 활동입니다. 전달하고자 하는 주제에 맞춰 색감, 이미지, 구성 등을 구상하고 자신만의 아이디어를 작품으로 표현합니다. 이 과정을 통해 관심 분야를 깊이 탐색하고, 창의적 사고와 시각적 표현 능력을 기릅니다.

DP1 박서현

활동명: 추임새 영역: Creativity

우리 장단으로 이어 가는 전통과 창의성

사물놀이를 통해 한국 전통 음악을 배우고 연주하며 창의적인 표현의 폭을 넓히는 활동입니다. 네 가지 전통 악기의 소리와 장단을 익히고, 서로의 호흡을 맞춰 조화로운 연주를 완성하며 협동심과 끈기를 기릅니다. 다양한 행사와 지역 축제 무대에서 우리 음악의 흥과 아름다움을 나누고, 전통문화를 직접 표현하고 이어 가며 문화적 자긍심을 키웁니다.

2026 CAS Sharing Week Gallery Walk 참여 코드

DP1 박소민

활동명: SSIPDIET 영역: Activity

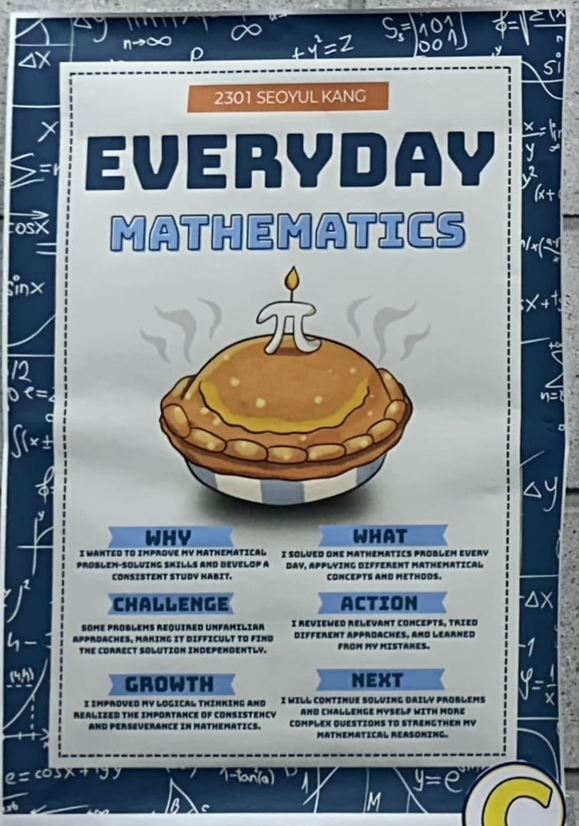
꾸준한 운동으로 만드는 건강한 일상

규칙적인 운동과 건강한 식습관 형성을 통해 균형 잡힌 생활을 실천하는 동아리 활동입니다. 운동장 달리기와 홈트레이닝에 참여하고, 실천 가능한 목표와 공동의 약속을 세워 꾸준히 운동하는 습관을 기릅니다. 작업과 운동을 병행하는 과정에서 서로를 격려하며 책임과 자기관리 능력을 키우고, 자신의 건강을 책임지는 태도와 끈기를 배웁니다.

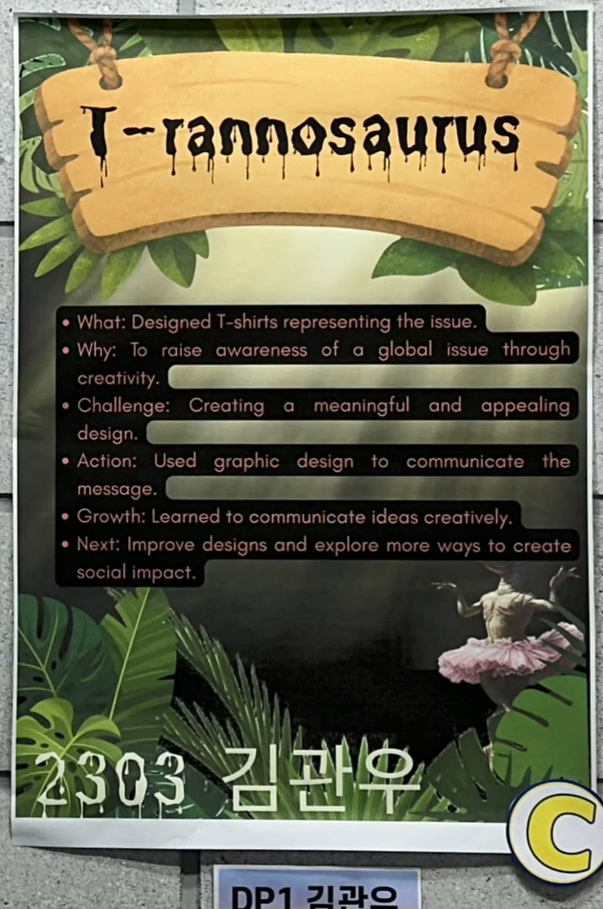
DP1 박시은

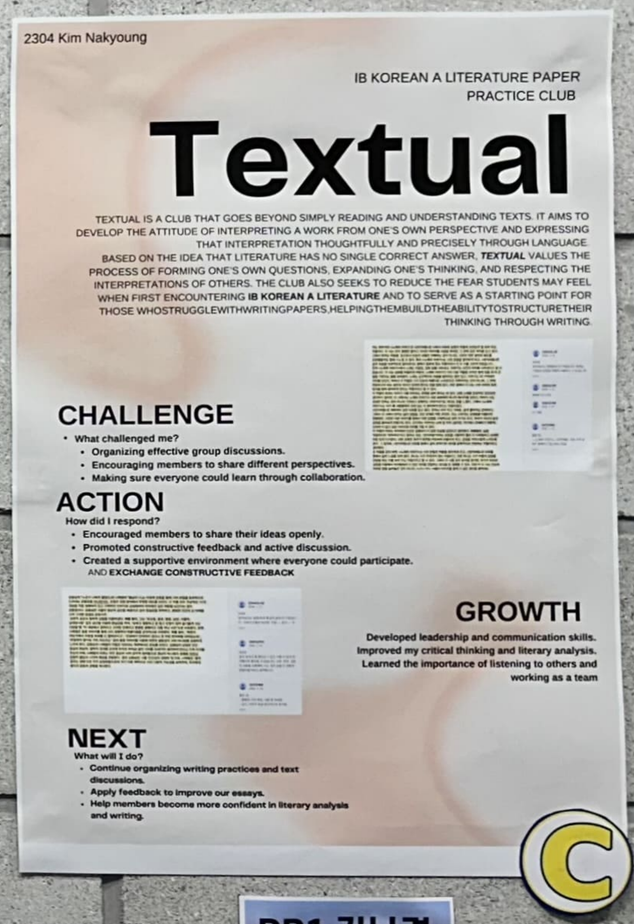
활동명: DECA 영역: Service

멸종위기 동물과 함께하는 'Stick with the Endangered'









DP1 강서율

활동명: Everyday Math 영역: Creative

하루 한문제로 키우는 수학적 사고력

매일 한 문제씩 수학 문제를 해결하며 다양한 개념과 풀이 방법을 탐구하는 학생 주도 활동입니다. 익숙하지 않은 문제를 만나면 관련 개념을 다시 찾아보고 여러 접근법을 시도하며, 실수를 통해얻는 과정에서 자신만의 해결 전략을 발전시킵니다. 꾸준한 도전과 성찰을 통해 창의적인 문제 해결력과 논리적 사고력을 기르고, 매일을 지속하는 끈기와 자기주도적 학습 태도를 키웁니다.

2026 CAS Sharing Week Gallery Walk 참여 코드

DP1 권도라

활동명: 솔메내맛밭 영역: Service

함께 가꾸는 텃밭, 함께 나누는 수확

학생들이 직접 텃밭을 가꾸고 작물을 재배하며 환경 보호와 지속가능성을 실천하는 활동입니다. 텃밭 운영부터 식기와 관리, 퇴비 만들기까지 역할을 나누어 참여하고, 수확물 판매와 기부를 통해 학교와 지역사회에 나눔을 실천하고자 합니다. 꾸준한 돌봄과 협력의 과정에서 인내심과 책임감을 기르고, 일상 속 작은 실천이 환경과 공동체에 미치는 영향을 배웁니다.

DP1 김관우

활동명: 타라노사우르스 영역: Creative

일상 속 티셔츠에 담은 세상 이야기

환경 문제와 자원의 소중함, 사회적 이슈와 글로벌 감등을 주제로 메시지를 담은 티셔츠를 디자인하는 활동입니다. 무겁고 어렵게 느껴질 수 있는 주제를 그림과 문구로 풀어내며, 친숙한 일상 속 매체를 통해 사람들의 관심과 이해를 높이고자 합니다. 의미와 시각적 매력을 함께 고려하는 과정에서 창의적인 표현력과 소통 능력을 기르고, 디자인이 사회적 인식에 미칠 수 있는 영향을 탐구합니다.

DP1 김나경

활동명: Textual 영역: Creativity

다양한 텍스를 나누는 문학 탐구와 글쓰기

작품을 자신만의 관점으로 해석하고, 이를 글로 표현하는 학생 주도 활동입니다. 은 Korean A Literature의 Paper 1·2 작문 연습을 중심으로 작품을 분석하고, 서로의 해석을 나누며 에세이를 작성합니다. 토론과 건설적인 피드백을 통해 비판적 사고력과 창의적 표현력을 가르고, 다양한 관점을 존중하며 함께 성장하는 학습 환경을 만들어 갑니다.

2026 CAS Sharing Week Gallery Walk 참여 코드

PLANTLINK

Bio-Focused CAS Project



WHY?
started this to engage in a unique EC focused on plant grafting, fulfill CAS Creativity and Activity requirements, and take the opportunity to conduct student-led deep research.

WHAT?
exploring plant growth and recovery through grafting techniques using tomatoes and cucumbers.

CHALLENGE
schallenge → successfully performing plant grafting and managing rigorous conditions, such as conducting a light deprivation experiment while maintaining accurate tracking.

ACTION
- Carrying out hands-on plant grafting
- Setting up light deprivation experiments
- Consistently recording data and observations

GROWTH
- Gaining practical insight into plant biology
- Developing experimental skills
- Learning how to systematically record scientific data

planning to expand the project by experimentally exploring the cultivation and cooking of future food sources.

2317 Jiyun

C

DON'T TALK ABOUT HIPHOP WITHOUT US

CAS SHARING WEEK 2026

DTAWHU

WHY I STARTED
I joined because hip-hop felt exciting. I wanted to sharpen my skills, enjoy the culture, and connect with people through music.

WHAT I DID
I prepared and performed a live rap stage as part of our club activity.

CHALLENGE
My biggest challenge was standing in front of a crowd and performing with confidence.

ACTION
I practiced consistently, refined my delivery, and pushed myself to engage with more people.

GROWTH
I learned that when I perform with real passion, the audience feels it and responds.

NEXT
I want to keep taking on bigger challenges that push me beyond my comfort zone.

GYEONGGI ACADEMICS OF FOREIGN LANGUAGES • IB COMMITTEE • 2318 Sol Bae

C

2319 YUNJEONG AN

HOW I GREW THROUGH SERVICE IN PHILOMATH

1 WHY?
I always enjoyed teaching my younger sibling and bringing joy to others through education. This inspired me to join Philomath, where I could share my learning with other children.

2 WHAT?
I taught chemistry to Asmar, an 11-year-old child at a refugee center in Egypt, through video calls once a week. I created presentations to explain concepts and help him learn chemistry.

3 CHALLENGE
After a few lessons, I felt that Asmar was not very engaged in the classes. I began to wonder how I could make online learning more enjoyable and meaningful for him.

4 ACTION
I started preparing simple science experiments and demonstrating them during our online lessons. This helped make the classes more interactive, and I noticed that he became more interested and engaged.

ASMAR ALSO DID THE EXPERIMENTS AT HOME!

5 GROWTH
I learned that education is not just about teaching knowledge, but also about making learning enjoyable for others. I also realized that teachers can learn from their students, just as students learn from their teachers.

WE EVEN PLAYED GAME TOGETHER!

6 NEXT
I taught Asmar for about three months before we unfortunately lost contact. Although I could not continue our lessons, I hope to use this experience to actively seek out and participate in future volunteering opportunities.

S

GAFL TECH ENTREPRENEUSHIP CLUB

CONTACT
2320 HAYOON YANG
IG: @TESOFFICIAL_
EMAIL: TESGAFL@GMAIL.COM

WHY?
JOIN TES TO TRANSFORM YOUR CREATIVE IDEAS INTO REAL-WORLD SOLUTIONS, GAIN HANDS-ON STARTUP EXPERIENCE, AND DEVELOP ENTREPRENEURIAL SKILLS.

WHAT?
TES IS A STUDENT-LED CLUB COMBINING TECHNOLOGY, ENTREPRENEURSHIP, AND SCIENCE TO DEVELOP INNOVATIVE STARTUP IDEAS.

ACTION
IDENTIFY PROBLEMS, RESEARCH MARKETS, DESIGN SOLUTIONS, AND DEVELOP STARTUP BUSINESS MODELS.

CHALLENGE
OVERCOME PRACTICAL LIMITATIONS, INCLUDING BUILDING FUNCTIONAL PROTOTYPES, SECURING SEED FUNDING, AND TURNING IDEAS INTO FEASIBLE STARTUP MODELS.

GROWTH
BUILD CREATIVITY, LEADERSHIP, TEAMWORK, PROBLEM-SOLVING, AND ENTREPRENEURIAL SKILLS.

NEXT
REFINE OUR STARTUP IDEAS AND COMPETE IN INTERNATIONAL COMPETITONS, INCLUDING THE DIAMOND CHALLENGE.

Technology Entrepreneurship Science
TES

C

DP1 방지윤

활동명: Plant Link　　영역: Creative

식물의 가능성을 탐구하는 접목 실험

토마토와 오이의 접목 기술을 활용해 식물의 생장과 환경 변화에 대한 반응을 탐구하는 학생 주도 프로젝트입니다. 직접 접목과 빛 차단 실험을 진행하고, 변목 조건을 관리하며 발생하는 문제를 꾸준히 기록합니다. 실험 과정에서 발생하는 문제를 해결하며 탐구력과 창의적 사고를 기르고, 접목 식물과 접목하지 않은 식물의 여러 반응을 비교하는 연구 보고서로 탐구를 발전시키고자 합니다.

DP1 배　솔

활동명: DTAWHU　　영역: Creativity

랩으로 표현하고 무대로 소통하는 힙합

힙합 음악과 랩 공연을 통해 자신만의 개성과 생각을 표현하는 활동입니다. 라이브 무대를 준비하며 리듬과 전달력을 다듬고, 관객과 소통하는 표현 방식을 탐구합니다. 꾸준한 연습으로 무대에 대한 긴장감을 극복하고 자신감을 키우며, 음악으로 사람들과 연결되는 즐거움과 새로운 도전의 가치를 배웁니다.

DP1 안윤정

활동명: Philomath　　영역: Service

온라인으로 나누는 화학의 즐거움

아칼트 난민 센터의 아동에게 화상 수업으로 화학을 가르치며 배움의 기쁨을 나누는 교육봉사 활동입니다. 개념 설명 자료와 간단한 과학 실험 계획을 직접 준비하여 온라인에서도 흥미롭게 참여할 수 있는 수업을 만들어 갑니다. 학생의 반응과 질문에 맞춰 수업 방식을 개선하며, 교육이 서로 배우고 성장하는 과정임을 깨닫고 나눔과 소통의 가치를 배웁니다.

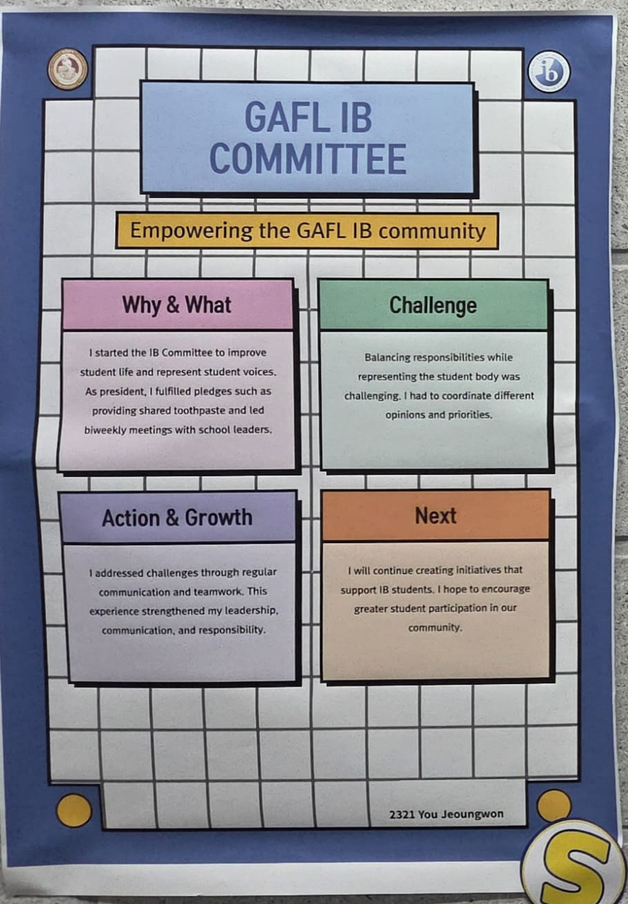
DP1 양하윤

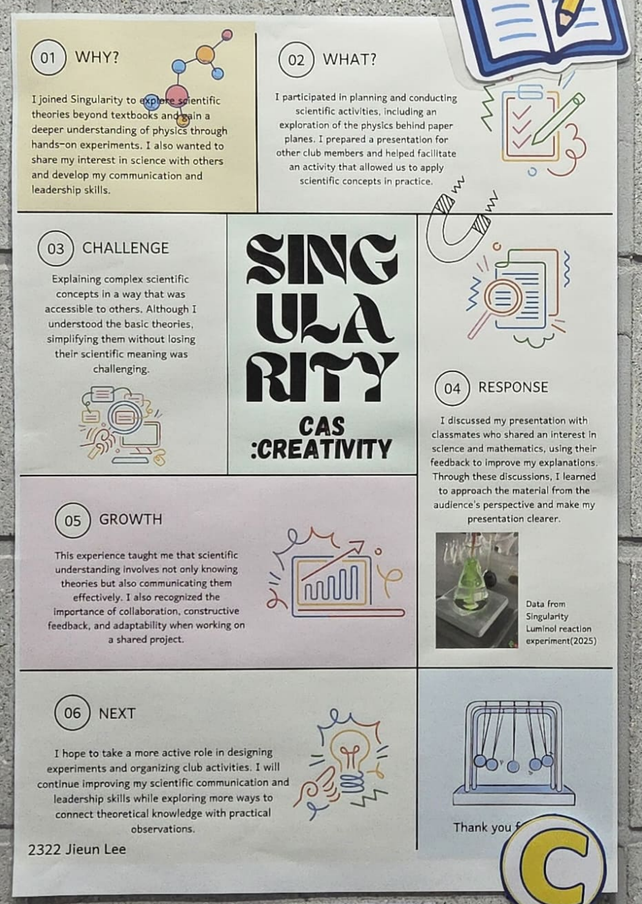
활동명: TES　　영역: Creativity

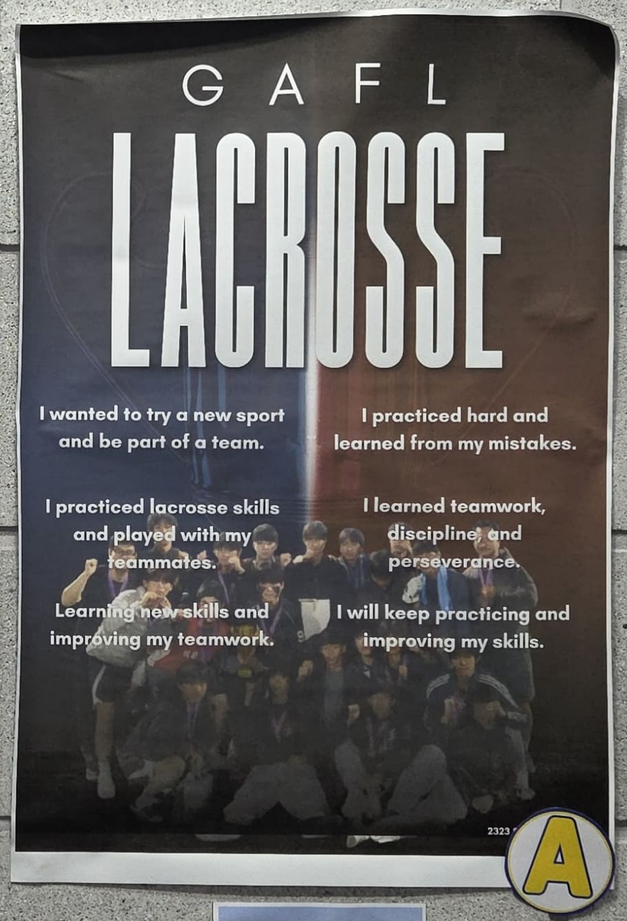
기술과 과학으로 구상하는 창업 아이디어

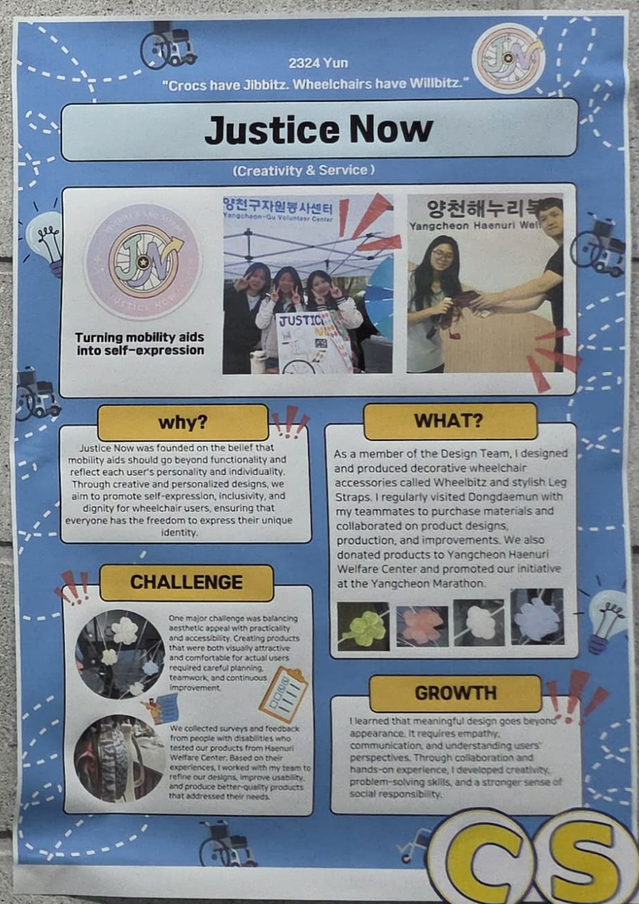
기술·과학·창업을 융합하여 실생활의 문제를 발견하고 해결 아이디어를 발전시키는 학생 주도 활동입니다. 구체 부착하는 진동형 창업을 창업 아이템으로 기획하며, 시장 조사와 비즈니스 모델 설계, 창업 대회 참여를 통해 실현 가능성을 탐색합니다. 아이디어를 바탕으로 구체화하는 과정에서 마주하는 한계를 탐구하고 함께 해결하며 창의적 사고와 협업 능력, 도전 정신을 기릅니다.

2026 CAS Sharing Week
Gallery Walk 참여 코드









DP1 유정원

활동명: IB Student Committee 영역: Service

학생들의 목소리로 만드는 더 나은 학교생활

국제반 학생들의 의견을 모으고 생활 속 불편을 해결하며, 학생과 학교 간 소통을 돕는 학생 자치 활동입니다. 미디어어트부·소등부·급식부·작업부가 역할을 나누어 활동하고, 학교와의 정기적인 회의를 통해 학생들의 제안을 구체적인 실천으로 이어 갑니다. 다양한 의견과 우선순위를 조율하는 과정에서 리더십과 책임감을 기르고, 공동체의 일원에 귀 기울이며 봉사의 가치를 배웁니다.

2026 CAS Sharing Week Gallery Walk 참여 코드

DP1 이지은

활동명: 싱귤래리티 영역: Creativity

실험과 소통으로 넓히는 과학 탐구

물리 화학에 대한 관심을 바탕으로 실험 설계부터 탐구 발표, 심층 수행과 보고서 작성까지 모든 활동에 주도적으로 기획하고 성찰하는 활동입니다. 종이비행기의 비행 원리 등 다양한 주제를 탐구하며 수업에서 배운 이론을 실제 현상과 연결합니다. 복잡한 과학 개념을 이해하기 쉽게 전달하고 서로의 피드백을 반영하는 과정에서 창의적 사고와 과학적 소통 능력, 협업 역량을 기릅니다.

DP1 장선우

활동명: Lacrosse 영역: Activity

라크로스로 다지는 체력과 팀워크!

정기적인 라크로스 훈련과 경기에 참여하며 체력과 운동 기술을 기르고, 팀원들과 공동의 목표를 향해 나아가는 활동입니다. 낯선 기술을 익히고 실수를 개선하는 과정에서 끈기와 자기관리 능력을 키우며, 경기 중 소통과 협력을 통해 팀워크를 배웁니다. 꾸준한 연습과 도전을 통해 자신의 한계를 넘어고, 팀의 일원으로서 책임감과 스포츠맨십을 기릅니다.

DP1 정서윤

활동명: Justice Now 영역: Creativity, Service

휠체어에 개성을 더하는 디자인과 나눔

휠체어 이용자들이 자신의 개성을 표현할 수 있도록 장식용 액세서리와 레그 스트랩을 직접 기획·제작하는 활동입니다. 실제 사용자의 생활과 의견을 반영하기 위해 직접 제품을 테스트하고, 판매한 휠체어도 기부하는 기부형 활동을 함께한 기억에 남습니다. 이를 다듬고 보완하는 과정에서 창의적 문제 해결 능력과 공감 능력을 기르고, 사회적 책임과 다양성 존중의 중요성을 인식하게 됩니다.

2026 CAS Sharing Week Gallery Walk 참여 코드

CAS SHARING WEEK 2026

2325 JEONGHYUK HWANG
LEMMA

LEMMAMATHS.COM

WHY
PASSION FOR MATHEMATICS
SHARE MATH CONCEPTS

WHAT
DEVELOP MATHEMATICS WEBSITE
CREATE HIGH-QUALITY MATERIAL

CHALLENGE
ACADEMIC RIGOR
PEER REVIEW

ACTION
WRITE MONTHLY ARTICLES
COLLABORATE WITH PEERS

GROWTH
ADVANCED MATH SKILLS
DEEP RESEARCH

NEXT
GLOBAL OUTREACH
CONTINUE INVESTIGATIONS

CS

3D-INTERPRETER

BRIDGING CODE AND REALITY

WHY?
Translating concepts into physical objects, exploring beyond virtual design.

WHAT?
Precision 3D modeling, material science studies, and rapid prototyping.

CHALLENGES
Navigating tolerance issues, material warp, and structural integrity.

ACTIONS
Iterative test printing, parameter optimization, and design refinements.

GROWTH
Engineering problem-solving, data-driven decisions, and mechanics of materials knowledge.

NEXT
Advanced kinetic sculptures, mechatronics integration, and open-source project sharing.

2326 황지유

C

추임새 樂

CHU IM SAE

Korean Samulnori · CAS Project

WHY?
I wanted to try a traditional Korean instrument and make music with other students. Chu Im Sae gave me a chance to experience Korean culture through playing, rather than just learning about it in class.

WHAT?
Chu Im Sae is our school's samulnori club. Members play the janggu, kkwaenggwari, buk or jing. I chose the kkwaenggwari. We practised every week and performed together at GAFLiesta, our school festival.

CHALLENGE
The kkwaenggwari has a loud, clear sound and helps lead the group's rhythm. At first, I felt nervous about making mistakes that everyone could hear. Keeping a steady beat while listening to the other instruments was harder than I expected.

ACTION
Older members guided me through the rhythms, and I kept practising with their help. I worked on difficult parts until I felt more comfortable. During group rehearsals, I paid closer attention to how my playing fitted with everyone else's.

GROWTH
I learned that playing my own part well was only one part of a good performance. We had to listen to each other and stay together. Weekly practice taught me perseverance, and performing at GAFLiesta helped me feel more confident.

NEXT
Our next goal is to perform at a festival in Uiwang. I want to keep a steadier rhythm and feel more confident leading the group. I also hope to help newer members, just as the older members helped me.

2327 Hyunseo Shin

C

2026 CAS Sharing Week
Gallery Walk 참여 코드

DP1 황정혁

활동명: Lemma 영역: Creative, Service

수학 칼럼으로 나누는 탐구와 배움

수학 웹 플랫폼을 직접 운영하며, 6개월간 매월 심화 수학 주제를 탐구한 칼럼을 제작·게시하는 지식 나눔 프로젝트입니다. 구성원 간 상호 검토와 IB 교사의 학술 검수를 통해 내용의 정확성을 높이고, 복잡한 수학 개념을 독자가 이해할 수 있도록 창의적으로 풀어냅니다. 꾸준한 집필과 협업으로 탐구력과 표현력을 기르며, 자신의 관심과 강점을 다른 사람의 배움과 연는 데 활용합니다.

DP1 황지유

활동명: 3D-Interpreter 영역: Creativity

아이디어를 설계하고 입체로 구현하기

기술과 기계의 작동 원리를 탐구하고, 3D 모델링과 출력으로 아이디어를 실제 형체로 구현하는 활동입니다. 재료의 특성과 구조를 살피보고, 반복적인 시험 출력과 설계 수정을 통해 제작 과정에서 발생하는 문제를 해결합니다. 구상한 것을 직접 만들고 개선하는 과정에서 창의적 사고와 공학적 문제 해결 능력을 기르며, 상상을 현실로 옮기는 경험을 쌓습니다.

DP1 신현서

활동명: 추임새 영역: Creativity

서로의 소리에 귀 기울이며 완성하는 사물놀이

전통 악기의 장단을 익히고 함께 합주하며 한국 전통 음악을 직접 경험하는 활동입니다. 팽과라 연주를 통해 일정한 박자를 유지하고, 다른 악기의 소리에 귀 기울이며 조화로운 연주를 만들어 갑니다. 꾸준한 연습과 학교 축제 공연을 통해 집중심과 창의적 표현력, 무대 자신감을 기르고, 지역 축제 공연에도 도전하며 우리 음악의 즐거움을 나누고자 합니다.

2026 CAS Sharing Week
Gallery Walk 참여 코드

DEPARTMENTS

Department of Peer Counselling

Department of Media Communication

Department of Program Management

SERVICE

STUDENT COUNSELLING COMMITTEE

We empower students to approach conflict and well-being through lenses of empathy, leadership, and service, integrating social awareness and education into every initiative.

FOR WHO?

For students with a strong interest in people and institutional systems, integrating perspectives from education, media, society, psychology, and management.

DP1 김도연

활동명: 학생상담운영위원회 영역: Service

서로의 마음을 살피는 학교 공동체

학교생활 속 학생들의 고민과 필요에 귀 기울이고, 또래상담과 정서 지원 프로그램, 공동체 참여 봉사를 기획·운영하는 활동입니다.
또래상담부·미디어소통부 프로그램운영부가 협력하여 학생들이 서로 소통하고 지지할 수 있는 기회를 마련합니다. 공동체의 필요에 맞는 활동을 지속적으로 실천하며 공감과 경청의 태도를 기르고, 함께하는 학교생활을 위한 책임감과 봉사의 가치를 배웁니다.

2026 CAS Sharing Week Gallery Walk 참여 코드

CAS GALLERY WALK

GAFL CAS Sharing Week 2026

From Experience to Growth

NOVEMBER 2 - 6, 2026

C Creativity A Activity S Service

Gyeonggi Academy of Foreign Languages (GAFL) will host **2026 GAFL CAS Sharing Week from November 2 to 6, 2026**, under the theme "From Experience to Growth."

This event provides an opportunity for DP1 students to share the experiences and projects they have undertaken over the past year as part of **Creativity, Activity, Service (CAS)**, one of the core components of the International Baccalaureate Diploma Programme (IB DP).

Through poster exhibitions, students will showcase their CAS journeys, highlighting not only what they have accomplished but also what inspired them to begin, the challenges they encountered, how they overcame difficulties, and the lessons they learned along the way.

The event will also feature **Gallery Walks, student presentations (Sharing My Story), and CAS Reflection activities**, encouraging students to exchange ideas, provide meaningful feedback, and reflect on their personal development.

More than simply a showcase of achievements, CAS Sharing Week is a celebration of **growth through experience**. It recognizes the value of taking on challenges, working collaboratively, learning from setbacks, and reflecting on meaningful experiences.

We hope this event will inspire students to build on their CAS experiences as they move into DP2, explore new opportunities, and foster a supportive, student-led culture of learning, reflection, and continuous growth.

GYEONGGI ACADEMY OF FOREIGN LANGUAGES

IB DP1 CAS

CAS GALLERY WALK

GAFL CAS Sharing Week 2026 소개

From Experience to Growth

경험에서 성장으로

2026. 11. 2.(월) - 11. 6.(금)

C Creativity · 창의 A Activity · 활동 S Service · 봉사

GAFL IB DP1은 2026년 11월 2일(월)부터 11월 6일(금)까지 '2026 GAFL CAS Sharing Week'를 운영합니다.

이번 행사는 IB Diploma Programme(DP)의 핵심 요소인 CAS(Creativity, Activity, Service) 활동을 통해 DP1 학생들이 지난 1년간 경험한 다양한 활동과 프로젝트를 공유하고, 그 과정에서 얻은 배움과 성장을 함께 나누기 위해 마련되었습니다.

학생들은 창의·활동·봉사 영역에서 수행한 CAS 경험을 포스터로 제작하여 전시하고, 활동을 시작한 동기부터 계획과 실천 과정, 직면했던 어려움과 문제 해결 경험, 그리고 이를 통해 얻은 배움과 변화까지 자신의 이야기를 담아낼 예정입니다.

또한 Gallery Walk, 학생 발표(Sharing My Story), CAS Reflection 등의 활동을 통해 서로의 경험을 공유하고 질문과 피드백을 주고받으며, 자신의 활동을 되돌아보는 성찰의 시간을 갖게 됩니다.

이번 CAS Sharing Week는 단순히 활동의 결과를 발표하는 자리를 넘어, 도전과 협력, 시행착오와 성찰의 과정 속에서 이루어진 학생들의 성장을 확인하고 서로에게 새로운 배움과 영감을 주는 의미 있는 시간이 될 것입니다.

나아가 학생들이 이번 경험을 바탕으로 DP2 과정에서의 CAS 활동을 더욱 발전시키고, 서로의 경험을 통해 함께 성장하는 학생 주도적 CAS 문화를 만들어 가는 계기가 되기를 기대합니다.

경기외국어고등학교 | IB DP1 CAS

CAS

GALLERY

WALK

CAS SHARING WEEK 2025

CAS GALLERY WALK

CAS GALLERY WALK

2026 GAFL CAS Sharing Week

Gallery Walk 참여 안내