



CAS Handbook

2026/27



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The purpose of the document

The purpose of the CAS Handbook is to guide students, teachers, and coordinators through the Creativity, Activity, Service (**CAS**) component of the International Baccalaureate (**IB**) Diploma Programme (**DP**).

The handbook outlines the key goals, expectations, and structure of CAS, helping students understand what is required to fulfill the program. It provides clear guidance on how to plan, document, and reflect on CAS experiences, ensuring that students meet all seven learning outcomes. By following the handbook, students are better equipped to develop critical skills such as collaboration, initiative, and ethical decision-making.

IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.





IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

What is CAS?

"...if you believe in something, you must not just think or talk or write, but must act."

(Peterson 2003)

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning. CAS is organized around the three **strands** of **creativity, activity and service** defined as follows.

Creativity—exploring and extending ideas leading to an original or interpretive product or performance.

Activity—physical exertion contributing to a healthy lifestyle

Service—collaborative and reciprocal engagement with the community in response to an authentic need

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity, and service.

CAS Strands

Creativity

Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression. Creativity will come from the student's talents, interests, passions, emotional responses, and imagination;

The form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition.

Students are encouraged to engage in creative endeavours that move them beyond the familiar, broadening their scope from conventional to unconventional thinking.



Activity

The aim of the “Activity” strand is to promote lifelong healthy habits related to physical well-being. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle.

Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit.



Service

The aim of the “Service” strand is for students to understand their capacity to make a meaningful contribution to their community and society. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. Service is often seen as one of the most transforming elements of CAS by promoting students’ self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness. Use of the CAS stages in developing a service experience is recommended for best practice.



CAS aim and Learning Outcomes

Although CAS is not formally assessed and does not contribute points to your final IB score, it is a core requirement—**you cannot be awarded the IB Diploma without passing it**. CAS is designed to foster personal growth and development, using the IB Learner Profile as a foundation for the qualities students are encouraged to develop.

The CAS programme **aims** to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

Student completion of CAS is based on the achievement of the seven CAS learning outcomes realized through the students' commitment to their CAS programmes over a period of 18 months.

These learning outcomes articulate what a CAS student is able to do at some point during his or her CAS programme. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

Some learning outcomes may be achieved many times, while others may be achieved less frequently. Not all CAS experiences lead to a CAS learning outcome.

In CAS, there are seven learning outcomes:

LO1: Identify own strengths and develop areas for growth

Descriptor:

Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

LO2: Demonstrate that challenges have been undertaken, developing new skills in the process

Descriptor:

A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.

LO3: Demonstrate how to initiate and plan a CAS experience

Descriptor:

Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.

LO4: Show commitment to and perseverance in CAS experiences

Descriptor:

Students demonstrate regular involvement and active engagement in CAS.
Students are able to identify, demonstrate, and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

LO5: Demonstrate the skills and recognize the benefits of working collaboratively

Descriptor:

Students develop teamwork skills and understand the value of collaboration. This outcome emphasizes learning how to work effectively in a team, as well as the benefits of sharing ideas and efforts toward achieving common goals.

LO6: Demonstrate engagement with issues of global significance

Descriptor:

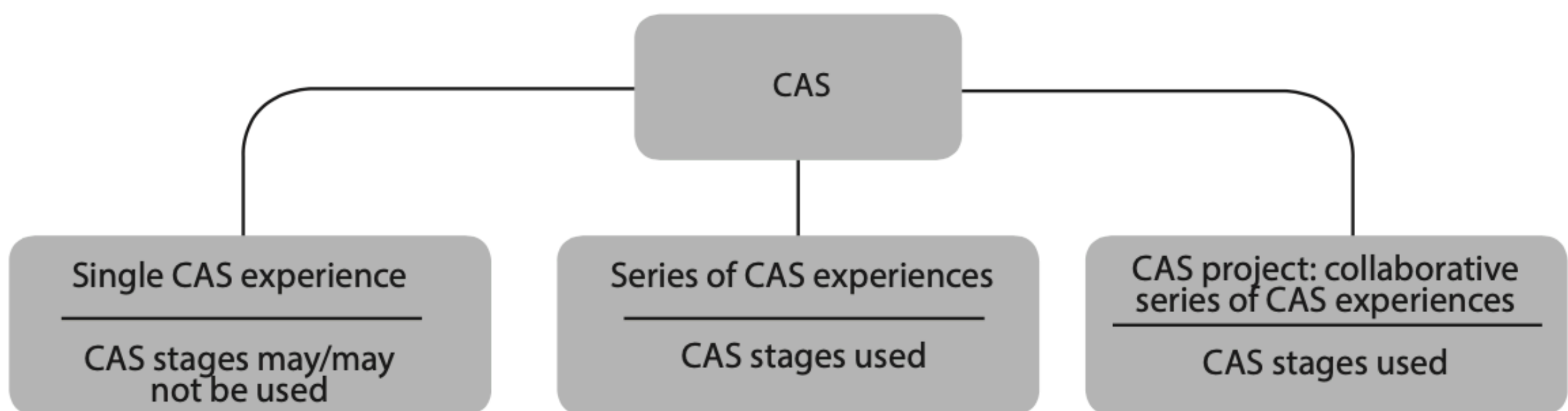
Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally, or internationally.

LO7: Recognize and consider the ethics of choices and actions

Descriptor:

Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences. This includes reflecting on ethical considerations, such as fairness, respect, and responsibility, when making decisions.

CAS Experiences and Projects



Students engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Further, students undertake a **CAS project** of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

At least one project should be undertaken by student.

All CAS experiences and Projects should be approved by the CAS Coordinator.

Types of experience	What a student needs to do	Duration
CAS project	Take full responsibility for planning, organizing, and implementing the experience. Collaborate with others, set clear goals, manage resources, and reflect throughout.	at least one month
Series of experiences	Engage in a sequence of related experiences. Take part in planning and decision-making, show commitment and development over time and reflect on it.	Starting from a week it can continue throughout whole CAS program
Single experience	Participate actively in a meaningful experience. Understand the purpose, engage thoughtfully, and reflect on their contribution and learning.	Can be one day or more

Examples of CAS experiences

Creativity	Activity	Service
Graphic design for school posters	Rock climbing lessons	Volunteer at a local animal shelter
Writing and illustrating a short storybook	Dance choreography for a school performance	Organize a book donation drive for under-resourced schools
Coding and launching a simple mobile app	Participating in a local marathon	Translate materials for a community group
Podcast production on student life topics	Daily yoga and mindfulness routine	Support elderly residents in a care home with tech tutorials
Designing and running a digital photography blog	Join a hiking club and document trails	Help manage a community garden
Learning digital animation	Martial arts training and competition	Lead a school workshop on sustainability
Directing a theatre performance	Ice skating practice sessions	Create a language buddy program for new students
Organizing an art exhibition	Zumba fitness class participation	Develop an awareness campaign for mental health

Examples of CAS Projects

- **Organize a school-wide cultural day**

Strand(s): Creativity, Service

Plan performances, food booths, and cultural displays involving multiple student groups.

- **Develop and launch a student newsletter or blog**

Strand(s): Creativity, Service

Involve a team to write, edit, and share school-related news and issues.

- **Produce and direct a short film about a local social issue**

Strand(s): Creativity, Service

Work collaboratively to research, film, and share with the community or school.

- **Organize a charity sports tournament**

Strand(s): Activity, Service

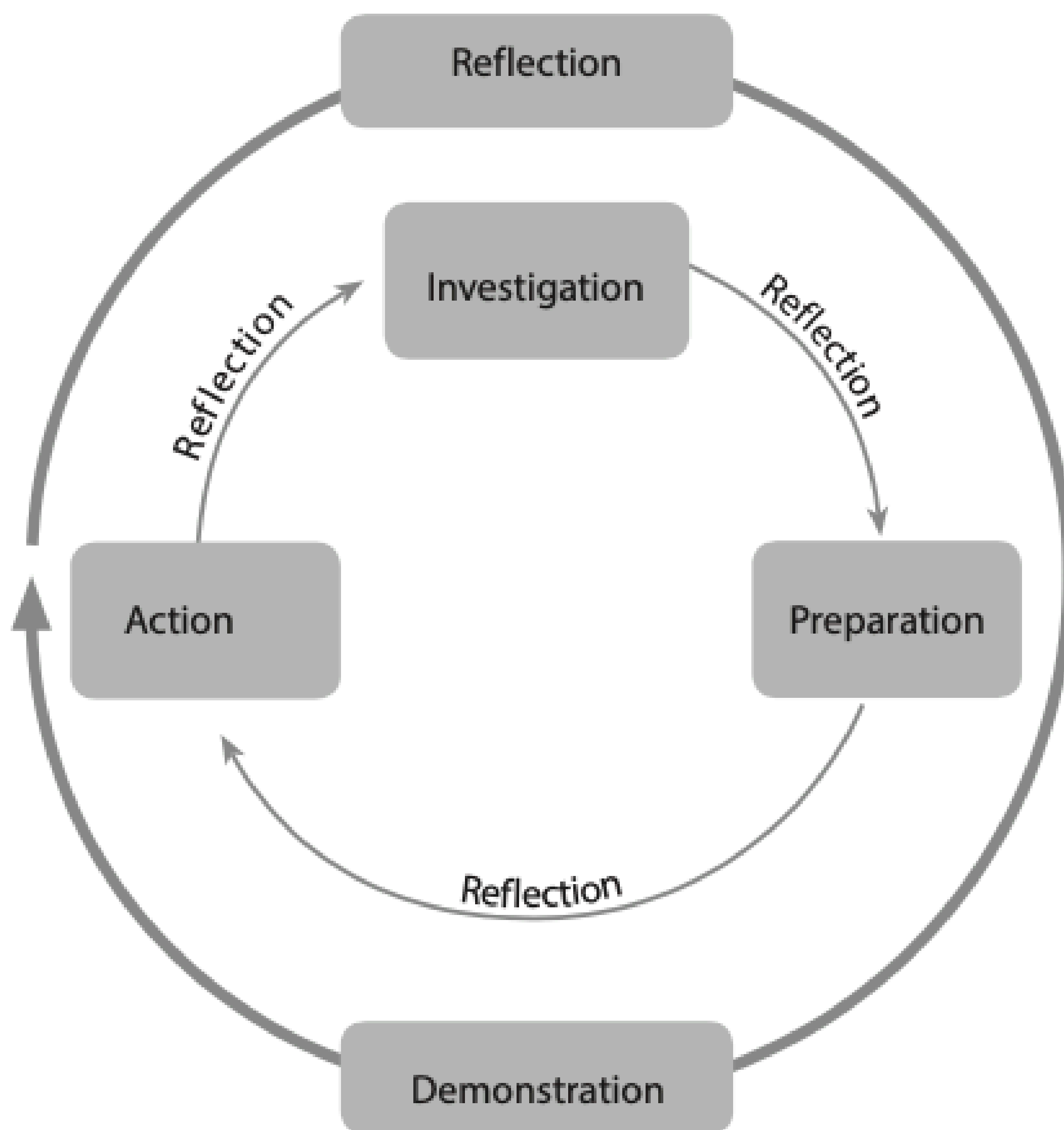
Plan the event, promote it, and raise funds or awareness for a charitable cause.

- **Start a lunchtime fitness club for younger students**

Strand(s): Activity, Service

Design and lead regular physical sessions promoting health and teamwork.

The 5 Stages of CAS



- **Investigation**

Students Identify their interests, skills, and areas for growth. Exploring what kind of experience or project they could do.

- **Preparation**

Developing a clear plan. Defining roles, setting goals, deciding on resources and timelines. Considering risks and how to manage them.

- **Action**

Carrying out the experience or project. Being actively engaged, collaborative, and open to challenges.

Making sure the activity meets the CAS requirements.

- **Reflection**

Students are reflecting regularly on their learning, growth, and experiences. Considering their feelings, achievements, difficulties, and what they've learned about themselves and others. They can reflect through writing, photos, videos, or discussions.

- **Demonstration**

Students are share their CAS journey and outcomes with others.

This could be through a presentation, blog, or portfolio. Showing how they've met the CAS Learning Outcomes.

CAS Interviews

Students will have 3 official interviewes with their CAS coordinator.

1. one at the beginning of DP year 1
2. one in the later stages of DP year 1
3. one in the final stages of DP year 2

Alongside these formal interviews, CAS coordinators door is always open for students, monthly or weakly meatings can be conducted depending on the experience or project and students's need.



- **Initial Interview**

The CAS coordinator ensures that the student fully understands the CAS requirements, introduces the seven CAS learning outcomes and how they can be achieved, and explores the student's interests and potential ideas for CAS experiences. The preferred format for the student's CAS portfolio is also discussed, along with a review of the CAS stages.

- **Second Interview**

This interview focuses on reviewing the student's progress in CAS. The aim is to ensure that the student is engaging in a diverse range of experiences and is making progress toward achieving the CAS learning outcomes. By this stage, students may have completed—or be in the process of completing—a CAS project. The student's CAS portfolio is reviewed to assess evidence of learning, including progress on meeting the seven CAS learning outcomes.

- **Third Interview**

The student reflects on how they have achieved the CAS learning outcomes and evaluates their overall CAS experience, highlighting areas of personal growth. The CAS portfolio is once again used as a reference.

Additionally, this interview may offer a chance for the student to provide feedback or suggestions to help improve the CAS programme for future students, based on their own experiences.

CAS Portfolio

All students are required to maintain and complete a CAS portfolio.

The CAS portfolio allows students to document their varied CAS experiences and to reflect on and celebrate their accomplishments. It serves as a collection of evidence and reflections—such as photographs, videos, audio recordings, documents, event programmes, posters, or performance materials—that illustrate the student's participation in CAS and demonstrate progress toward the seven CAS learning outcomes.

This portfolio is reviewed during each of the three formal CAS interviews, where students discuss their experiences and overall development.

Ultimately, the CAS portfolio stands as an important record of the student's engagement and achievements throughout their CAS journey.

CAS portfolio is a proof student has achieved seven learning outcomes.

ManageBac

Students will document their experiences and projects on Oakleaf School ManageBac website.

ManageBac is an online platform that helps students to build their CAS portfolio, record their CAS experiences and upload evidences.

Access to the schools ManageBac website and an introduction to its use will be given at the beginning of the first year IB DP.



ManageBac

What is a CAS Reflection?

A CAS reflection is a thoughtful account of students' CAS experiences, where they consider what they've learned, how they've grown, and how their actions connect to the CAS learning outcomes and IB Learner Profile traits.

Reflections can be written, recorded, drawn, or presented in other creative formats, as long as they are genuine, thoughtful, and reflective of your journey.

And should be uploaded on ManageBac as mentioned above.



Reflection process also can be different before sharing it with the CAS Coordinator.

CAS Timeline

IB DP1 - Timeline	Event
September – October	Introducing CAS program to students, in form of presentation.
October	Informal interviews with students
November	1st formal Interview / Familiarising with ManageBac
November – December	CAS experiences and in some cases CAS projects are approved by CAS Coordinator, Students starting carrying out their activities and creating CAS portfolios using ManageBac.
December – February	All CAS projects are approved, Students continue their CAS experiences, adding entries to their portfolios. Some CAS projects are even finalised.
March–April	CAS projects are finalised / 2 nd formal interview

IB DP2 - Timeline	Event
September	CAS experiences continue, students adding entries to the portfolios.
January	Workshop – Presentation to Year 1 DP students
February	Final formal Interview
March	Finalising the portfolios

Note:

Alongside the planned events, CAS coordinator can reach to students anytime (meaning working hours) for informal interviews and monitor progress, as well as student can book an informal meeting with the CAS coordinator in case of need.

To summarise:

Key to a student's CAS programme is personal engagement, choice and enjoyment of CAS experiences. Throughout the Diploma Programme students undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. They must also undertake at least one CAS project with a minimum duration of one month. Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator's satisfaction.

Appendices: Sample forms

A. Personal Information Form

Personal Information Form

Name _____

Grade Level _____

Date(s) _____

In this form student should answer following questions:

- What are some hobbies or activities you genuinely enjoy outside of school?
- Are there any skills or talents you'd like to develop or explore further through CAS?
- What causes or global issues are you passionate about, and why?
- Which strand of CAS—Creativity, Activity, or Service—are you most excited about, and why?
- Do you have any previous experience in volunteering, sports, arts, or organizing events?
- Are there physical or athletic goals you want to set for yourself over the next 18 months?
- Is there a community (local or global) you would like to help support or learn more about?

Student Signature _____ Date _____

Signature of CAS Coordinator

B. CAS Experience/Project Proposal Form

CAS Experience/Project Proposal Form

Name _____

Grade Level _____

Name of Project/Experience: _____

Date(s) _____

Brief description & Objectives

Activity involves (check all that apply):

Creativity _____ Activity _____ Service _____

Circle the number (s) that represent the CAS Learning Outcome(s) you will demonstrate in this experience/project:

LO1 LO2 LO3 LO4 LO5 LO6 LO7

Name of Institution (if it is an off-campus project):

Student Signature _____ Date _____

Signature of CAS Coordinator

C. CAS Interview and Portfolio Completion Form

CAS Interview and Portfolio Completion Form

Name of the student			
Name of CAS Coordinator or adviser			
Event	Date	Signature	Comment
Initial CAS interview			
Second CAS Interview			
The final CAS interview			
CAS portfolio complete			

D. Learning Outcomes Achievement Form

Learning Outcomes Achievement Form

Name of the student		
Learning Outcomes	Event name (when you achieved the specific LO)	Comment/Reflection
LO1		
LO2		
LO3		
LO4		
LO5		
LO6		
LO7		

Student Signature _____ Date _____

Signature of CAS Coordinator



Oakleaf School