

CAS handbook

for use in the *International Baccalaureate Diploma Programme* at
SZTE Báthory István Gyakorló Gimnázium és Általános Iskola



1. Introduction

Creativity, Activity, Service (CAS) is one of the three essential elements that every student must complete as part of the IB Diploma Programme (DP). It is intended to provide students with opportunities to develop personal and interpersonal skills through experiential learning. It encourages students to be reflective thinkers, aware of their own strengths and areas for growth, and to engage with local and global communities in meaningful ways.

CAS Components

- **Creativity:** Involves exploring and extending ideas leading to an original or interpretative product or performance. Examples include learning a difficult piece of music, writing a short story, or organising an art show.
- **Activity:** Refers to physical exertion contributing to a healthy lifestyle. This might involve participation in a new sport, setting a new personal record, or leaving behind an unhealthy habit.
- **Service:** Service projects are unpaid and voluntary exchanges that have a learning benefit for the student. The rights, dignity, and autonomy of all those involved must be respected. Examples include organizing a charity event, creating a study group, or providing continuous help to someone in need.

The strands of CAS are intertwined, and one project might cover several components.

2. CAS requirements

Students are required to complete a range of experiences over an 18-month period, balanced across the three strands of CAS. They must engage in projects that involve creativity, activity, and service. The programme is flexible, allowing students to design experiences that reflect their interests and passions.

Students must maintain and complete a CAS portfolio as evidence of their engagement with CAS. This portfolio is used for reflection and documenting experiences. It may include digital or physical records such as photos, videos, journal entries, or other creative formats. The portfolio also serves as a reflective journal and a log for the CAS learning outcomes and their development.

As part of the CAS programme, **students must undertake at least one CAS project.** This project should last for at least a month and must involve collaboration, planning, and significant engagement in at least one of the CAS strands.

CAS Learning Outcomes

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

3. CAS implementation

CAS experiences are always supervised by adults who can provide guidance and ensure the safety and effectiveness of the activities. The **CAS Coordinator** supports and advises students throughout their CAS journey. They help students plan and document their experiences, ensuring that the CAS programme is meaningful and fulfilling.

CAS is not a one-off event but a continuous process that takes place over 18 months. Students should regularly engage in CAS activities, keeping in mind their academic responsibilities.

Regular check-ins with the CAS Coordinator are essential to ensure students are on track.
CAS and the IB Learner Profile

CAS is designed to develop students in alignment with the IB Learner Profile attributes, which include being inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. Each CAS experience should help students develop these attributes.

CAS bridges the gap between academic learning and real-world application, helping students to connect what they learn in the classroom to their experiences outside of it. This application is crucial for developing well-rounded, internationally-minded individuals.

4. Challenges and strategies for success

Students may face challenges such as time management, balancing CAS with academic work, finding meaningful projects, and maintaining motivation over time.

To overcome these challenges, students should set realistic goals, create a balanced schedule, seek support from their CAS Coordinator, and choose activities that genuinely interest them. Regular reflection and documentation can also help maintain focus and motivation.

5. CAS Assessment

CAS is not formally assessed like academic subjects but is evaluated based on the student's engagement with the programme, the completion of the CAS portfolio, and evidence of achieving the learning outcomes. The CAS Coordinator plays a key role in this process.

At the end of the CAS programme, students complete a final reflection, summarizing their experiences and the learning outcomes they have achieved. This reflection is critical in demonstrating their growth and development through CAS.

6. CAS timeline and scheduling

Students may undertake several CAS experiences and projects during their DP studies. When planning, students should keep in mind the key stages of developing a CAS project:

Key stage	Goals of the stage	Action	Possible portfolio artefact	Deadline
Investigation Students identify their goals and motivation for the	Students need to reflect on their own abilities, and set reasonable goals as	Students research individually. At least two consultations are	Reflection piece on the student's goals, aims, necessary skills.	1st October

project, evaluate their own skills and abilities.	a basis of success. If they don't find a project they are passionate about, they will probably fail, so it's crucial to allow them time and support until they find their calling.	mandatory with the CAS coordinator.		
Preparation Students set a timeline, identify resources, and research different approaches to the project.	Students need to make educated choices and carefully plan and think about their process. They must understand that such a complex project is only possible if they remain principled throughout the process. They also need to evaluate the outcomes and the possible effect their project will have on the people around them.	Students prepare their deadline, reach out to potential partners and gather resources. At least two consultations are mandatory with the CAS coordinator.	A checklist and schedule of their project.	15 th November
Action Students follow their timeline, checking in with CAS coordinators.	Students need to be proactive, engage with others, constantly reflect on what they are doing, how they are doing it and why, they need to take risks, but also be principled enough to continue their work even when hardships arise.	Students carry out the action steps identified during preparation. In case of a CAS project lasting 1-3 months, at least two consultations are mandatory with the CAS coordinator. If the CAS project lasts longer, monthly consultations are required.	A diary of the action as it's carried out.	The entirety of this stage should be carried out between 15 th November and February 1 st .
Reflection Students look back on the experience, draw their conclusions.	Student should understand why they did certain things, weigh whether they would do it differently next time, this	Students take part in discussion groups, peer reviews, and an exit interviews with the CAS coordinator.	Participation in discussion groups, reflection on exit interviews.	15 th February

	increases their self-awareness and personal growth			
Demonstration Students present the activity, showcasing a performance, inviting the others to see their results	It's important that the students take part in their achievements, but also to see what the other have come up with, appreciate the diversity of ideas and challenges, and gain inspiration for future projects	Students prepare a presentation on their activity. Final submission of CAS portfolio.	A picture gallery of the project.	1 st March

Note: Deadlines in the table are set for a student embarking on the DP programme in September 2025, on condition they choose to carry out one larger project that lasts the entirety of the programme. If possible, individual deadlines are discussed to allow students to create several projects.

7. More on CAS

- [CAS Description](#)
- [Case studies](#)
- [CAS projects](#)
- [Project ideas](#)

This handbook is scheduled for an update in September 2025.