



**ASTANA BILIM-INNOVATION
BOARDING LYCEUM FOR BOYS**

CAS Handbook

Astana Bilim – Innovation boarding lyceum for boys is a candidate school* for the DP. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students.

* Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes visit <http://www.ibo.org>.



Dear Students,

CAS is not just a requirement, it is an opportunity. It is your chance to explore new interests, step outside your comfort zone, make a difference in your community, and discover what you are truly capable of. Through CAS, you will gain life skills, form meaningful connections, and create memories that go far beyond the classroom.

This guide has been created to help you understand what CAS is all about, how to plan your experiences, reflect meaningfully, and document your growth along the way. Whether you are painting a mural, organizing a fundraiser, hiking a mountain trail, or mentoring younger students, your CAS journey will be as unique as you are.

Keep an open mind. Stay curious. Be brave enough to try something new. And remember — CAS is not about perfection. It is about participation, progress, and personal growth.

Let this inspire you to grow, serve, and create with purpose. You've got this — and we are here to support you every step of the way!

Best of luck!



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What is CAS?

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

CAS (Creativity, Activity, Service) is one of the **three core components** of the IB Diploma Programme (IBDP), alongside Theory of Knowledge (TOK) and the Extended Essay (EE). It is an **experiential learning program** designed to help students develop personally, socially, and ethically by engaging in real-world activities outside the classroom.

CAS is a core component of the IB Diploma Programme because it helps students develop into engaged, ethical, and proactive individuals who can contribute meaningfully to society. It is not just an extracurricular requirement—it is an opportunity for personal growth, self-discovery, and lifelong learning.

The Three Strands of CAS

At the heart of the CAS programme are its three interconnected strands: **Creativity, Activity, and Service**. Together, they offer a balanced framework that encourages students to grow as individuals, contribute to their communities, and lead healthier, more purposeful lives. Each strand offers unique opportunities to discover talents, develop new skills, and reflect on personal values and goals.

CREATIVITY: Exploring and Expressing Ideas in Innovative Ways

The **Creativity** strand challenges you to explore your imagination, originality, and problem-solving abilities. It goes beyond traditional definitions of the arts and includes a wide range of creative thinking and expression — from visual arts and music to writing, design, coding, and innovative project planning.

This is your chance to **think outside the box**, to create something meaningful, and to express who you are. Whether you are choreographing a dance, designing an app, or starting a photography blog, the creativity strand nurtures **innovation, confidence, and self-expression**

Examples include:

- writing and publishing poetry or short stories;
- producing a short film;
- starting a student newsletter;
- designing posters for a social campaign;
- learning a new musical instrument;
- creating a digital artwork series or photography project;
- participating in a theater production or improvisation club ;
- designing a social media campaign for an environmental cause.

ACTIVITY: Engaging in Physical and Healthy Lifestyles

The **Activity** strand emphasizes the importance of physical movement and healthy living. It is about **challenging yourself physically**, building endurance, and developing habits that support your well-being. It doesn't matter how athletic you are — the focus is on **personal improvement, effort, and commitment**, not competition.

You might set a fitness goal, learn a new sport, practice mindfulness through yoga, or lead a recreational club. Through activity, you will not only strengthen your body, but also build mental resilience and discipline.

Examples include:

- training for a long-distance race;
- learning to skateboard or dance;
- leading group fitness sessions;
- going on regular nature hikes;
- starting a wellness or sports club.

SERVICE: Making a Meaningful Impact in the Community

The **Service** strand is your opportunity to **take action for the benefit of others**. It focuses on developing empathy, social responsibility, and an understanding of global and local issues. Service activities must meet a genuine need, be meaningful for both the student and the community, and be carried out with **respect and ethical awareness**.

True service is not just about helping—it is about **listening, learning, and engaging** with others to create a positive and sustainable impact. Whether you are tutoring younger students, organizing a community clean-up, or raising awareness about mental health, the goal is to make a difference — and grow while doing it.

Examples include:

- volunteering at a local shelter or food bank;
- creating care packages for people in need;
- starting an environmental awareness campaign;
- joining a tree-planting initiative or a river bank clean-up event

CAS Experience

A CAS experience is any activity that meets at least one of the seven CAS learning outcomes, is intentional and engaging, and falls under at least one of the three CAS strands:

·Creativity –Exploring creative expression (e.g., painting, music,theater, graphic design, writing, or film-making).

·Activity –Engaging in physicalactivity and well-being (e.g., sports, yoga, hiking, dance, fitness challenges).

·Service – Volunteering and taking actionfor the benefitof others (e.g.,community service, tutoring, environmental initiatives).

A CAS experience must:



- Be voluntary and beyond routineschoolwork or academic assignments.
- Present a challenge or opportunity for personal growth.
- Involve active participation and not be passiveobservation.
- Allow for meaningful reflection on learning and impact.
- Have a purposebeyond self-benefit, particularly for service activities.
- Not be paid work or financially compensated.

What does NOT Qualify as a CAS Experience?



- Passive activities – Watchinga documentary about climate change without taking action.
- Purely academic tasks – Studying for exams or completing a school science project.
- Routine activities – Going to the gym regularly withoutsetting a personalchallenge.
- Paid work – Any activity where the student receives financial compensation.
- One-time, short-term events without reflection – Attending a charity dinnerwithout direct involvement.

How to create a CAS plan?

The CAS plan represents your personal roadmap through the CAS experience. In it, you show how you plan to fulfill your obligations through activities that are meaningful, challenging, and aligned with your interests. The first step is to reflect on yourself—your strengths, interests, and the skills you want to develop. Based on that, you choose activities that fit into one or more CAS strands: Creativity, Activity, and/or Service.

For each activity, it is important to check whether it meets the CAS criteria: it should be voluntary, personally challenging, unpaid, and allow you to actively participate and reflect. After that, you plan each activity through the five CAS stages: investigation (why this activity), preparation (how and with whom), action (what exactly you will do), reflection (how you track your progress), and demonstration (how you share your outcomes).

The plan should also include a time-frame—when you start, how often you participate, and how long the activity lasts. Finally, you submit the plan to your CAS coordinator for approval, with the possibility of feedback and revision. A well-designed CAS plan helps you better organize your time, grow through experience, and successfully complete the CAS program.

IMPORTANT!

CAS encourages students to engage in all three strands consistently throughout the IB programme. While each strand is distinct, they often overlap naturally — a project may involve creativity and service, or physical activity and community engagement. This integration allows for flexible, personalized learning, giving you the freedom to design a CAS journey that reflects your interests, values, and goals.

CAS Stages

The CAS stages provide a reliable five-step framework—Investigation, Preparation, Action, Reflection, and Demonstration—to help you structure your experiences effectively. Adapted from Cathryn Berger Kaye's "five stages of service learning," this sequence ensures your projects are purposeful and well-organized. By following this process, you move from initial curiosity and planning to meaningful action and personal growth. Ultimately, these stages offer a flexible toolkit for problem-solving that remains useful long after you complete the IB program.



The five CAS stages

CAS project

CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging you in one or more of the CAS strands of creativity, activity, and service. You must be involved in **at least one CAS project** during your CAS programme. This project allows you to demonstrate teamwork and take initiative over an extended period. By working with others, you will turn your ideas into meaningful, long-term actions.

The primary purpose of the CAS project is to engage you in sustained collaboration, allowing you to discover the benefits of teamwork and collective achievement. By working with a group of peers or the wider community, you will show initiative, demonstrate perseverance, and develop essential skills in problem-solving and decision-making. Every member of the team must be an active contributor, and you are encouraged to integrate your personal interests and talents into the planning and implementation process.

Project Framework and Examples

All projects **must follow the five CAS stages** and can focus on a single strand or a combination of Creativity, Activity, and Service. For example, you might:

- Creativity: Design and paint a community mural.
- Activity: Organize a sports team with a full season of matches.
- Service: Conduct regular tutoring sessions for those in need.
- Combined Strands: Choreograph a routine for a band (C+A) or design recycled backpacks for a local school (S+C).

Expectations and Timeline

Your project **should have** a defined purpose with specific **learning outcomes** identified at the start. While **a minimum duration of one month is recommended** from planning to completion, longer projects are encouraged to provide a greater scope for impact. While you must complete at least one project, you should aim to engage in multiple projects locally throughout your CAS programme to maximize your growth.

When your CAS project focuses on Service, you must prioritize authentic needs by working alongside community members to ensure your actions are respectful and reciprocal. You are expected to account for the impact of your work, maintaining ongoing communication with partners to ensure a purposeful and sustainable relationship. Whether working locally or on an international project, your goals should be based on compelling benefits for all stakeholders while fostering international-mindedness. If you collaborate with an external organization, you must ensure their practices align with the IB mission and CAS requirements.

Before beginning, you must confirm a genuine need exists, assess potential risks, and obtain school approval for your plan. Throughout the process, you will apply the CAS stages to evaluate the project's benefits and adapt your response as community needs evolve. Ultimately, your contribution should be relevant and well-researched, potentially inspiring future students to continue the advocacy or local action you have initiated.

CAS PROJECT CHECKLIST

PROJECT CONCEPT & RELEVANCE

- Is the project voluntary and personally meaningful?
- Does it have a clear purpose and defined need?
- Is it collaborative (involves working with others)?
- Is it of significant duration (at least one month)?
- Does it involve one or more CAS strands?
- Does it present a personal challenge with opportunities for growth?



PLANNING AND PREPARATION

- Have you completed the investigation phase?
- Have you developed a clear action plan (steps, timeline and roles)?
- Have you identified resources (people, materials, permissions)?
- Have potential risks been assessed and mitigated?
- Have the project been approved?

IMPLEMENTATION (ACTION PHASE)

- Are you actively engaged in carrying out the project activities?
- Are you tracking your progress (dates, activities, milestones)?
- Are you communicating and collaborating with your team effectively?
- Are you documenting the process (photos, journal, video, etc.)?

REFLECTION AND LEARNING

- Have you reflected regularly throughout the process?
- Does your reflection address learning outcomes?
- Have you described your challenges, achievements, and learning?
- Have you made connections to your personal growth or local impact?

DEMONSTRATION & COMPLETION

- Have you shared the results / how (presentation, blog, social media...)?
- Have you finished final reflection on the project's outcomes and your learning experience?
- Have you logged in your project into the portfolio with evidence?

CAS Reflection

A CAS reflection is a personal response that allows you to think deeply about your CAS experiences.

It is not just a summary of what you did, but it is about making meaning of the experience:

- What did you learn about yourself?
- What challenges did you face and how did you grow?
- How did the experience impact others?
- How did it connect to your goals, values, or the wider world?

Reflection helps you to

- Understand your personal development
- Recognize new skills and strengths
- Track your progress toward the seven CAS learning outcomes
- Make connections between your actions and your values, goals, and global issues
- Stay aware, intentional, and motivated

Reflection is:	Reflection is not:
<ul style="list-style-type: none">• honest• personal• done in many different ways• sometimes difficult• sometimes easy• sometimes creative• building self-awareness• necessary for learning• what I did, combined with how I felt• surprising• helpful for planning• done alone or with others• about thoughts, feelings, and ideas• adding perspective.	<ul style="list-style-type: none">• forced• right or wrong• good or bad• marked or graded• difficult• copying what someone else said• predictable• to be judged by others• only a summary of what happened• done to please someone else• a waste of time• only written• only discussion• only led by teachers.

What does a reflection look like?



Written journal entry



Photo with commentaries



Short video or vlog



Audio recording or poem



Artwork with explanation



Presentation or blog post

**The key is to show authentic personal thinking!
Not just what happened, but what it meant to you.**

Learning outcomes

The IB's CAS component is built around seven clear “learning outcomes”, specific skills and attributes you are expected to demonstrate at some point during your CAS journey. These learning outcomes do not just become another set of boxes to check. Instead, they guide you toward becoming a more self-aware, empathetic, globally engaged, and ethically grounded individual. As you have definitely got it by now, in CAS it is much more about logging hours, because during your engagement you are growing and developing yourself in real and meaningful ways. It is all about purposeful learning, reflection, and personal growth.

Nº	Learning outcome	Descriptor	Example
1	Identify own strengths and develop areas for growth.	<i>Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.</i>	Example: After helping coach younger students in math, you realize you are great at explaining concepts but struggle with organizing lesson plans. Tip: Reflect on this insight and set a goal—e.g., “I’ll take a short online lesson- planning course to improve.”
2	Demonstrate that challenges have been undertaken, developing new skills in the process.	<i>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 new experiences or through increased expertise in an established area.</i>	Example: Start learning a new instrument like the guitar when you have never played before. Over weeks of practice, you successfully perform a song. Tip: Document your progression—include early mistakes, frustration, small achievements—showing genuine growth.
3	Demonstrate how to initiate and plan a CAS experience.	<i>Students can articulate the stages from conceiving an idea to executing a plan for individual or collaborative CAS experiences. Students may show their knowledge and awareness by building on a previous experience or by launching a new idea or process.</i>	Example: You decide to launch a neighborhood recycling drive. You research waste issues, liaise with local council, create flyers, and manage collection logistics. Tip: Keep planning docs— emails, timelines, risk assessments—to show your organized approach.

N°	Learning outcome	Descriptor	Example
4	Show commitment to, and perseverance in, CAS experiences.	<i>Students demonstrate regular involvement and active engagement in CAS.</i>	Example: You join a running club that meets twice weekly for six months, stick with it even when tired, and complete a 5K event. Tip: A log or photo record showing consistent participation and reflection on challenges (e.g., injuries, weather) proves perseverance.
5	Demonstrate the skills and recognize the benefits of working collaboratively.	<i>Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.</i>	Example: Collaborate with classmates to maintain a community or school garden, each taking roles like planting, financing, PR, and maintenance. Tip: Reflect on teamwork— e.g., “By delegating tasks, we got more done” or “We resolved conflict by listening and compromising.”
6	Demonstrate engagement with issues of global significance.	<i>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.</i>	Example: Lead a school - wide campaign to eliminate single-use plastics, raising awareness, installing water refill stations, and reducing waste. Tip: Connect locally to global— research plastic waste’s impact worldwide and share this context in your reflection.
7	Recognize and consider the ethics of choices and actions.	<i>Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.</i>	Example: While organizing a charity fundraiser, you choose not to partner with fast-food chains to support healthier food options for donors and recipients. Tip: Include in your reflection: “I chose local organic suppliers to ensure health and fairness,” showing ethical consideration.

**This chart has been adapted based on the International Baccalaureate Diploma Programme Subject Brief: Creativity, activity, service (for students graduating in 2017 and after).*

CAS Portfolio

The CAS portfolio is a personal record of your CAS journey throughout the IB Diploma Programme. It is where you document your experiences, reflect on your learning, and demonstrate how you have achieved the seven CAS learning outcomes. It is not graded, but it is required to successfully complete the CAS component of the IB.

Purpose of the CAS Portfolio

- To showcase your engagement with CAS experiences and your CAS project;
- To reflect on your personal growth, challenges, successes, and insights;
- To provide evidence that you have met all CAS requirements and learning outcomes;
- To help you make connections between learning and real life.

What Should Be in a CAS Portfolio?

Your CAS portfolio is highly flexible and creative—it can be digital or physical—but you should consider including the following:

1. Profile & Planning

- Your personal interests, goals, and skills
- Initial CAS plan and timeline
- Self-assessment and reflections on your strengths and areas for growth

2. Documentation of CAS Experiences

- Description of each CAS activity (Creativity, Activity, Service)
- Evidence: photos, videos, journals, feedback, logs, certificates, etc.
- Reflections: What did you learn? What challenges did you face?

3. CAS Project

- Full overview of your project: idea, planning, collaboration, execution, and impact
- Reflections during and after the project
- Evidence of the process (e.g., planning notes, communication with teammates, etc.)

4. Learning Outcomes

- Clear evidence of how each of the seven CAS learning outcomes was addressed
- Reflections directly tied to the outcomes

Responsibilities of the Student

The key to your CAS programme is personal engagement, choice, and enjoyment of your chosen experiences. Throughout the Diploma Programme, you will undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. You must also complete at least one CAS project with a minimum duration of one month. You are expected to reflect on your experiences at significant moments and maintain a CAS portfolio to document your journey. Using evidence from your portfolio, you will demonstrate the achievement of the seven CAS learning outcomes to the satisfaction of your CAS coordinator.

CAS students are expected to:

- approach CAS with a proactive attitude
- develop a clear understanding of CAS expectations and the purpose of CAS
- explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- determine personal goals
- discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser
- understand and apply the CAS stages where appropriate
- take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
- maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
- understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- demonstrate accomplishments within their CAS programme
- communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings
- ensure a suitable balance between creativity, activity and service in their CAS programme
- behave appropriately and ethically in their choices and behaviours.

Responsibilities of the Coordinator

The CAS coordinator is the key to the success of a CAS programme. The CAS coordinator is knowledgeable about the role of CAS in the Diploma Programme. The CAS coordinator is the nominated member of staff who facilitates understanding of CAS and oversees the effective implementation of CAS experiences, working directly with students, staff, CAS advisers and CAS supervisors. The CAS coordinator is responsible for reporting the progress of CAS students to the Diploma Programme coordinator.

They know what CAS is all about and are there to

- Help you shape and improve your experience
- Make sure your activity or project meets CAS requirements
- Check that everything is safe and well-organized
- Meet with you regularly to talk about how things are going
- Encourage you to reflect on what you're learning and how you're growing
- Give feedback to help you move forward
- Write a short report about your effort and progress at the end

During your CAS programme, you may interact with two key support figures: Advisers and Supervisors.

- **Your CAS Adviser:** They will be your primary point of contact. They provide the vital, ongoing guidance needed to help you shape your individual CAS programme, offering personal support and ensuring you stay on track with IB requirements.
- **Your CAS Supervisor:** A supervisor oversees specific CAS experiences when guidance, safety monitoring, or specialized expertise is required. While you should take responsibility for your own experiences whenever possible, a supervisor—who could be a teacher, a community member, or a skilled volunteer—can provide valuable feedback on your involvement and help ensure your goals are met.

Diploma Programme CAS Calendar

Academic Years 2026-2027/2027-2028

month	Date	event
Sep 2026	9	Beginning of CAS programme/ Consultation with CAS supervisors
Sep 2026	30	Monthly reflections
Oct 2026		CAS Gallery
Oct 2026	30	CAS Interview №1 (Mandatory)
Oct 2026	30	Monthly reflections
Nov 2026	30	Monthly reflections
Dec 2026	30	Monthly reflections
Jan 2027	30	Monthly reflections
Feb 2027	28	Monthly reflections
Mar 2027	30	Monthly reflections
Apr 2027	30	Monthly reflections
May 2027	17-22	Mid-programme interview
May 2027	30	Monthly reflections
Aug 2027	30	Monthly reflections (june/july/august)
Sep 2027	30	Monthly reflections
Oct 2027	10	CAS Gallery
Oct 2027	30	Monthly reflections
Nov 2027	30	Monthly reflections

month	Date	event
Dec 2027	30	Monthly reflections
Jan 2028	30	Monthly reflections
Feb 2028	28	Monthly reflections
Mar 2028	30	Monthly reflections
Apr 2028	1st week	Final interview
Apr 2028	15	CAS celebration
May 2028	30	Submission CAS completion status to IBIS