



**HAWAR
INTERNATIONAL
SCHOOL**



CAS

Handbook

Creativity, Activity, Service



2025 - 2026





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Message from the CAS Coordinator

Welcome to your CAS journey at Hawar International School. CAS is a purposeful process of learning by doing challenging you to discover strengths, develop new skills, and make a positive difference in our community.

Through Creativity, Activity and Service, you will take thoughtful action, reflect on what you learn, and grow as balanced, caring, principled learners. Approach your experiences with curiosity, integrity and initiative—we will support you throughout.

Remember: CAS is not a checklist; it is continuous engagement, reflection and growth.

Wishing you an inspiring and successful CAS experience,

Ms. Dalia Robin
CAS Coordinator



Introduction to CAS at Hawar International School

Creativity, Activity, Service (CAS) is at the heart of the IB Diploma Programme. It complements rigorous academics by engaging students in purposeful experiences that foster personal growth, community engagement, and international-mindedness. At HIS, students directly apply their learning by taking action through planned CAS experiences, purposeful reflection and community-focused projects. The school ensures regular engagement over at least 18 months via guided planning meetings, reflection checkpoints and coordinator/supervisor check-ins.

At Hawar International School (HIS), CAS promotes balanced student development through sustained participation in experiences across the three strands (Creativity, Activity, Service) and at least one collaborative CAS project of one month or more.



Aims of CAS

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 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 toward each other and the environment.



The Nature of CAS

CAS is a core component of the IB Diploma Programme. It is designed to provide students with opportunities for personal growth, community engagement, and a balanced lifestyle.

Structure: CAS is built around three strands

- **Creativity**
- **Activity**
- **Service**

Duration: CAS begins at the start of Grade 11 and continues regularly for at least 18 months, ensuring a reasonable balance across all three strands.

Requirements:

- Maintain and complete a balanced CAS portfolio documenting all experiences.
- Provide evidence of engagement, including reflections and documentation of activities.
- Achieve the seven CAS learning outcomes, which form the basis for successful completion.

CAS Experiences:

Students participate in experiences that involve one or more of the three strands. These may be single events or extended series of activities that demonstrate sustained involvement and reflection.



The CAS Strands

Creativity

Exploring and extending ideas leading to an original or interpretive product or performance. Examples: visual/performing arts, digital design, writing, film, culinary arts, student-led exhibitions.

Activity

Physical exertion contributing to a healthy lifestyle. Examples: individual/team sports, dance, fitness training, outdoor pursuits, regular participation with personal goals.

Service

Collaborative and reciprocal engagement with the community in response to an authentic need. Examples include direct, indirect, advocacy, and research-based service.



The CAS Stages

Students use the CAS stages as a flexible framework:

Investigation → Preparation → Action → Reflection (ongoing) → Demonstration.

- **Investigation:** Identify interests/skills and, for service, confirm an authentic community need.
- **Preparation:** Clarify roles/responsibilities; make a plan; identify resources/timelines; acquire skills.
- **Action:** Implement the plan; make decisions; solve problems; collaborate as needed.
- **Reflection:** Describe what happened, express feelings, generate ideas, ask questions; reflection can occur anytime.
- **Demonstration:** Share what and how you learned and what you accomplished; include in your CAS portfolio.



CAS Project

The CAS Project is a collaborative and sustained series of experiences that engages students in one or more of the CAS strands—Creativity, Activity, and Service. It encourages students to take initiative, demonstrate perseverance, and develop essential skills such as collaboration, problem-solving, and decision-making.

Key Features:

- Every student must undertake one CAS Project during their CAS programme.
- The project must be sustained for at least one month.
- It should present meaningful challenges that allow students to:
 - Show initiative in planning and execution.
 - Demonstrate perseverance in overcoming obstacles.
 - Develop and apply collaboration, problem-solving, and decision-making skills.
- The project may focus on a single CAS strand or combine two or all three strands in an integrated experience.



CAS Portfolio

All CAS students are required to maintain and complete a CAS portfolio as evidence of their engagement in CAS and achievement of the seven CAS learning outcomes.

The portfolio helps students to:

- Plan, document, and reflect on their CAS experiences.
- Showcase personal growth and development of IB Learner Profile attributes.
- Collect evidence of their activities, such as photos, certificates, or reflections.
- Demonstrate achievements and learning for future educational or career opportunities.

Key Points:

- The CAS portfolio is not formally assessed, but it is reviewed regularly by the CAS Coordinator or Adviser.
- It is discussed during the three scheduled CAS interviews, where feedback and recommendations are recorded.
- Students should keep their portfolios up to date and organized.
- The format is flexible – it can be digital, online, written, or a mix – allowing students to choose what best suits their learning style.



CAS Portfolio

Suggested Portfolio Structure:

- **Profile:**
 - Includes student interests, skills, goals, and a personal plan for CAS.
 - Connects the student's values and goals to the IB Learner Profile and CAS learning outcomes.
- **Experiences:**
 - Chronicles the student's CAS journey through reflections, challenges, and achievements.
 - Demonstrates active engagement and personal development.
- **Evidence:**
 - Contains supporting documents such as plans, letters, certificates, photos, or videos.
 - Links evidence to the CAS learning outcomes and future goals.



CAS Learning Outcomes

L01	Identify own strengths and develop areas for growth.
L02	Demonstrate that challenges have been undertaken, developing new skills in the process.
L03	Demonstrate how to initiate and plan a CAS experience.
L04	Show commitment to and perseverance in CAS experiences.
L05	Demonstrate the skills and recognize the benefits of working collaboratively.
L06	Demonstrate engagement with issues of global significance
L07	Recognize and consider the ethics of choices and actions.



Reflection Guidelines

Reflection is a key part of CAS and helps students think deeply about their actions, feelings, and learning. It allows them to recognize their strengths and weaknesses, connect experiences to personal growth, and understand how CAS contributes to developing the IB Learner Profile attributes.

Key Points:

- Reflection focuses on quality, not quantity – students reflect on important moments, not every activity.
- It can be written, visual, or creative (journal, photo, video, poem, etc.).
- Should include what happened, how they felt, what they learned, and what they would do differently.
- CAS coordinators guide and give feedback, but reflection remains a personal and student-driven process.
- Reflections that show progress toward CAS learning outcomes must be included in the CAS portfolio.



Reflection Guidelines

Prompts (Before / During / After)

- What did I plan to do? What were my goals and why did they matter?
- What did I actually do? What went well and what was challenging?
- How did I feel, perceive, or think during this experience?
- What did I learn about myself and others? Which learning outcomes are evident?
- How might this learning apply more widely? What's next?



Student Responsibilities

- Undertake a variety of CAS experiences with a balance across Creativity, Activity, and Service.
- Engage regularly over at least 18 months, plus at least one CAS project (≥ 1 month).
- Use the CAS stages where appropriate and keep an up-to-date portfolio.
- Provide evidence for all seven learning outcomes (at least once).
- Attend three formal interviews with the CAS coordinator/adviser.
- Complete all required forms



Supervisor Responsibilities

Supervisors play an essential role in guiding and supporting students through their CAS experiences. They help ensure that activities are meaningful, safe, and aligned with CAS principles. Supervisors also meet with students periodically to encourage reflection, monitor progress, and ensure that service engagements address authentic community needs.

Supervisors are expected to:

- Monitor the student's progress and engagement throughout the CAS experience or project.
- Ensure that all activities meet IB CAS requirements and follow school safety and ethics guidelines.
- Provide advice, encouragement, and constructive feedback.
- Verify that the student has participated in and reflected on the experience by completing the Supervisor Verification Notes form or equivalent documentation.
- Communicate with the CAS Coordinator regarding any issues, achievements, or concerns.



Risk Assessment

HIS follows IB expectations for safe participation. Identify hazards, assess risks, and plan controls. Obtain parental/guardian permissions where necessary, and follow HIS supervision and safeguarding guidelines.

Supervisors are responsible for ensuring that CAS experiences are conducted safely and ethically, following HIS guidelines and risk assessment procedures.

Monitoring & Interviews

Students will attend three documented interviews: The CAS Coordinator maintains oversight using the school's monitoring system to track regular participation, timely reflections and evidence submission throughout the programme.

- **Interview 1:** beginning of the DP. Review plans, progress, portfolio evidence, and learning outcomes.
- **Interview 2:** end of Year 1. Review plans, progress, portfolio evidence, and learning outcomes.
- **Interview 3:** end of the CAS programme. Review plans, progress, portfolio evidence, and learning outcomes.



Ethics in CAS

Students recognize and consider the ethics of choices and actions. Respect dignity, rights, culture, safety, and the environment. Act with integrity in documentation and representation of work.

Forms Links

[IB CAS Guide](#)

[CAS Project Form](#)

[Risk Assessment Form](#)

[HIS CAS Student Checklist](#)

[CAS Presentation](#)

[Example for a Cas portfolio](#)

[Guidelines and Examples for CAS in Bahrain](#)

[Learning outcomes](#)





References

International Baccalaureate Organization (IBO).

Creativity, Activity, Service (CAS) Guide for the Diploma Programme.



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Thank You

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